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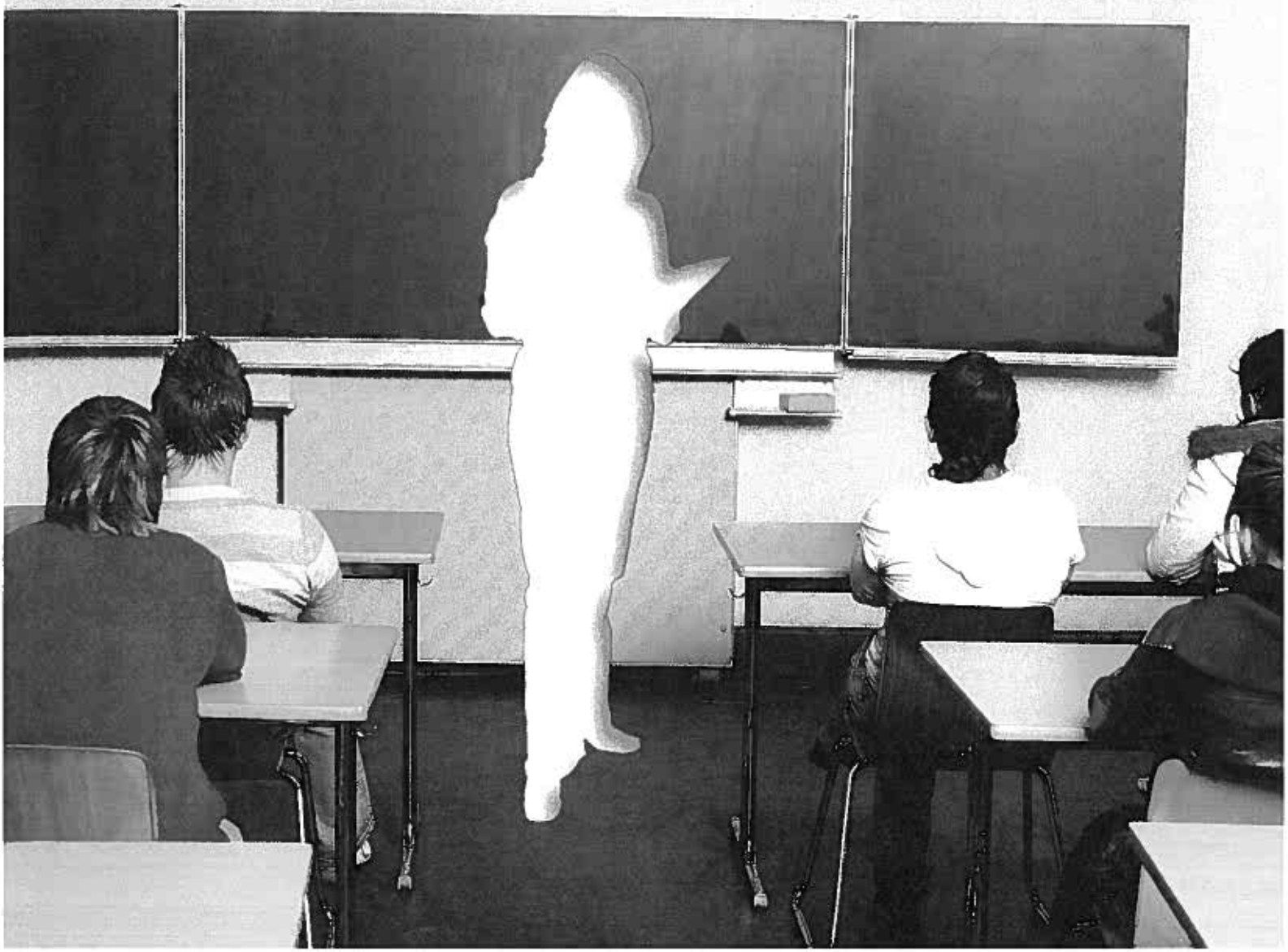
AFT Teachers

Meeting the Challenge:

Recruiting and Retaining Teachers in Hard-to-Staff Schools



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Meeting the Challenge:

Recruiting and Retaining Teachers in Hard-to-Staff Schools

The Challenge

What Are Hard-to-Staff Schools?

In some schools and districts, hiring committees pore over applications to find the very best matches for their buildings' particular hiring needs and situations. Dewitt Hanes, from Jackson, Miss., said: "I probably have 50 applicants for every job vacancy I have. When I go to [a job fair] it's like being the head football coach at Alabama." Prospective teachers flock to this school, which is in a district with a good reputation and one of the lowest crime rates in the state.[1]

In other schools and districts, hiring teams aren't nearly as fortunate. They struggle to fill vacancies, year after year after year. In Hanes' state of Alabama, for example, 30 percent of the school districts face challenges in filling teacher vacancies, in part because of their rural, impoverished locations. Schools that are geographically isolated present obvious challenges for recruiting and retaining teachers—few qualified teachers live there, and these areas can be difficult to reach even for teachers who are willing to commute.

