

BEST PRACTICES

In School Personnel

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As nationwide teacher shortage worsens, some say inadequate pay is to blame

More Teachers, Fewer Students, But Teacher Shortage Story Goes On

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THE TEACHER SHORTAGE

Teachers Are Heading for the Door—And They're Not Coming Back

Michigan's teacher shortage: What's causing it, how serious is it, and what can be done?

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PLANT THE SEEDS AND



YOUR OWN GARDEN

by Dr. Sarah Burnett, Employee and Labor Relations Coordinator;
Angelica Romano, Executive Director of Human Resources;
West Chicago School District; West Chicago, IL

The national teacher shortage has had devastating impacts on school districts across the United States. Teaching as a profession is no easy calling by any means, but the COVID-19 pandemic specifically has detonated the field of education, leaving teachers burnt out and exhausted. Now, more than ever, in a post-COVID world (we say that hesitantly), where 60% of colleges reported a decline in students enrolling in the educational field, we need to be more creative, more diligent and more savvy to recruit and retain educators to best serve our students (AACTE, 2020). This nimble feat begins with investing in our staff, even before we hire them. We owe it to our kids to search high and low for seedling teachers to grow our garden of educators.

Mapping Out the Garden Paths

In order to become a certified teacher, teacher certification is required, which typically entails graduating from high school, earning a Bachelor's Degree in Education, including a student teaching experience and passing state tests for a professional educator license. This is the typical path for a career in education, but there are a number of ways to enter the field and opportunities for district leaders to grow their own. In District 33 Human Resources, we believe "where there's a will, there's a way to get you here". Whether it is a paraprofessional aspiring to become a teacher, a bilingual candidate with a Bachelor's degree outside of education or an educator looking to change areas, we will find a way to get candidates on the right path and grow them.

Seedling High School Students

Recruitment begins at an early age. District leaders can capitalize on high school students who aspire to be teachers, by providing opportunities for these teengagers and young adults to gain experience working with students. Partnership programs, after school tutoring and paid summer school work can all cultivate a connection between a high school student and the serving school district. In West Chicago Elementary School District 33, we refer to this as our "Teachers of Tomorrow" program. Teachers of Tomorrow targets high school students who possess a passion for education and seek to become a teacher as their future career. The application process entails an online application, as well as submission of a portfolio that includes: 1) A statement of interest in becoming a teacher, including the rationale for why he/she would like to be a teacher, 2) Their dream job in education, 3) Examples of experience working with children, 4) Involvement in organizations, athletics or any other extracurricular activities and 5) Why he/she should be selected to be a Teacher of Tomorrow. Once selected as a Teacher of Tomorrow, students gain paid classroom experience by working during District 33 summer school. This also provides opportunities for students to connect with other District 33 staff and teachers who might serve as future cooperating teachers or mentors.

Invest In Your BEST

School districts also have aspiring teachers in the form of paraprofessionals. These valuable employees oftentimes possess great potential and are hungry for growth opportunities. University partnerships are integral to a school district's "Grow Your Own" program, as partnership universities will usually offer a tuition discount for district employees, as well as help them acquire available scholarships and grants as they pursue their teaching certification.

In West Chicago Elementary School District 33 we call our "Grow Your Own" program, the BEST program. BEST stands for: Becoming Employee Student Teachers. This process begins with a meeting between the employee and Human Resources, to discuss the employee's goals and engage in a dynamic journey of self-discovery for the employee. We also offer our professional guidance towards hard to fill positions and future employment opportunities as well as connect them with our partner university's program options. Once approved by Human Resources as a BEST program participant, District 33 provides a variety of supports to help overcome anticipated challenges.

Many times, support staff are hesitant to pursue a degree in teaching due to anticipated challenges. In any Grow Your Own program, it is essential to be strategic and thoughtful in the planning phase to ensure that participants are set up for success. As such, it is important to have necessary resources secured and supports in place to be proactive and help reduce the stress and anxiety the employee may experience. Financial concerns are typically a priority concern. Securing tuition discounts, as well as grant and scholarship opportunities can help alleviate this stressor. Taking the time to meet with an employee and calculate the cost of their education in comparison to the starting teacher salary in your district can make the degree more realistic for the employee and numerically highlight the benefits that are awaiting them as a future certified teacher. Additionally, if you are a loan forgiveness district, this information is an important financial benefit to highlight. Another concern that is worrisome is the time commitment of being a student, while simultaneously working and oftentimes being a parent and/or spouse. It is important to have various learning modes available for coursework, such as online options in order for the employee to be able to complete work in a time and place that works best for them.

Additionally, in District 33, we believe in a community effort to support our BEST participants. Each of our BEST staff members has the opportunity to be paired with an administrative mentor



who is there to help guide them through their educational journey and offer advice on maintaining a work/life/school balance. In relation, we hold monthly BEST meetings, during which Human Resources and our partnership university representative co-lead sessions on a broad range of topics, including but not limited to: 1) financial support, 2) Navigating the online learning platform, 3) resumes and interviewing and 4) lesson planning and field experience. These monthly BEST meetings also cultivate a culture of collaboration and help expand their network of support for one another. Lastly, support staff members who have been employed in the district for at least two years are eligible to complete their student teaching in the district, and remain paid while doing so. This is an essential benefit that has been vital in supporting our BEST participants.

Want to learn more about Amy's story and the District 33 BEST program? Click here!

A District 33 Success Story

The first District 33 BEST participant, Amy Rasmussen, graduated in December 2021 from Grand Canyon University with a Master's Degree in special education. Amy began as a paraprofessional with District 33 in the year 2000 and with encouragement and support from the district, colleagues and her family, Amy went back to school to pursue her dream of being an LBS1 after taking time to focus on raising her children. While working full time, she completed the Master's program in half the anticipated time, all while maintaining a 4.0 GPA. Upon graduating in December 2021, she was hired in District 33 as an LBS1, beginning immediately at Indian Knoll Elementary School. Amy affectionately refers to District 33 as her 'home' and plans to learn and grow with her students and fellow educators for years to come.

Dancing Through the Garden: Alternative Pathways

In a time where Human Resource Administrators need to be more creative than ever, thankfully the field of education has expanded to allow for alternative or non-traditional pathways to teaching as well. Those with an existing Bachelor's degree in a non-education-related area, an aspiring educator can obtain a TBE license, temporarily allowing them to teach in a bilingual setting. The requirement for this one time only temporary license, along with a Bachelor's degree, is to pass a language proficiency test, therefore it is important to support these aspiring educators with registering and studying for the appropriate test. In District 33, we have posted dual language teaching vacancies on a myriad of websites and job posting boards and are strategic to include information that a degree in education may not be necessary. In Human Resources, we have also contacted each of the interested applicants who do not have education degrees and held virtual meetings to support them through the process of acquiring the TBE license.