Schools in urban areas face other challenges. In fast-growing Clark County, Nev. (Las Vegas), the district was faced with a teacher shortage last summer that threatened to reassign more than 1,000 teacher specialists back into the classrooms; curb plans to reduce class sizes; and freeze a grant for computer, reading, language arts and other specialty programs. Recalling the previous school year when the district started with a 300-teacher shortfall and had to fill classrooms with substitutes and hire full-time teachers throughout the year, the superintendent said: "This is a drastic issue that needs drastic measures to ensure we have our classrooms covered." Clark County has opened dozens of new schools in a short period of time, too often with classrooms empty of full-time teachers because it hasn't been able to keep pace with Las Vegas' population boom.[2]

Hard-to-Staff Schools: Voices from Some Teachers Inside Them

I've been teaching at low-performing schools since 1990, first in New Orleans and then in New York City. I think the reason that most of us stay in these "hard-to-staff" places can be tied into our sense of efficacy. If we feel like we are making a real difference, it is such an exhilarating feeling that we stay, even in challenging conditions. When we feel like we can't make any headway, usually because of poor administration and policy, then we feel compelled to leave. I've had several different positions, and I think all of my decisions to stay or leave can be related to my sense of making a difference.
– Lisa Peterson, New York City

I am a teacher in a high risk/high turnover school. ... The overwhelming data show that the culture of the school must be supportive not only for the students but also for the staff. Teachers wanted the administrator to be an instructional leader and to be supportive and understanding of their daily struggles in the classroom.
– Katherine Pope, Charlotte, N.C.

Source: Conversation on Hard-to-Staff Schools for *Education Week*'s Quality Counts Issue; Teachers Network.org (http://teachersnetwork.org/tnli/listarchive/qualitycounts.htm)

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Regrettably, schools with staffing challenges most often serve large proportions of high-poverty students. And these are the very students who rely *most* on public schools for their learning. These schools can be situated in either urban or rural districts, but they typically are located in areas where crime rates are high. With poverty highly correlated with minority status, these schools also often have high populations of non-white students.

In our research, we have seen over and over that schools in wealthier neighborhoods can receive over a hundred applications for a teacher vacancy, while schools in poor neighborhoods receive only two or three.

Source: Roza, M. and Hill, P. (2004). How within-district spending inequities help some schools to fail. In Ravitch, D. (Ed.) Brookings Papers on Education Policy: 2004. Washington, D.C.: Brookings Institution Press, p. 204.

High-poverty schools do not exist in isolation—they exist in communities. The societal ills that plague these communities are beyond the control of the students that live within them: joblessness, poverty, gang violence, drug abuse…High-poverty students struggle to balance academic expectations with these non-school factors that impede their learning. Teachers, administrators and other school-based educators cannot solve all of the societal problems that plague high-poverty communities. Providing students in these schools with the quality teachers and resources addresses their educational needs. Addressing the other needs of children requires support from other members of the community who are equally committed to student achievement.

Safety is a chief concern to anyone deciding where to work. When prospective applicants or current teachers are fearful walking the hallways or from their cars or public transit to the school building, they say "no thank you" to recruitment efforts at these sites, or they leave soon after accepting these jobs.

Hard-to-staff schools are chronically challenged in their ability to attract and keep teachers with adequate skills and expertise. Studies have shown that on indicators such as teaching experience, certification test pass rates, competitiveness of undergraduate institution and SAT scores, teachers in high poverty schools have lower qualifications than teachers in low-poverty schools.[3] The vast majority of these schools:

- serve low-income and/or high-minority populations,
- are located in geographically isolated or densely populated areas, and/or
- are perceived to be unsafe or rife with discipline problems.

Simply put, the number of openings in these schools exceeds the number of applicants year after year. Staffing challenges can be specific to one school or they can be districtwide. Sometimes they are acute in certain subjects or credentialed fields, but the areas of concern for this paper, and the related American Federation of Teachers (AFT) resolution, are the staffing challenges in hard-to-staff schools, and helpful solutions to resolving these problems.

Where We Stand

The AFT is deeply concerned that not all schools are equally able to attract and retain qualified staff. All children deserve excellent teachers who know their content, how to teach it and how to modify instruction to maximize student learning. Equally, all students and all school staff deserve safe, respectful and well-

By every measure that research has shown to matter for student learning, disadvantaged students receive fewer than their fair share of our best-equipped teachers.

Source: A Framework for Action (2005, May). Learning First Alliance, p. 4. Washington, D.C.: LFA.

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maintained teaching environments in which instruction and learning can best take place. Time and again, teacher quality prevails as the single most important school-related variable affecting student achievement.[4]

[I]n urban districts with a collective bargaining agreement, high-poverty schools are no more likely than low-poverty schools to replace transferring teachers with first-year teachers. In stark contrast, in urban districts without a collective bargaining agreement, high-poverty schools hire first-year teachers at three times the rate of low-poverty schools.

Source: Nelson, H. 2006/07. "The teacher experience gap: What is the remedy?" American Educator, Volume 30 (4): 28. Washington, D.C.: American Federation of Teachers.

Repeatedly, people have claimed the inequitable distribution of qualified teachers in hard-to-staff schools as opposed to less-challenging sites are due to teacher contracts that uphold seniority. Research solidly refutes these claims. In fact, collective bargaining is associated with *lower* transfer rates out of urban high-poverty schools. Koski and Horng's (2007) study on collective bargaining and teacher assignment found no evidence "...that the seniority preference rules in collective bargaining agreements independently affect the distribution of teachers among schools or exacerbate the negative relationship between high minority schools and teacher quality."[5] It is fruitless to go after something that is not a cause. The AFT wants to help solve the school-staffing problems, and to do so seeks to understand the real reasons why some schools are hard to staff.

School factors that draw teachers in—or push them away. If we listen to the reasons teachers give regarding why they leave their schools or the profession, they often cite the following:[6]

In March 2007, the Florida Department of Education released survey results from its study of nearly 13,000 teachers that indicated more than 50 percent of its public school teachers contemplate leaving the profession in the next five years, with 27 percent likely to quit the profession. Inadequate pay was listed as the major problem for teachers who were most likely to quit. Lack of support from principals was also cited as one of the reasons for contemplating leaving.

Source: "Florida's Public Schools Could Lose Even More Teachers." Orlando Sentinel. March 21, 2007.

- Student discipline problems and personal safety concerns;
- Lack of on-site support and intervention for students experiencing learning difficulties;
- Poor administrative leadership and support;
- Unhealthy physical plant;
- Lack of faculty influence on decisions that affect student learning;
- Inadequate ongoing, job-embedded professional development and other supports;
- Lack of student academic success;
- Inadequate time for planning, preparation, instruction; and
- Excessive classroom intrusions.

Despite a common perception that class and race are prominent factors in teachers' choices of where to work, the correlation between working conditions and student characteristics is the driving determinant. Students of color, who come from low-income families, and/or who are low-performers tend to attend schools with poor working conditions, and it is these working conditions that cause teachers to go elsewhere, not the students in them.

Source: Horng, Eileen (2005). Poor Working Conditions Make Urban Schools Hard-to-Staff. University of California All Campus Consortium on Research for Diversity; p. 2.

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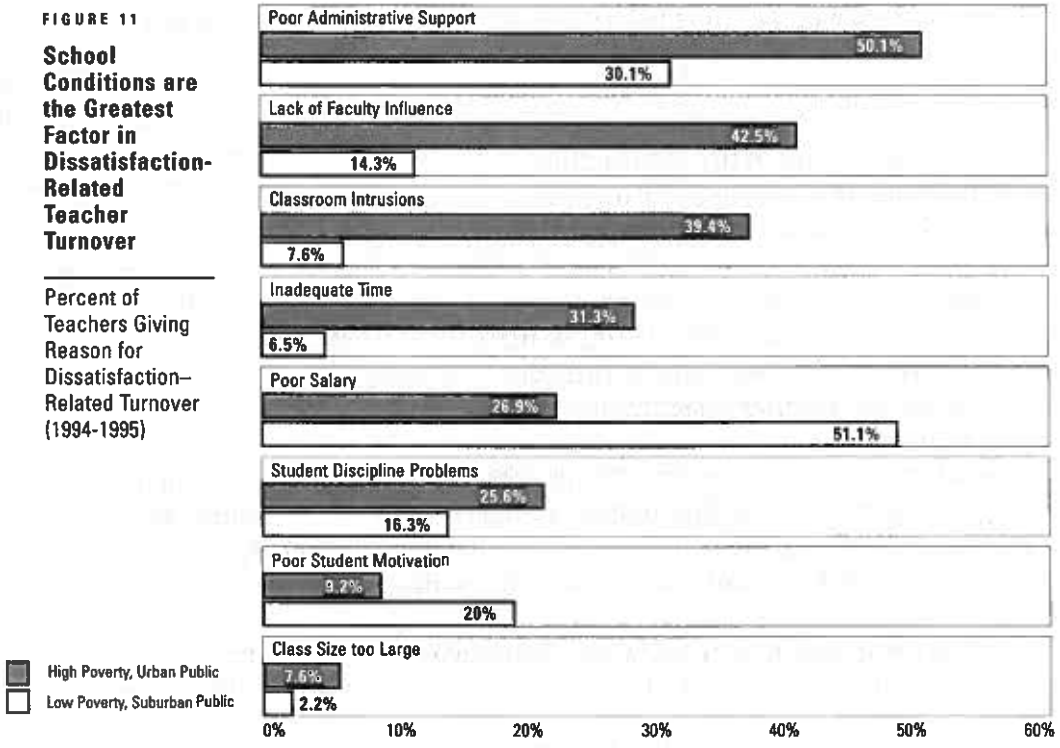
FIGURE 11

School Conditions are the Greatest Factor in Dissatisfaction-Related Teacher Turnover

Percent of Teachers Giving Reason for Dissatisfaction–Related Turnover (1994-1995)



Source: Richard M. Ingersoll, adapted for NCTAF from "Teacher Turnover and Teacher Shortages: An Organizational Analysis" American Educational Research Journal 38(fall 2001), 499-534.

Reprinted from *No Dream Denied: A Pledge to America's Children*, NCTAF, 2003.

It is clear from this list that teachers are attracted to, and most likely to remain in, schools in which the environment is conducive to teaching and learning, where safety and order are priorities, where they have influence over decisions that affect their school and its programs, where they feel supported by those in charge and where they have opportunities to develop professionally. Teacher recruitment-and-retention efforts must support these conditions for all schools, with particular attention paid to schools with staffing challenges.

Challenges posed by unsafe, disorderly working conditions. A key component of working conditions is workplace safety. Despite a public perception that schools have become increasingly unsafe over time, data show otherwise.[7] Public school buildings are one of the safest places for children. Only a small fraction of violent crimes involving children occur in our schools.[8]

The reality, though, is that some schools are safer than others, and this takes a toll on the ability of the less safe schools to attract and retain teachers. These schools must constantly strive to make each and every school the safest, most orderly environment possible, for children and the adults who work in them. Students will not learn if they do not feel safe and secure in their instructional settings, and teachers won't pursue long careers in such places.

If working conditions at the middle school where Jim Lammers taught for 11 years had not been "set up to fail," he might have stuck around. But like thousands of other teachers across California, the former Marin County teacher of the year quit the profession in frustration. "I just finally wore out dealing with it the way it was," said Lammers, who left in 2002 to pursue writing. "Too many kids, and not enough time to feel like I was accomplishing strong academics. To me, the system is almost set up to fail." At a time when California is short of qualified instructors, the problem of teacher attrition is largely preventable, says a new California State University study of more than 1,900 teachers.