Another alternative pathway is for those with an existing Professional Educator License who would like to teach in an area different from what they currently teach. These educators can obtain a short term approval endorsement in order to teach in a content area temporarily for three years. Providing information for teachers on how they can make a change in their career, while still doing what they love can provide the path adjustment necessary to avoid teacher burnout and ultimately reduce resignations. Even a minor change in content area or age range can provide the necessary change to reignite a teacher's motivation and passion for education.

For each of the alternative pathways, it is important to collaboratively create a roadmap to full certification, in order to ensure that full certification is obtained in a timely manner, as well as to encourage the educator by tracking their progress. In District 33, there are currently 32 staff members on roadmaps and that number continues to increase as internal staff seek a change and external applicants are hired. Employees select an alternative pathway engage in an initial roadmap meeting with Human Resources. During this meeting, professional goals are discussed and a university and program will be chosen to obtain certification from. A roadmap of required coursework and test(s) is created and follow-up meetings are held on minimally an annual basis.

Watch Them Bloom

Always remember, "Where there's a will, there's a way to get them here" and we will find it. As professionals who are committed to growing our own, there are a myriad of opportunities to plant our seeds early, grow them from within and watch them bloom into educators who will possess an unwavering dedication to the district that believed in them and supported them to achieve their dreams. Given the National Teacher Shortage, the sense of urgency in recruiting early and retaining staff is astronomically elevated and Grow Your Own programs are a beneficial strategy to both recruit and retain in a meaningful manner. In summation, start your seedling search early, see them through and remember to remain creative and diligent as the garden grows and our committed educators bloom.



Dr. Sarah Burnett is in her ninth year in the field of education. Currently, she serves as the Employee and Labor Relations Coordinator in the Human Resources Department in West Chicago Elementary School District 33. She earned a Bachelor's Degree in Elementary Education, a Master's Degree in Educational Leadership and Administration with a Principal Endorsement and a Doctorate of Education with a Superintendent Endorsement, all from Aurora University. Sarah has experience as a first and third-grade teacher, instructional literacy coach and Assistant Principal.



Prior to joining Glenbrook High School D225 as the Executive Director of Human Resources, Angelica Romano was the Executive Director of Human Resources at West Chicago Elementary School District 33 for the past 7 years. Angelica holds a Bachelor's degree in Finance from Northeastern University, a Master's degree in Human Resource Management from Keller Graduate School of Management, a Professional Educator License with a Chief School Business Official endorsement from Northern Illinois University and is currently enrolled in the Ed.D. program in Ethical Leadership through Olivet Nazarene.



WHY JOIN OR START A CONSORTIUM

by Erin Servillo, Assistant Superintendent of Personnel;
East Windsor Regional Schools; Hightstown, NJ

New Jersey has a population of over 9 million people. Of that, 1.2 million are public school students attending almost 600 public school districts. Yes, there are almost 600 school districts in New Jersey. What does that mean? There are several different types of school districts, all under local community control. This results in many districts in New Jersey that are single-school or very small community-based districts. The result for human resources professionals is often isolation in a tiny office doing multiple roles. How do you find professional support for yourself as well as problem-solving for your district? Join a consortium!

In the early 2000s, eight school districts in central New Jersey joined together to form a consortium known as the Central Jersey Program for the Recruitment of Diverse Educators, CJ PRIDE. This consortium has since grown to over 60 member districts and covers the entire state. There are many reasons these districts joined the CJ PRIDE consortium. Most are joining to collaborate on a common problem, in this case, the recruitment of diverse educators. However, the consortium has other valuable resources. Gathering together in a large consortium provides the power of numbers for many small districts. Individually, a district of 500 students with 50 total staff members may not have much in the form of negotiating vendor costs. However, joining a consortium of 60 districts with access to the staff and student numbers increased the negotiation ability with vendors for the group. All members can benefit from this purchasing power.

What is a consortium?

According to Webster, a consortium is an agreement, combination or group formed to undertake an enterprise beyond the resources of any one member. This definition serves to explain why CJ PRIDE was created. Districts were in need of recruiting more diverse candidates to work with the students in their district and were having trouble doing this on their own. In the beginning, this group held a few meetings a year and organized an annual job fair designed to recruit diverse candidates to our county. Over the years, the members began to actively seek each other out for problem-solving on recruitment and retention. Through the work of our leadership team, the group began to increase the formal meeting structure.

Steps in Starting a Consortium

There are several steps to go through when starting your own consortium. By following these steps, you can increase the likelihood of a successful working group.

Establish a vision for what your group will do

CJ PRIDE was established with a core mission: to actively recruit diverse candidates to school districts in order to more closely represent the student population of those districts. Research demonstrates that the racial/ethnic composition of a school's teaching faculty can matter for student outcomes and differences in outcomes across student groups. Specifically, growing evidence shows that students of color have more positive achievement and nonachievement outcomes when taught by teachers who share their racial/ethnic background. There may be benefits to teacher racial diversity for white students as well, including more prosocial attitudes and better preparation for employment in diverse work settings. Human resources professionals understood this research and the impact it has on students in their districts, however, were experiencing challenges in their recruitment and hiring process. By joining the consortium, they were able to collaborate with others on this common issue.

Develop protocols for membership and any fees

By establishing protocols for membership, members will have a stake in the organization and the organization will have internal and external structure. The CJ PRIDE consortium has a jointure agreement with startup dues and annual dues. One of the founding districts manages these funds and they are subjected to all the GAAP funding rules for school districts. All funds that are expended for the good of the organization are discussed at regular meetings and voted on by members, which leads us to the next step.

Establish bylaws and regular meetings

Holding members accountable for active engagement in the consortium fosters the initial mission and vision of your group. Remember, the whole purpose is to support each other and provide resources that, alone, districts would not be able to access. CJ PRIDE transitioned its meeting structure over the years since its establishment. Its current meeting structure includes two types of meetings: bimonthly full membership meetings and monthly executive board meetings. The current executive board consists of traditional officers, President, Vice President, Secretary and Treasurer along with seven sub-committee chairs.

One of the positive outcomes of the pandemic shift to remote working is the increase in member participation in bi-monthly meetings as they were held both virtually and in a hybrid format. This allowed the members who worked more than an hour away to actively engage with the group and offer insights from a wide range of perspectives. All best practices for a consortium.

Be willing to be flexible to meet district needs

As the consortium grew, the executive board saw a need to break out into sub-committees to provide more resources to the members. As part of the mission was always to provide professional development to members,

this was an easy sub-committee to start. As our core mission was recruitment through a job fair, this also was an opportunity for a sub-committee. By focusing on our districts and what they needed we were able to identify seven total sub-committees for our group. As part of our bylaws and protocols, we require each district representative to join and participate in at least one sub-committee. Our current sub-committees are as follows:

- Professional Development
- Legislative
- Best Practices
- Recruitment
- Scholarship
- Outreach
- Social media

Each subcommittee has a chair and establishes work time for their projects. This too has flexed over time. When we first started our sub-committees, all work time was during our whole group meetings. We found that more work time was needed, so each chair develops their schedule in between established whole group meetings. We always have a report out session at our executive and whole group meetings. This provides accountability and communication to all members.