Source: Why educators quit: Lack of support, too much paperwork. San Francisco Chronicle article by Nanette Asimov & Amr Emam: April 26, 2007, B-1.

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The challenge of turnover. The staffing turnover at hard-to-staff schools is significantly higher than at other less challenging sites, which makes it a chronic problem. Average teacher attrition hovers at 46 percent for teachers in their first five years of teaching; turnover in hard-to-staff schools occurs at a higher rate. High-poverty urban schools, for instance, lose 22 percent of their teachers each year, compared with only 12.8 percent in low-poverty schools.[9]

Teacher turnover is costly. According to one estimate, at least $2.6 billion is spent each year in recruiting, hiring and training expenses to replace public school teachers who leave the profession.[10] In addition, cost-benefit analyses have shown that students who are denied the best education possible suffer economically as they enter the workforce.[11] There are other costs that are tougher to tally. Teacher churn makes it difficult to implement and sustain improvement initiatives and to reap the fruits of professional development. It is a challenge to achieve, let alone document, success and progress at sites where the program implementers have transferred or left the profession.

This Problem Demands Strategies That Work

To propel student academic success, hard-to-staff schools must become places where adults and students alike want to be and where they feel safe, inspired and professionally supported. The people who most want to teach at these sites must be enabled by efficient interview-and-placement procedures; and relevant high-quality programs and policies must be in place to support these individuals once they are hired.

To understand the consequences of attrition in real terms, consider that a typical high-poverty urban elementary school employing, say, 20 teachers would have to hire about 22 new teachers every five years.

Source: A Framework for Action (2005, May). Learning First Alliance, p. 5. Washington, D.C.: LFA.

Remedying this situation will require action and sustained commitment at all levels of the system—local, state and federal—including careful attention by teacher unions to ensure the implementation of strategies that work and that best fit a specific situation. It also means acknowledging and directly addressing the primary reasons teachers say they transfer to other schools or leave the profession altogether. Some common national indicators point to the root causes of why some schools are harder to staff than others—and these can be helpful benchmarks—but each hard-to-staff school has its own staffing story and faces a unique set of challenges.

Since the specific conditions and incentives that matter most to teachers may differ among districts … collective bargaining is the perfect vehicle for cultivating the right solution. It creates a conversation with district teachers, who are ultimately in the best position to know what pushes teachers out of a district's [most challenging] schools and, conversely, what would attract them to such schools for the long haul.

Source: American Educator, Winter 2006/07, page 36.

States and districts, working with their union affiliates, must take the time to understand the specific concerns within their jurisdictions. Each state and district are distinct. What works in one school or district may not be replicable in another. One hard-to-staff school might be aided by a few small adjustments, while another might require much more attention. It is up to those who know these schools best to recognize these differences and to design the best strategies to address the specific challenges at hand. The accompanying AFT resolution refers to this process as designing a "strategic mix" of programs, professional supports and incentives—which must be bargained or mutually agreed upon—that make hard-to-staff schools rewarding and attractive sites for teaching and learning and that are designed to increase student achievement, staff stability and professional morale.

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With this purpose in mind, here are some proven strategies to make hard-to-staff schools desirable places to teach. They fall into four primary categories:

1. Establishing and maintaining safe and orderly schools,
2. Targeting professional development to best address the needs of teachers and staff in these challenging environments,
3. Examining recruitment and hiring practices, and
4. Identifying and carrying out school district and state responsibilities.

Within each category, we offer examples of places across the country where these strategies are in play. They illustrate that significant improvements are possible when the right programs and policies are in place. These examples provide ideas from which to draw, as states, school districts and union affiliates work together to design the best supports and responses to improve conditions in hard-to-staff schools.

Successful and Promising Strategies

Establishing and Maintaining Safe and Orderly Schools

Addressing behavioral issues is an essential component of establishing and maintaining a stable teaching force.[12] Teachers consistently point to student discipline problems and excessive classroom intrusions as reasons for leaving the profession. If hard-to-staff schools are to recruit and retain the teachers they need, they must become places where learning isn't secondary and instructional environments are as orderly as they possibly can be.

Academic achievement and good behavior reinforce each other. Schools are not generally the source of children's behavioral problems, and schools cannot completely eliminate them. But schools do have substantial power to prevent poor behavior in some children and greatly reduce it in others.

When examining violent incidents by the location of public schools, city schools were more likely than urban fringe schools to experience or report to the police at least one violent incident during the 1999-2000 school year:

- 77 percent of city schools had one or more violent incidents, and 44 percent reported one or more incidents to the police, compared with 67 and 35 percent, respectively, of urban fringe schools.
- Rural schools were the least likely to experience serious violent incidents (12 percent of rural schools vs. 20-27 percent of schools in other locations) and to report serious violent incidents to the police (9 percent vs. 14-21 percent).

Source: U.S. Department of Education, National Center for Education Statistics. School Survey on Crime and Safety. 2006. pp. 24, 28.

Schools can affect the level of aggression in students just by the orderliness of their classrooms. Working closely with teachers in the early grades on students' behavior-management skills can yield substantial future benefits and offset destructive outcomes.

To continue good behavior developed in the earliest grades, schools must put in place systems and processes to maintain a safe and secure environment. In part, this means reinforcing appropriate school behavior and ensuring that disruptive behavior is not allowed to flourish. Systems to maintain safety and order include:[13]

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- ***Developing school safety plans and enacting and enforcing districtwide discipline codes that establish and maintain order throughout the school building.*** Enforcement of the discipline code must come from all school employees, including administrators, teachers, and support staff such as paraprofessionals, librarians, school secretaries, custodians and bus drivers. The language used in teacher contracts can help reinforce the need for administrators to support teachers and other school staff in enforcing the code.

- ***Implementing effective classroom management practices,*** such as arranging the classroom to minimize disruptions, establishing well-defined and predictable classroom rules and procedures, and consistently providing specific consequences for poor behavior and positive acknowledgments of appropriate behavior. In too many instances, teachers may not have received such training as part of their teacher preparation program. In these situations, the district and union should collaborate to provide appropriate professional development.

- ***Implementing programs to modify student misbehavior.*** For the small percentage of students who need some additional support, behavior modification programs administered in a caring and consistent manner can help.[14] The teaching of social skills may be an important component in learning appropriate behavior, including new ways of interacting with others and resolving problems.

Toledo, Ohio, has pioneered a highly successful approach to the challenge of modifying problem behavior. The contract between the Toledo Federation of Teachers and the Toledo Public Schools establishes a **Behavior Specialist Program.** Three teachers who are specialists in behavior management are available to respond to student referrals from classroom teachers. A behavior specialist consults with the teacher, reviews school records, observes the student at work and, with the teacher, develops interventions appropriate for the student. The specialist and teacher then meet with the student to explain the interventions and begin implementing them. They then contact the parents, any social service agencies that are involved and, if necessary, physicians to involve them in the process and share pertinent information.

The specialist meets weekly with the teacher and student to monitor the interventions and make modifications as needed. The specialist then contacts the parents to update them on the status of the interventions and share other relevant information regarding both behavioral and academic performance. If the student does not respond to the interventions, he or she will be referred to the school assistance team for further evaluation to determine if a different educational program/setting would better meet the student's needs.

According to yearly district evaluations of the Behavior Specialist Program, many students respond positively to the behavioral interventions. Their teachers are able to teach again, and the students experience behavioral and academic success in their current educational settings. This kind of specialized help is necessary if regular classroom teachers are to focus their efforts and talents on teaching the many, rather than just disciplining the few.

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- ***Establishing alternative placements for chronically disruptive and violent students.*** For the very few students who don't respond to even the most skilled efforts of behavior specialists, alternative educational settings are appropriate.[15] Alternative placements can better provide supervision and behavioral remediation, while helping the student maintain academic progress. The placement should include wraparound supports—such as links to community-based social service agencies, law enforcement, courts and corrections—so that representatives from these agencies are able to join together to create an individually tailored, comprehensive plan for the student.

Student discipline takes a toll on teachers. More than 1 in 3 teachers say they have seriously considered quitting the profession—or know a colleague who has left—because student discipline and behavior became so intolerable. And 85% believe new teachers are particularly unprepared for dealing with behavior problems.

Source: Teaching Interrupted: Do Discipline Policies in Today's Public Schools Foster the Common Good? 2004. Public Agenda, p. 3: www.publicagenda.org.

Targeting Professional Development

To pursue academic success with students in hard-to-staff schools, teachers must participate in targeted professional development that focuses on the specific needs of the teachers and students alike. Decisions about targeted professional development should include input from school staff who will participate in it. These individuals are keenly aware of their own instructional and professional needs and will have ideas about how best to meet them. To maximize targeted professional development opportunities, district leaders and administrators should:

- Commit themselves to ensuring that new teachers participate in induction programs with intensive mentoring,
- Create daily schedules that allow for collaborative planning with all colleagues on common learning goals and best working practices, and
- Identify and incorporate learning programs for the entire staff that will increase knowledge on issues that affect student learning.

Targeted professional development identifies and ensures that teachers have the support and resources needed to promote student achievement. In these types of learning opportunities, teachers are active participants in discussions about instruction, quality teaching and student achievement.

Induction Programs

Induction programs with intensive mentoring components have helped keep teachers in hard-to-staff schools. These programs extend beyond the friendly hellos, room key and badge pick-ups and buddy programs. While these are necessary parts of the beginning teacher transition process, high-quality induction programs move beyond these introductory stages. Good induction programs help beginning teachers survive and thrive in

Comprehensive teacher induction can reduce teacher attrition by up to 50 percent. The investment in these programs is actualized when beginning teachers realize their roles in the academic successes of their students.

Source: NGA Center for Best Practices. 2002. Issue Brief: Mentoring and Supporting New Teachers. Washington, D.C.

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their new environments. These programs provide them with supports and resources to understand professional responsibilities, district and school expectations and state content standards.

Examples of good induction programs:

- In 2004, the **United Federation of Teachers in New York City** negotiated a mentoring program for new teachers with the city's department of education, which resulted in new funds to support mentoring for all new teachers. The program includes full-time release for teachers who provide intensive support for new teachers. Each mentor is matched by grade and subject area when possible. The key components of the program include:
    - A rigorous mentor selection process,
    - Full-time release for mentors,
    - Intense professional development for mentors,
    - A formative assessment system, and
    - Regionally based programs.

- All teachers who are new to the **ABC Unified School District** in Southern California participate in the ABC Federation of Teachers' Peer Assistance and Support System (PASS). In this program, new teachers are assigned a peer coach if they do not qualify for California's Beginning Teacher Support and Assessment (BTSA) Program. In the PASS program:
    - Teachers develop a personalized professional support plan that provides for ongoing support from one of six peer coaches.
    - Retired teachers serve as peer coaches and agree to conduct at least five and no more than 10 formal observations. (Principals are urged to conduct their formal observations at the same time as the peer coaches.)
    - Two progress reports are developed as a result of these observations.
    - Progress reports are discussed during a team meeting that consists of the teacher, peer coach and principal; then all parties are asked to sign off on them. (If consensus cannot be reached on the report's contents, dissenting parties can include attachments.)
    - Coaches develop a final progress report that is submitted to the PASS Council with recommendations regarding the next support steps for the teacher (e.g., return to a normal evaluation cycle, continue in PASS, no further remediation would be successful).