Build credibility

As your consortium develops, start branding your group. At CJ PRIDE, the consortium executive board started presenting in conferences including AASPA, NJASA and NJPrincipals and Supervisor Association. The board also contacted and met with the New Jersey Department of Education to collaborate on our mission of improving recruitment for diverse educators. The brand and logo for CJ Pride was an important piece of the work and despite a slight name change, from Central Jersey to Central TO Jersey, was able to remain intact.

Working on the consortium branding can be a strategic method to increase the versatility and strength of the consortium. In the past several years, CJ PRIDE has become a well known consortium in New Jersey. Due to these efforts, the consortium was approached to expand into neighboring states. At this time, this doesn't meet with the mission, however it demonstrates the power of a well-run consortium. CJ PRIDE currently has a website and a member-only Google site where resources, meeting agendas and minutes are posted. These resources support both the members and the public.

Being a member of a consortium is a powerful strategic method of improving HR access to research, resources and teammates. Using the power of a single-minded group can and does lead the individual districts in a more organized and effective action to meet their needs. If you are seeking input from the larger community and find your district struggling to creatively develop solutions to problems, starting or joining a consortium may be a viable option for your district.



Erin Servillo, Ed. D. is the Assistant Superintendent of Human Resources for the East Windsor Regional School District in central NJ. She is also a member of the executive board of CJ PRIDE. A former special educator and administrator, Erin has been in HR since 2016 and in education for 30 years. Erin enjoys the many challenges and joys of the HR office and is always looking for opportunities to support staff. You can find Erin on Twitter @erinservillo.

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Tak da yebo Taip oui TAIP
KYLLÄ oui ja Evet oui yebo
DA bai YES ja ga oui yebo
ouii SI bai da kyllä IGEN ja
Taip oui bai da yes ano
ano oui ga ano

THE POWER OF SAYING YES

by Sean Petro, Assistant Chief Human Resources Officer;
Columbia County School District; Evans, GA

SI DA YES DA
Evet yes oui kyllä YES
kyllä Taip igen Tak
AWO yes ga Evet igen yes SI
Si YES ja yebo TAIP Si IGEN
ja YES IGEN yebo TAIP KYLLÄ Tak ano

When thinking about the most powerful words in the English language, one would have to think “yes” is pretty high on the list. If you think back over your life, yes, probably had a profound impact on who you are today. It likely led to the career you are currently in, the family you currently have and the ups and downs you have faced in your life. What a powerful word! How can the power of yes change what you are doing now? Let’s give “yes” a spin.

Say yes to the...community organization. In 2015, I was a CTAE (Career, Technical and Agricultural Education) supervisor at Grovetown High School. My predecessor was involved with our Chamber of Commerce Workforce and Education Committee. I moved into his spot on the committee and became more involved. Eventually I was approached about a spot on the Chamber of Commerce Foundation Board of Directors. Accepting this position on the foundation board and being involved with the Workforce and Education Committee allowed me to speak with a captive audience about our school district on a consistent basis. I was able to advocate for teachers, students and our school district at these monthly meetings to enrich the community members’ understanding of our profession. Out of our partnership with the chamber, our school district was integral in creating the Columbia County Career & College Expo, an event unlike any other in which colleges and universities from all over the country come to our area for this event. This event also hosts businesses aimed at giving students a broader understanding of employment options in our community. Our school district has a booth at this event where we actively recruit certified teachers and other professionals to join our school district. Additionally, our school district’s partnership with the chamber of commerce has created lunch and learns where educators meet business leaders, internships for students, scholarships, leadership training and many more endeavors. Partnering with the community is a great way to increase your educator pool.

Say yes to the...public speaking engagement. Public speaking is a common fear, but fear not! Embrace the experience. I have been asked to speak publicly many times over the years in my role as the assistant chief human resources officer. Just recently, I was asked to speak with about 70 military men and women who were transitioning to retirement from active duty. I spoke to them about all the great things they will experience as a teacher. I had numerous people come up to me excited about what I said about being a teacher. One gentleman spoke with me at length after the event about how he never even considered education, but after hearing me speak he was excited about exploring the opportunity. He followed-up with me via email after the event and I put him in touch with the state’s military to educator liaison. He is well on his way to becoming a teacher. Speaking to people about our profession in any setting can turn people who never considered teaching into future educators.

Say yes to the...high school preparation course. In Georgia, we have three pathways offered to our high school students to take aim at providing the students with exposure and training about the education field. Our district has five high schools. Each one of these high schools has one of the three pathways, Teaching as a Profession. We are the largest employer in our county, so for us not to have the Teaching as a Profession pathway would be us neglecting our community’s employment needs. While it is certainly our responsibility as a district to prepare our students for many occupations, we cannot forget or disregard preparing our students to fulfill our future employment needs. If your state does not offer similar courses, advocate with leadership to open these opportunities. We are graduating approximately 100 students a year from these programs. If even half of them become teachers, we are well on our way to filling our employment needs. The dividends are already paying off for our district as we have some of our first graduates coming back to teach for us. These students were trained by some of the best teachers in our district and now they are back to positively impact students for years to come.

Say yes to the...student worker. Much like the CTAE courses mentioned previously, our district employs student workers. In fact, we employ student workers in all facets of our organization. We have student workers

in our schools and our departments who have become valuable members of our workforce. One such student was Julia, who began working in our HR department as a 16-year-old. I saw Julia grow-up in our department from the 16-year-old high school student she was to 22-year-old college graduate she is. I am a former high school counselor, so I am always curious about what people are planning to do for their careers, and I would often ask Julia what she wanted to do when she “grew-up”? Her aspirations almost always had to do with business. She wanted to do something in the business world, but as Julia got older and closer to graduation that tune started to change. I work with substitutes and Julia many times would help me in preparing the materials for our orientations. Julia’s graduation from college was fast approaching and she began to talk to me more about her impending graduation and what she wanted to do for a career. She finally came to the conclusion that she wanted to be a teacher. She attended one of our sub classes, began working and became one of our better subs. Now she is enrolled in school to get her masters and become a teacher. Taking interest in people around you and being an advocate for the profession can turn people away from their current career path to the path of becoming an educator.

Say yes to the...being available. I cannot tell you how many times I have wanted to connect with a colleague in another district and I couldn’t because I was unable to locate their contact information. Having your contact information visibly accessible is crucial. Please, if you do nothing else in the article, make yourself available and easy to find. My name and email are the first things you see on our county’s employment page. Our main website is www.ccboe.net and it takes one click to get my email address. If you go to our secondary url, www.teachcolumbiacounty.net, you do not have to click anything to get my email. I receive many emails from people that say something like, “I saw your email on the website and I wanted to contact you about...” This is because I am easy to find and ready to serve. I have been asked to attend or speak at many community and school based functions and I rarely turn them down, because I am honored to discuss the education profession and if I am available, I am there. I am passionate about ensuring our students have the best teachers today, tomorrow and for years to come.