- The **Illinois Federation of Teachers** conducts a two-part Induction/Mentor Training Program for local presidents and district administrators:
    - The first part of the training is designed for teams of union leaders and district administrators to work together to develop an effective induction/mentoring program or to improve an existing one.
    - The second part of the training is designed for teachers who will be a mentor to a beginning teacher as well as a trainer for other mentors in the district. The union leadership and district administration collaboratively choose participants who are willing to serve as trainers of mentors in the district's induction/mentoring program.

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Time for Teacher Collaboration

Teachers should have opportunities to collaborate so they can identify the supports and resources needed to establish high standards for teaching and learning, strengthen their expertise and promote healthy and safe school climates. After the supports have been implemented, teachers need time to share instructional strategies, view good teaching practice in action and reflect.

Examples of programs that have developed successful strategies for enhanced teacher collaboration:

- In Providence, the **Rhode Island Federation of Teachers and Health Professionals (RIFTHP)** and the school district partnered to build on the training that the RIFTHP has provided to all K-3 teachers in Reading First schools. K-3 teachers in these schools must take union-developed courses in Beginning Reading Instruction and Reading Comprehension Instruction. The Providence local negotiated an incentive that allows teachers to receive graduate credit for participating in these courses.

- At **Early College High School in Toledo, Ohio,** teachers have common planning time built into the school day. The school day begins at 9 a.m. and officially ends at 4 p.m. Teachers meet at 3 p.m. to plan and discuss common learning goals such as improving student study skills; increasing reading comprehension; and working on reading, visual and performing arts, social development and math goals. These meetings have resulted in shared unit plans and best practice ideas.

- At **Elmont Memorial Junior-Senior High School on Long Island, N.Y.,** high school teachers use their department meetings to work on lessons, pacing and assessments. This allocation of time allows teachers to focus on the same goals without scripting their lessons.[16]

Teachers also need time to establish short- and long-term goals, review data and discuss interventions. In addition to time to teach, teachers in hard-to-staff schools need time with their colleagues to collaborate on the issues that affect student instruction, achievement and success.

Effective Learning Opportunities

When instructional challenges arise that affect teaching and learning schoolwide, teachers in hard-to-staff schools should be provided with strategies to address the immediate issues and mitigate future problems. Because these issues have an impact on the entire school, the full staff should have access and participate in learning programs. School leaders should develop plans that allow different staffs to maximize shared learning opportunities during the school day. When trainings are held beyond normal school hours, teachers should receive additional compensation for their participation.

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Examples of effective, targeted professional development:

- **New York state** provides a unique **network of more than 100 teacher centers** that have the capacity to support teachers in learning the instructional strategies that lead to success in hard-to-staff schools. This kind of professional development lessens the isolation of teachers who struggle to implement effective strategies while facing obstacles that often lead to teachers looking for jobs in other schools. Teacher centers are funded by grants directly from the state Legislature, and each is governed by a policy board. As defined in New York law, these policy boards must include a majority of teachers appointed by the collective bargaining agent. There are three models of teacher centers in the state, and each center has the capacity to respond to the unique and targeted professional development needs of its constituents. The New York City center is a multiple-schools model, the single-district model is a direct service model, and the comprehensive model provides smaller districts with a collaborative framework that brings together their resources to maximize capacity and reach.

- In 2002, in response to Ohio's Third Grade Reading Guarantee, **the Reading Academy**—a joint partnership between the Toledo Federation of Teachers and Toledo Public Schools—developed a five-week research-based intervention program for **Toledo's** second- and third-grade students. Teachers receive up to four days of training in the prescribed instructional program; training is held on Saturdays prior to the start of the summer program. Teachers are provided with instructional materials, lesson plans prepared by the Reading Academy's Literacy Support Teachers and a prescribed instructional framework. Literacy Support Teachers help other teachers through in-class peer coaching. The program has consistently yielded high results as evidenced by scores on the July administration of the Third-Grade Reading Achievement Test.

- School Improvement team members in **Woonsocket, R.I.,** participated in **AFT's "Making Data Work for You"** course, which was taught by a classroom teacher who serves on the Rhode Island Federation of Teachers and Health Professionals data team. With this new understanding about data and how data can be used to improve instruction, the school team should be able to work with the teachers to develop an intervention plan that helps everyone understand student data and reflect on instructional practice.

Examining Recruitment and Hiring Practices

School districts must acknowledge the difficulty of recruiting and retaining teachers in their hard-to-staff schools and implement initiatives at these sites. Although a majority of schools in a district may be hard to staff, these districts continue to attract applicants by marketing districtwide initiatives. However, most beginning teachers will end up in hard-to-staff schools because there is little, if any, churn in the school environments that have successfully implemented the marketed initiatives.