Saying yes sounds simple and really it is. Other than making sure my calendar is free, saying yes doesn’t involve much. I see it as a simple solution to our employment problems in education. Imagine your world through the lens of yes. How does it change? Will you embrace the power of saying yes?



Sean Petro joined the Columbia County Human Resources Department in October 2016 as the Assistant Chief Human Resources Officer. He transitioned to Human Resources from Grovetown High School where he was an assistant principal for seven years. Previous to his stint as an assistant principal, he was a school counselor for six years. He began his career in education as a substitute teacher with the Columbia County School District. As a graduate of the Columbia County School District and a resident of Columbia County, he is dedicated to serving all community stakeholders in an effort to create the best educational organization possible.

TEACHER SHORTAGES:



OR PERMANENT FIXES

by Hans Andrews, Distinguished Fellow in Community College Leadership;
Olney Central College; Ottawa, IL

The growing concerns relative to teacher shortages have sprung up through every state in recent years. Each state is wrestling with ways to help alleviate this growing crisis and make sure every classroom has competent classroom instruction by qualified and certified teachers.

While this is a goal of every school administrator and governing board it is becoming more difficult to make such a guarantee. Legislation is being batted around between senators, legislators, school board members and their school administrators.

Patches

The shortages have become too great in most states to cover with all certified teachers! The following are some of the options that have been coming to the surface with recently proposed legislation, some of which has passed:

- Michigan's governor signed legislation to allow secretarial personnel, bus drivers, janitors, cafeteria workers and others with at least a high school diploma (or equivalent) to substitute teach.
- Missouri's retired teachers would be able to return now for up to four years while being able to keep most of their retirement pay as well.
- Illinois passed legislation to allow retired teachers to return up to full-time teaching up to 140 paid days and not cause any reduction in their retirement pensions. The second part of the Illinois legislation expands the number of days a year substitute teachers can teach from 90 days to 120 days.
- Montana will now allow an increase in alternative preparation pathways for career and technical workers with their diverse degrees to teach. This would include associate degrees and work equivalent experiences.

These options have become what this author refers to as 'patches' that are now being approved to allow other than education 'certified' persons to teach in these states' school classrooms.

Why has this started happening? The universities, as the existing pipelines for new teachers for the last 50-60 years have, over the past decade or more, not been able to produce enough new teachers to meet the existing demands in most states. This has also drastically slowed down meeting the clamoring of so many inner-city and rural area school districts throughout the country to have more 'diverse' teachers in their classrooms.

Permanent Fixes

Andrews and Marzano argued that community colleges now need to become a major part of the solution. They asked school board members to answer the following two key questions: (1) Does the present university-senior college pipeline provide enough teachers now? (2) Does it look like these university-senior colleges will be able to do so in the future? The answers to both questions were easily resounding ‘NO’s!

Then what is the most logical next step in reaching out to find new ways of educating the next generation of teachers? It would appear that the over 1,200 community colleges in the U.S. have been left out of the equation until this time. Moving baccalaureate degrees in education programs into community colleges should be the next logical step.

The states of California and Florida have already started allowing community colleges to offer baccalaureate degrees in teacher education with success.

Community and technical colleges offer the following advantages:

- There is already a diverse student body in each of these colleges that reflects their area of the state.
- These students, as they would become teachers, have a more likely chance of remaining in their ‘home’ district or geographic area of their state to teach.
- Many of the students are older students, home-bound with full- or part-time jobs and may already have their own families.
- The costs of attending community colleges are much lower in every state than the tuition at four-year colleges and universities. One California community college reported the tuition for all four years of their baccalaureate degree in education was around \$10,500.
- Lower costs mean less need to take out large student loans if any loans are needed at all.

On average it costs

142

percent more to attend a four-year college than a community college

These are the advantages to the PreK-12 schools within every community-technical college district. These are also a great advantage to the students who can more easily afford the cost of four years of college, not absorb large student loans, continue to raise their families and more likely continue to work either part or full time.

The time has arrived and needs to be fully implemented to change and expand the pathways available to students and PreK-12 schools to enroll more diverse students that reflect the areas that the schools exist. Convincing school boards, administrators and legislators should become a ‘slam-dunk’ decision on moving community-technical colleges into the mainstream of teacher preparation. It is possible such a movement could quickly slow down and in a relatively short time help eliminate the teacher shortages throughout the country.



Dr. Hans Andrews is the Distinguished Fellow in Community College Leadership and former President of Olney Central College in Illinois. He was also a Dean of Instruction and Vice President of Community and Student Services at two other community colleges in Illinois and Michigan and was an adjunct faculty member at Illinois State University.

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INVESTING IN BEGINNING TEACHERS

by Patricia Saenz-Armstrong, Senior Economist;
NCTQ; Washington, DC

Public school teachers in the first four years of their career leave their schools or the teaching profession altogether at a much higher rate than the average public school teacher. This turnover negatively impacts student achievement, disproportionately so on those most disadvantaged.

Compensation is a key retention tool that could have a powerful impact during those beginning years of teaching. So how do the largest districts in the country compensate beginning teachers? NCTQ collects salary data on over a hundred of the largest districts in the country, and this is what we found:

How are beginning teachers compensated?

In the last pre-pandemic year, the average first-year public school teacher with a bachelor's degree earned about \$45,000/year (adjusted by regional cost of living)--which is about 10% less on average than what college grads can earn in other industries.

Over the first three years of teaching, salaries for teachers in NCTQ's 145-district sample grow at a rate of about 1.3% annually, resulting in only a modest raise of 4% for three years of teaching. Going from a salary of \$45,000 to only \$46,800 is not competitive, particularly in times of high inflation. This average raise of 4% also masks significant variations, meaning quite a few districts offer less. There are even 18 districts in our sample that provide no raise in the first three years of teaching!

While those 18 districts are outliers, the bottom line remains the same. Most of the districts in our sample offer their beginning teachers below average salaries and below-average raises. Not all, though. Boston Public Schools starts their new teachers with a salary that is 25% above the national average, an essential nod to its high cost of living, and works to keep those salaries competitive with raises in the first three years which are typically about 6 percent.

Stagnant salaries for many beginning teachers have important implications on career satisfaction, as it is no secret that better paid teachers tend to leave less. A higher degree of salary satisfaction either via starting salary or greater salary growth is a retention strategy that districts might want to explore more closely.

The trade-off between salary and job security

Research has documented a trade-off between job security and monetary returns in other professions, and teachers are not immune to these pay incentives. According to Educators for Excellence's Voices from the Classroom survey, 72% of teachers would be willing to trade tenure for higher salaries.

We can find some evidence of this trade-off in districts' salary schedules. Districts that do not offer their teachers any tenure at all tend to provide better raises in the first three years

than teachers in districts that do offer tenure (4.7% vs. 3.4%). It's also the case that the timing of tenure seems to shape districts' approach to compensation. In districts where tenure is awarded in under 3 years, the raises tend to be the smallest. But in districts where tenure is delayed until year 3 or greater, the raises are somewhat larger.

Consider these examples: In Manchester School District, a minimum of five years of experience is required for tenure and their average salary growth before tenure is 3.7%; while in Burlington School District, tenure requires a minimum of two years of teaching experience and the average salary growth before tenure is 1.9%.

Three strategies to help districts retain new teachers

Low salaries are a key factor in beginning teacher mobility. It's been well established that beginning teachers are likely to receive the short end of the stick when it comes to classroom assignments, which in addition to other firmly embedded policies, such as seniority-based layoffs, increase the common feelings of job instability associated with a teacher's first few years in the classroom. To retain new teachers, districts can consider the following:

Invest in teachers from the start with competitive compensation. Pay particular attention not only to starting salary, but salary growth as well. Use comparative salary growth as a recruiting tool. An alternative strategy for cash strapped districts might be to offer a relatively modest starting salary that is followed by sizeable increases in the year after.

Reconsider tenure policies and how salaries are determined before or after tenure, if applicable. While it is reasonable for districts to want to make sure they are retaining a quality teacher before offering a larger salary, many districts offer zero salary growth for new teachers. How does your district compare to surrounding districts in this regard?

Revisit layoff policies to determine if they provide the conditions to retain the more effective novice teachers. Prioritize effectiveness and skills, rather than seniority alone.



Patricia Saenz-Armstrong is the Senior Economist for NCTQ. She leads the analysis of education policy data and the teacher labor market. Patricia earned her PhD in Economics from George Mason University. She also holds a master's degree in Economics from Texas A&M University and a bachelor's in Economics from Universidad del Pacifico in her native Lima, Peru. Before joining NCTQ, she worked in think tanks, business associations, government agencies and international organizations both in Peru and the United States.



TEACHER SALARIES: A KEY FACTOR IN RECRUITMENT AND RETENTION

by Desiree Carver-Thomas, Researcher and Policy Analyst ;
Susan Kemper Patrick, Senior Researcher;
Learning Policy Institute; Washington, DC

Teacher shortages have been a growing concern across the country for several years, but additional challenges during the pandemic have led to severe staffing challenges in California, Michigan, Missouri, New Mexico and elsewhere. Recent teacher surveys highlight that in addition to the stresses of COVID-19—such as longer working hours, concerns about contracting the virus and juggling child care responsibilities—teacher salaries also contribute to shortages. This

should come as no surprise, since U.S. teachers generally earn only about 80% of what other college-educated workers earn on a weekly basis. Indeed, among teachers under 40 who left the profession during the pandemic, the top reason identified for their departure was that the pay was insufficient to merit the risk or stress of the job.

Earlier this year, policymakers in New Mexico responded to teacher shortages throughout the state by passing two separate bipartisan bills

to raise educator pay. In February, the legislature passed a bill that increased base salaries by an average of 20%. The base salary for beginning teachers increased from \$40,000 to \$50,000. The law, which passed both chambers without a single “no” vote, also increased base pay for veteran teachers, from \$60,000 to \$70,000. Later, the 2022 state budget—passed in March—included funding to support an additional 7% average pay raise for the state’s teachers. The salary increases are part of the state’s

long-term strategy to improve teacher recruitment and retention. These moves came after Governor Michelle Lujan Grisham called on National Guard members and state workers to serve as substitute teachers—a short-term effort to avoid closures and shifts to distance learning due to COVID-19-related absences. The Governor even filled in herself as a substitute kindergarten teacher for a day.

New Mexico is not alone in rethinking teacher pay. Mississippi legislators, for example, recently passed the largest teacher pay raise since the 1980s, which increased the state’s base starting salary by 12% and bumped starting pay above the national average. Current teachers will also receive an average pay raise of \$5,140. A number of other states are also considering teacher raises, spurred into action by shortages and concerns about the impact of COVID-19 on the teacher workforce.

The Impact of Teacher Turnover

High teacher turnover can disrupt learning and make it harder for students to be successful. For example, a study in New York City found that high rates of school-level attrition had a negative effect on student achievement in the grade levels where teachers left, especially in schools serving more Black students and more low-performing students. Replacing teachers who leave also has a high cost to schools and districts. For example, urban districts can, on average, spend more than \$20,000 on each new hire, including school and district expenses related to separation, recruitment, hiring and training. Addressing teacher turnover is key to stemming shortages nationwide, as about 90% of the annual demand for teachers is created when teachers leave the profession, with two thirds of teachers leaving for reasons other than retirement

Taking Stock of Salaries

A new resource by the Learning Policy Institute provides a state-by-state analysis of teacher salaries using three key metrics: starting salaries, starting salaries adjusted for cost of living and teacher wage competitiveness. These data show that teachers’ salaries generally lag those of other college-educated workers, but they vary greatly from state to state. Taken together, this analysis provides policymakers and others a valuable tool for understanding teacher

salaries in their own states, including how their compensation metrics compare to those of similar states.

Nationally, teachers’ weekly earnings are about 80% of what other college-educated professionals make in a week, but there is great variation across states.

Average Annual Starting Salary: We use 2019–2020 salary data collected by the National Education Association to illustrate the wide range in average starting teacher salaries in public school districts across the United States. While the average starting teacher salary nationally was \$41,163, there was a more than \$23,000 difference between the highest and lowest annual starting salary. Three states (California, New Jersey and Washington) and Washington, DC, had average starting salaries above \$49,000, while in two states (Missouri and Montana) average starting salaries were less than \$35,000.

Average Annual Starting Salary, Adjusted for State Cost of Living: The value of teacher salaries depends considerably on the cost of living in each state. The adjusted average salaries can facilitate easier comparisons across states and provide context for interpreting particularly high or low average salaries. For example, Mississippi—with an unadjusted average starting salary of \$36,543—has one of the lowest average starting salaries in the country, ranking 45th. However, Mississippi has a relatively lower cost of living than most other states with similar average starting salaries and ranks 28th in average starting salary nationally once adjusted for cost of living.

Teacher Wage Competitiveness: Another important consideration, especially when thinking about how to recruit and retain teachers, is whether teacher salaries are competitive compared to other career choices that teacher candidates or current teachers could be considering. We illustrate differences in teacher wage competitiveness across states using a metric, developed by the Economic Policy Institute, that estimates how much public school teachers earn in their weekly wage compared to other college-educated workers. Their estimates use weekly wages, rather than yearly



or hourly wages, to account for teachers' shorter contracts, while controlling for worker characteristics that typically influence compensation.