Recognizing that incentives are needed to get teachers to relocate—across town or across the country—school districts are experimenting with a range of incentives to entice teachers to their hard-to-staff schools:

- Pay differentials and signing bonuses,
- Scholarships and loan forgiveness,
- Teacher support and development,
- Housing assistance and moving expenses,
- Free utility hook-ups, and
- Tuition reimbursement.[17] (See Appendix B: Supportive Contract Language)

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To encourage teachers to work in their schools, some districts have introduced nontraditional incentives:

The Chattanooga (Tenn.) School District provides a comprehensive menu of recruitment incentives to teach in the district's nine lowest-performing schools:

- free tuition toward a master's degree in urban education;
- a $10,000 loan, forgivable after five years of service, toward the down payment on a house near an eligible school;
- an individual $5,000 bonus for teachers whose students consistently show more than a year's growth on the state's value-added assessment; and
- a team bonus of up to $2,000 for boosting student test scores.[18]

Marketing Benefits of Teaching in Hard-to-Staff Schools

School districts must do a better of job of "marketing" the initiatives and programs they have implemented to support and retain students and teachers. Hard-to-staff schools must be seen as attractive places for teaching and learning with the supports needed to increase student achievement. Potential employees need to know why they should consider working in these schools.

Programs and initiatives being marketed to recruit and retain teachers include:

- **Philadelphia's Teacher Ambassador Program** pays Philadelphia teachers a $1,000 "finder's fee" for every additional teacher they recruit to a hard-to-fill area and $500 for other positions. Approximately 10-15 classroom teachers serve as "lead teacher ambassadors" and form partnerships with universities that have a history of providing teachers to the districts. The lead teacher ambassadors are given some release time to fulfill these responsibilities.

- The **Chicago Public Schools Web page** highlights its Golden Teachers New Teacher Induction and Mentoring Program as a reason for teaching in Chicago. This program assists first-year teachers with their transition to the profession by providing them with support throughout the school year from a retired mentor. The site also encourages applicants to "teach with the best" and highlights the opportunity to teach with National Board Certified Teachers and the district's alternative certification program.

- The **Baltimore City Public Schools Web site** has a link for "Reasons to choose the Baltimore City Public School System (BCPSS) to begin or continue your career in education." The site highlights:

    - the district's two-week New Teacher Summer Institute with a $190 daily stipend;
    - a laptop computer loaded with BCPSS curriculum for classroom teachers who attend the institute;
    - a $200 gift card for classroom supplies for institute attendees;
    - the district's mentoring program;
    - tuition remission;
    - up to a 20-year salary credit on the salary schedule;
    - payment for initial certification and renewal fees; and
    - information about why teachers might enjoy working in the district.

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Ensuring the Best Hiring and Placement Policies Are in Place

School district hiring and placement procedures may need to be evaluated to make sure the broadest selection of qualified candidates can pursue employment opportunities in hard-to-staff schools as easily as possible. According to the New Teacher Project (2003), qualified applicants in hard-to-staff districts are discouraged by the length of time between application submission and notification. The project found that these sought-after candidates withdraw their applications from these districts because they want to secure a position and know where they will be teaching before school begins. These applicants often end up teaching in the surrounding suburbs that have earlier job notification timelines.[19]

To address these and other recruitment and staffing issues, we recommend reviewing and revising, as appropriate:

- Notification and assignment policies,
- Interview-team selection criteria, and
- Candidate screening tools.

Including school staff in interview and selection processes is another way to ensure that applicants have a full understanding about the school, its mission, student expectations and standards and staff responsibilities. School staffers offer multiple perspectives about the schools in which they teach as they respond to inquiries about teaching and learning through their personal experiences. Applicants may find insights from school staff particularly useful as they consider employment offers and weigh their options. The ultimate goal of the interview and selection process is to select applicants who are the best fit for the school community and its students.

Toledo, Ohio, has done a good job of redesigning its teacher candidate screening process and interview protocols for positions in specialized instruction programs:

For the last 10 years, the **Toledo Federation of Teachers** has employed a union/management interview process for unique and specialized instruction programs. Applicants for these positions are evaluated through a confidential peer review form that rates the teacher's ability level on topics such as knowledge of the curriculum, professionalism, respect level from their teaching colleagues and personal relationship skills. Following the peer evaluation, applicants are vetted by an interview team made up of an equal number of union and management representatives. The questions for the interview are created specifically for the teaching position being filled. This process has been used to fill a number of instructional positions in the Toledo Public Schools. The Grove Patterson Academy, which has an extended day and extended school year, uses the process to fill all of its teaching positions. Teachers at this site are financially compensated for their additional time and are required to stay for a minimum of three years before seeking a transfer to another school.

District hiring systems are set up and often "updated" with software that does not allow for electronic job postings, online applications, e-notifications and other Web-based options that expedite the hiring process. Software systems must allow for concise data management. Missing files, multiple applications and miscommunications across departments are eliminated when effective candidate/employee tracking systems are in place.

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In 2003, the **Philadelphia Public Schools** opened a technologically friendly welcome center for job applicants. The center provides applicants with access to human resources staff and computers to apply online, as well as information kiosks with vacancy information. This replaces what had been previously described as a "fragmented and frustrating process."[20]

Priming the Pipeline

In addition to scouting for teacher candidates and graduates at recruitment fairs, some states and districts are searching their classrooms and neighborhoods for potential teachers. By reaching out to middle and high school students who express an interest in the profession as well as to paraprofessionals and parents, school districts have started "growing their own" future teachers. They are seeking out individuals who already have an investment in the school and/or community and encouraging them to pursue careers in teaching. These active pursuits include scholarships, grants, tuition remission, targeted school clubs, etc.