Nationally, teachers' weekly earnings are about 80% of what other college-educated professionals make in a week, but there is great variation across states. In three states (New Jersey, Rhode Island and Wyoming), average teacher wages are very competitive compared to average non-teacher wages, with teachers estimated to make over 95% of what similarly educated non-teachers make. In contrast, in Arizona and Virginia teachers earn, on average, less than 70% of what their non-teacher counterparts earn.

Importantly, there are states with relatively high average starting teacher salaries where teacher wages are much less competitive. For example, Washington state ranks fourth nationally in average starting teacher salary, but Washington teachers are estimated to make only 72% of what non-teacher college graduates make. This could indicate that teacher salaries across the state are not competitive compared to other industries. In other states, like North Carolina, wages are both low and not competitive. North Carolina teachers earn about 75% of what non-teacher college graduates in the state earn and their salaries are below the national average starting salary, with and without factoring in the cost of living.

The Role of Federal Policy

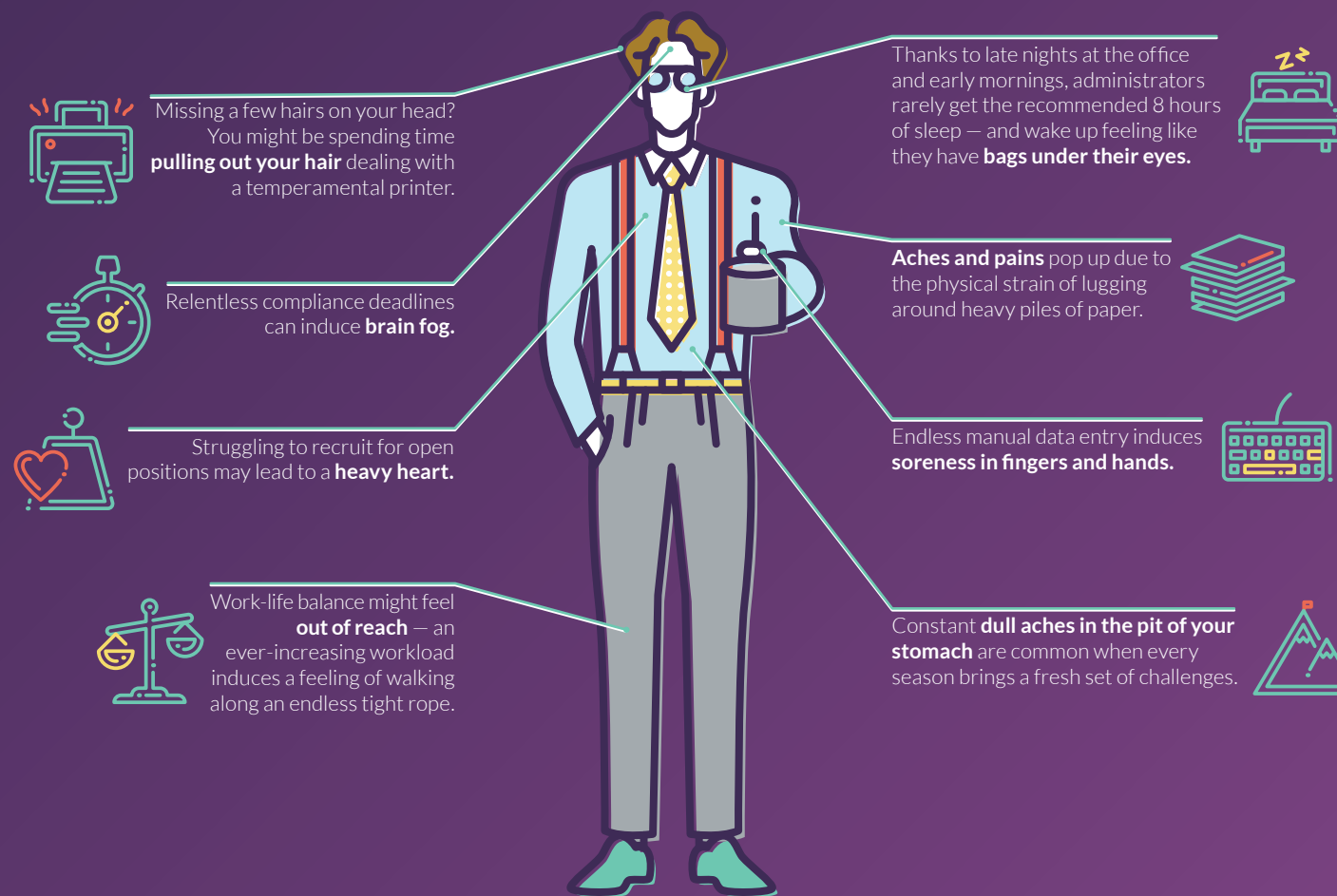
While teacher pay levels are a district and state policy decision, there are steps the federal government can take to improve the economic livelihood of teachers. These include creating tax credits for teachers and updating and enhancing existing grant and loan programs to reduce debt for teachers (and other public servants).

The Importance of Addressing Teacher Salaries

This state-by-state analysis illustrates the troubling status of teacher compensation across the country. Another recent analysis found that teachers are three times as likely as all workers in the U.S. to report having multiple jobs. These challenging conditions are prompting policymakers in Mississippi, New Mexico and elsewhere to raise teacher compensation as one of many important strategies to build a strong and diverse teacher workforce. Raising teacher pay both addresses the immediate crisis and can help to stabilize the profession for the long term. As Antonio Castanon Luna, the Executive Director of the Mississippi Association of Educators, described his state's pay increase, "It's an investment in the future of Mississippi.... We will be able to recruit teachers to our classrooms now and for years to come."

This article originally appeared on the Learning Policy Institute blog and has been published here with permission from the original source.

The Effects of Inefficiencies on School Administrators



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**NO ONE WANTS TO TEACH ANYMORE.
OUR AMERICAN CRISIS IS HERE.**

by Kirk Koennecke, Superintendent;
Indian Hill EVSD: Cincinnati, OH

This is the national crisis that will define the future of public schools and America. It has become more apparent than ever as the global COVID pandemic shed light on the challenges facing our nation's schools.

The teacher pipeline in America is no longer a pipeline. It has been a slow drip for decades and now the flow of talent into public education professions is running out. This is the national crisis that will define the future of public schools and America. It has become more apparent than ever as the global COVID pandemic shed light on the challenges facing our nation's schools.

Three key factors need to be examined:

1. America needs a concerted, national blueprint promoted by the federal and state governments to increase the flow of talent into our education programs.
2. States and local district leaders need to align their financial and budgetary priorities to teacher compensation and retention to drive America's overall economic success in the second half of this century. Future leaders need teachers now.
3. District leaders everywhere, from board members to union officers, need to develop, support and celebrate new teacher leadership in public schools. Flexible opportunities create strong cultures.

Rebuild the Pipeline

It's hard to navigate how to become a teacher in today's world, where a myriad of negative publicity challenges shape a narrative that makes the entire profession less attractive than other industries, at a time when leaders are needed most. Inequities in starting salaries and a lack of affordable housing are just two daunting challenges facing graduates who complete undergraduate programs and become certified teachers. But the problems begin before the first college course is ever attempted.

In 2017 author Jennifer Gill sounded the alarm in a CCSSO report, stating "college tuition costs are skyrocketing, leaving many saddled with higher debt at graduation. Over the last decade, average student loan debt rose at more than twice the rate of inflation." Facing debt and the prospect of making less than \$40,000 annually is enough to make any young adult look for a more lucrative career path to success. What's needed is a marketing revolution, a rebrand of teaching.

Branding and early exposure to this career path needs to begin in secondary schools, by the time a student enters middle school. A concerted "grow your own" model could work in so many schools, but very few districts and their college partners attempt this type of plan.

enrollment in credential programs is down over 40% across the country in the last decade

Planning among school administrators and their higher education partners must become more intentional, routine and consistent. The lack of current K-12 partnerships with higher education teacher preparation programs receiving the same funding as other secondary college programs is astounding. Analyze the trends demographically and the stark contrast between suburban and rural talent development is foreboding. Overall, enrollment in credential programs is down over 40% across the country in the last decade. An analysis of the recruitment of potential teacher candidates- minority, rural or any at all- is crucial now, or the future is bleak.

Superintendent Zandra Jo Galvan is working to change perceptions and outcomes in Greenfield, California. "As a superintendent of a school district it is imperative that we find quality teachers with huge hearts, expertise in the field of education and that will do whatever it takes to ensure our scholars succeed. In order to address the issue of our teacher shortage and increase the available pipeline, Greenfield is partnering with local colleges and universities to mitigate the shortage by articulating a 4-5 year post-secondary pathway for high school and/or community members. We also encourage our current classified workforce and high school graduates to enter the field and we train them with our own professional development team, and ultimately place them in our classrooms. This next year, over 50% of our vacancies will be filled locally by student teachers who are placed in our classrooms."

States: Develop a Profession

Glenn Robbins, superintendent of Brigantine Public Schools in New Jersey, puts it this way, "anything that reinforces shortages of talent or interest in positions in public schools needs to be addressed to combat this issue and fix it."

Multiple avenues to higher wages and flexible work schedules fuel decision making by teenagers to avoid education programs or college altogether, in the face of affluent career paths that pay higher wages sooner. Total rewards programs that include compensation and benefits, work-life integration and career management need to be analyzed annually for competitiveness, better communicated and overall improved dramatically. The first step in that work is finding data. Why is that a problem, state by state? Why do we continue to make conversations on this topic taboo or uncomfortable?

Between 2008-2018, there was a 32% drop in the number of teacher program completions, according to AACTE. The past four years have seen larger exits from programs. In any other industry or higher education program, alarm bells would be resounding across the nation. A lack of government funding alignment to address pipeline issues has been apparent for the past thirty years.

Recruiting a new generation of teachers has to start early. Entrance exams, fees, licensure requirements and schedules all need to be re-examined to benefit the candidate. Mobility flex and transfer credit abilities need to be fixed for the benefit of candidates, now. Higher education competition has changed the tuition landscape and left many without accessible and affordable access to a degree in four years. Additionally, program requirements are varied, but altogether lack a focus on experience-based learning and development. Barriers to earning an affordable license are not insurmountable. It's about time leaders discussed removing lesser priorities to focus on developing human capital from the start of the process.

Lately, the federal government has begun to tout the number of newly created education jobs because of ESSER relief funding. While the positive attention is a start, the funding is temporary and not a long term solution to grow the next generation of new teachers from high schools to colleges.

Higher education institutions and predatory lenders have created a public debt culture around college that saddles prospective education majors in their early 20's with the prospect of ongoing education for licensure and advancement, in a career field that cannot compete with the quality of life that affords business, engineering or healthcare majors a better start at the beginning of a long career. Government loans, grants and legal barriers need to be re-evaluated through a human capital lens for the student. Forgiving loans and providing tuition and scholarships through subsidies not only make sense, they happen in every other industry around and to the disadvantage of public education. We need to start treating teachers the same way we treat farmers or pharmaceutical corporations. Why shouldn't the new teacher experience the same support?

Enlisting recruiters and consultants to showcase talent acquisition in public education across demographic groups should be the priority of every capital campaign for a flagship university in every state, where celebrating teachers of color and diverse backgrounds becomes a strategic imperative. According to a recent AACTE study, only 32% of all teacher candidates are not white. Alternative pathways for recruits such as Educators Rising and Pathways2Teaching are just two examples of creative means to an end.

Once a teacher completes a degree program, give them support and opportunity, not compliance bureaucracy. The first two years in the job are critical for mentoring, resource allocation and work life balance, not mandated state regulations of "proof" they made it through a four-year degree program.

only 32% of all teacher candidates are not white

Reward them. The average teacher salary, adjusted for inflation, dropped during the last decade. Which was after a recession period where real salary was frozen for many years. Retirement and health benefits have also been slashed or states are communicating possibilities of future insolvency. Pay schedules and continued development opportunities are not shared on district websites. Invisible rewards with communicated instability, does not a competitive market make.

“Organizations outside of education, with much larger piggy banks are offering unprecedented incentives at this time and they still can’t fill all their open jobs,” says compensation and total rewards expert and consultant, Emily Douglas-McNab. “The traditional call to action has been to focus solely on teacher pay. Yet, pay is not the single magic bullet that will remedy the shortage of teachers in the United States. We can’t compete on base pay alone.” When asked how districts can make headway in this area she noted that districts “need to establish transparent and equitable total rewards systems and better leverage their employee value proposition. Yes, increasing pay must be part of the conversation, but we have to move away from being ultra-focused on only base pay.”

Local Solutions Begin at the Top

There are stark challenges facing educators and districts across the country. Local boards of education from Schenectady to San Antonio must recognize the problem or they are missing the broader message issued by workers and union leaders in the last decade: American workers today have greater expectations of time use and employer flexibility, comprehensive wage and benefit demands and self-care concerns. No one should run for a seat on a school board if they are not ready to tackle these key human resource issues. Teacher candidates can’t afford housing in California. What decisions are we really asking of these leaders? A transformation is necessary. School leaders across the country need to be vocal and repeat the issues to the larger community to frame this crisis for what it is and what results, for all to understand that the future is not bright, for all schools, unless concrete solutions are promoted immediately.

Lake Forest, Illinois, superintendent Matthew Montgomery shares his perspective. “In my experience, most teachers enter the field because they are lifelong learners who hope to instill the same academic curiosity in their students. Senior administrators need to create a culture and environment where innovative and collaborative teacher-driven PD is not a bonus, but an expectation and a priority. According to the 2022 LinkedIn Global Talent Trends Report, employees believe professional development is the primary way to improve culture. By prioritizing time for and allowing teachers to design, choose and lead their own PD, school districts can become national leaders in creating culture based on a learner’s mindset which is a skill and a benefit that many value as they choose professions.”

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Collaboration among unions and boards to foster better working environments must be a priority, both short-term and long-term, to sustain the profession as a whole. Douglas-McNab spoke to the importance of collaboration in this work saying that districts and boards need to “value teacher voice.” She shared that we should “ask teachers what they want in a total rewards package and then show them we are listening by acting on their feedback.” She noted that support should not stop there. “We need to remove barriers to continued development, create opportunities for teachers to lead while remaining in a classroom and recognize their great work. Finally, we need to train principals to not only be instructional leaders but also empathic human capital leaders so when teachers leave our organizations, they still promote the profession.”

“We need to remove barriers to continued development, create opportunities for teachers to lead while remaining in a classroom and recognize their great work.”

Salary schedules, steps and bonus structures could be modified to account for early teacher success, so schools can retain the talent they invest in and to maintain a culture of support for the entire profession, not just tenured educators or those striving for higher degree levels.

Insurance benefit packages can offer one route to satisfy employees just starting out in life. Support can come in many forms. Eliminating punitive evaluations for entry year teachers and raising tuition reimbursement programs, are two other forms of early benefits that may sway candidates to pursue a long-term position in any district.

Modern employees need to understand how their salary and benefits work. Once a new teacher is identified, the onboarding process, as well as a well-developed strategy of personalized professional learning, must be key elements of retention and development, too often overlooked, underfunded, and outright ignored by leaders not schooled in human resource management. This onboarding ought to include explanation of the long-term financial investment the district makes in the individual for their own skill building.

On top of it all, a serious lack of marketing and promotion acumen among both higher education and public school districts has not helped change the narrative about this wonderful profession. Injecting a new layer of ongoing promotion is necessary for the larger media culture to digest and relay that the problem, and the solution, is so often in the message we broadcast.

Robbins asks, “as district leaders, are you and your communities truly leading with culture first in mind? Have you adjusted your Collective Bargaining Agreements salaries to best represent and support your scholars’ needs? Is your public relations strategy broadcasting all the great things taking place every day? When we claim that we work in the greatest profession, we need to intentionally believe it, show it and be the catalyst for all to know and feel.”

You want to make America a stronger, more economically viable country, and create a better world for all? Develop a teacher.



A veteran educational leader with 19 years of experience in administration and 27 years of service to students, Mr. Koennecke came to the Indian Hill School District in 2019 after serving as superintendent of the Graham Local School District in Central Ohio, where he led in that capacity since 2016. Prior to that position, Mr. Koennecke worked as a principal at multiple districts including Marion City Schools, Springfield City School, Barberton City Schools, and the Bedford City School District.

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NATIONAL EDUCATOR SHORTAGE SUMMIT WHITEPAPER TO BE RELEASED JUNE 2022

by Dr. Kate Heynoski, Co-Founder & Chief;
Emily Douglas-McNab, Co-Founder & Chief;
Experience Management Institute; Columbus, OH

Stroll down the sidewalk of nearly any city or town and “Help Wanted” signs are likely on prominent display in many storefronts. The struggle to find talent is not a new challenge in education, but it has taken on an even greater urgency in recent months. Along with disrupting nearly every aspect of our work and social lives, COVID-19 has also helped usher in a new era of talent shortages that have already begun to impact students and their learning. Many districts have been forced to creatively deploy nonteaching staff to schools to cover vacancies and absences. Some districts have even resorted to closing individual schools for one or more days when they don’t have enough bus drivers to transport students or substitute teachers to cover classrooms.

In February 2022, the American Association of School Personnel Administrators (AASPA) convened PK-20 stakeholders for a National Educator Shortage Summit to explore opportunities to address educator workforce and pipeline shortages. The term educator is used broadly to encompass all staff working in schools. While many conversations are occurring on this topic nationally, AASPA was interested in creating an environment for stakeholders to build relationships and envision a path forward, together. More than 200 representatives from state education agencies, education associations, preparation programs and PK-12 districts and education organizations gathered over two days in February 2022. Featured speakers shared shortage research and participants engaged in roundtable conversations to prioritize challenges and potential solutions to bring back to their state, district or organization. Dr. Sara Skretta, Certification Officer at University of Nebraska-Lincoln, acted as the session facilitator and asked participants to document responses to discussion questions at their tables.

As conversations progressed, participants realized that this Summit was not the answer or endpoint, but the first step toward building momentum for collective, ongoing action to address the educator shortage. Participants noted that while progress has been made, there is still much to be done. Table discussions then turned towards actionable change with participants sharing current and promising practices.

To build on the conversations, ideas and recommendations from the Summit, AASPA asked Experience Management Institute (EXMI) to capture notes and write a whitepaper. EXMI also reviewed dozens of educator shortage whitepapers and articles published over the last decade and shared this information with AASPA. What stood out is that most shortage papers focus on data and explaining the “why” of educator shortages in America while only briefly discussing actionable change. Being the premier organization that supports

human capital staff in education, AASPA knew that the Summit whitepaper needs to focus on action and the future, not our current state, to be impactful.

Thus, the whitepaper, *Shortage to Surplus: Five Shifts to Address the National Educator Shortage*, was created with the purpose of looking forward and encouraging PK-20 stakeholders to work across traditional silos and look at the future as an opportunity for improvement. The whitepaper includes steps that government, association, nonprofit and district leaders can take to address talent shortages in education in a way that benefits everyone involved—most importantly students. It also highlights five comprehensive and systematic shifts juxtaposed with traditional calls to action. This paper can be used by those in education as well as those outside education to better understand how we can all impact talent shortages in education.

We invite you to download and read the whitepaper, *Shortage to Surplus: Five Shifts to Address the National Educator Shortage*, this June. We also encourage all human capital leaders to have difficult, but important conversations with their school boards, legislators, associations, preparation program partners and internal teams. The data and research on shortages is clear. Without collective action, the American education system is in downward spiral as it becomes increasingly difficult to appropriately staff schools to meet students’ needs. Now is the time to focus on the future and moving forward. Together, we can move from a shortage to a surplus.



Kate is a data-driven consultant with more than 10 years of experience working with K-12 public schools, higher education, state departments, professional associations and nonprofits. She is highly skilled at translating research and data into a clear plan for action with 20 years of experience leading change initiatives. Kate has worked with the Ohio Department of Education over the past three years to build and manage the Human Capital Resource Center (www.OhioHCRC.org). She has extensive experience designing and facilitating synchronous, asynchronous and hybrid models of professional learning, including leading the development of professional learning for the Human Capital Leaders in Education Certification Program.



Emily has more than 20 years of experience working with PK-12 public schools, institutes of higher education, regional education organizations, Head Start programs, state departments, professional associations, nonprofits and businesses on topics related to strategy, human resources, organizational development and marketing and communications. Emily writes, speaks, consults and teaches nationally on topics related to strategy, human resources, workforce development and the future of education.



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