Examples of "grow your own" programs:

- In 2006, the **Illinois General Assembly** passed the **Grow Your Own Teacher Act** in an attempt to improve public school teaching in low-income communities. The goals of the act include reducing teacher turnover, preparing well-qualified teachers, creating pipelines for teachers of color and improving teaching preparation for low-income schools. This initiative seeks to prepare and employ at least 1,000 qualified teachers who have connections to the communities in which they will work.
- The **Urban Teacher Academy in Broward County, Fla.**, seeks to attract future teachers for hard-to-staff schools while they are still in high school. This program recently received $100,000 as part of the Innovations in Government Award program for taking a novel approach to solving problems.
- The **Southwest Ohio STEM Secondary Teacher Academy** is a partnership between the University of Cincinnati, Xavier, Miami, and Princeton Universities and the Cincinnati Public Schools. The purpose of this project is to increase the numbers of African-American and Appalachian high school juniors and seniors who become high school math teachers.
- In **Mississippi, Jackson State University** has a **Delta Teacher Institute** that focuses on the teacher shortage issues in the Delta region. It specifically targeted Delta residents by offering a $200,000 grant to train people to become teachers in this region. The university knew it was most likely to retain teachers if they came from their home region.

Ensuring Smooth Transfer Policies

Policies that support teacher transfers to low-performing schools without penalty (e.g., loss of rights that have accrued as a result of prior school placements) ease the transition of teachers from school to school. Districts should review existing policies to make sure they do not impede the transfer of accomplished teachers to hard-to-staff schools. Targeted incentives and options should be developed for individuals and groups of teachers interested in moving to hard-to-staff schools. Teachers unions have successfully negotiated contract language, incentives and supports to guarantee that teachers with proven records of student success are able to teach in schools districtwide.

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For example:

- In 2003, the **United Federation of Teachers in New York City** partnered with the Community Collaborative to Improve District Nine Schools (CC9) to design a proposal for lead teachers that would meet the needs of both new and experienced teachers. The groups proposed that each school employ a highly skilled lead teacher who would serve half-time in the classroom and half-time providing coaching, leadership support and professional development to new teachers. The CC9 proposal called for a citywide posting to attract the best candidates, a salary adjustment of $10,000 to reflect the differentiated responsibilities of the position and to attract highly skilled teachers from other parts of New York City and a budget of $2.2 million to fully implement the proposal. The proposal received the support of the Chancellor. The Department of Education worked with the union and CC9 to negotiate the salary differentials. The union invited CC9 to the negotiations table and to the presentation of the final contract to the executive board. These invitations strengthened the relationship between CC9 and the union and, ultimately, between the union and the community.

- To address teachers' concerns about leaving longtime colleagues and starting professional relationships anew, the **Cincinnati Federation of Teachers** and the local school district developed an incentive to encourage experienced teachers to transfer to hard-to-staff schools. In Cincinnati, teachers who agree to teach in a high-poverty school can move together with a group of selected colleagues.[21]

- The **Toledo Review and Alternative Compensation System** (TRACS) offers the opportunity to align enhanced compensation with exceptional teaching performance. TRACS-3 teachers who volunteer for placement in the most difficult teaching assignments, and achieve measurable student academic results, earn an annual stipend equal to 15 percent of their base salary.

  Every spring, Toledo identifies openings in high-needs buildings or difficult-to-staff subject areas. These openings are sent to eligible TRACS-3 teachers for review and application. If they choose to transfer, TRACS-3 Distinguished Status level teachers can accrue system seniority but forfeit the right to return to their original building and/or position unless there is an opening. To participate in this program, TRACS-3 teachers agree to accept their new teaching assignments for at least three years.

Identifying and Carrying Out District and State Responsibilities

State and district policymakers must put the needs of our most challenged schools and students first when they develop policies and allocate funding. Students in hard-to-staff schools should have access to the learning resources, quality instruction and supplemental supports that will allow them, at a minimum, to achieve at the same levels as their peers in other schools. Beyond the fundamental principles of fairness and equity that support this notion, our country's economic vitality relies on all students having an equal opportunity to succeed.

Funding Matters in a Variety of Ways

Many believe the most efficient way to resolve the problems of hard-to-staff schools is to increase the salaries of teacher who agree to teach in them. To be sure, teacher salaries are no trivial matter in recruitment and retention efforts. Incentives for individual teachers to go to the most challenging schools can certainly help, as can assurances that the base pay of all teachers is fair and adequate. Learning Point (2005) found salary differentials in surrounding districts to be a key factor in recruiting and keeping quality teachers.[22]

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To help **Baltimore City** compete with wealthier surrounding counties, the union and district agreed that certified teachers would be hired on the fourth step of the salary schedule, the equivalent of a $4,700 raise.[23]

Financial incentives are an important first step, but they are not enough to lure teachers into the profession's toughest schools, to get them to stay, or to transfer from more successful environments. Increased salaries or bonuses cannot counter the poor and unsafe working conditions that exist in most hard-to-staff schools, nor can they address schoolwide discipline problems.

Federal, state and local policymakers must find ways to provide professional supports, incentive packages and programs that target safety and discipline, needs-assessments of the specific school challenges that exist, marketing initiatives, grow-your-own strategies, hiring software and technology and a host of other strategies highlighted in this paper to draw teachers into hard-to-staff schools and to keep them there. But these initiatives cost money to implement. Federal and state legislators must take on the role of providing additional resources to these schools. School districts must concentrate these resources in ways that make sense for the hard-to-staff schools in their local jurisdictions.

Partnerships To Negotiate the Best Package of Remedies for Each Hard-to-Staff School

Getting policies and funding in place to support the kinds of strategies detailed in this paper requires education stakeholders at the state and local levels to work in tandem. They must sit down together to assess the particular staffing challenges in each district and in school that is hard to staff. And then they must negotiate a recruitment-and-retention package to best address specific situations. At the district level, this approach requires a school-by-school assessment of the challenges each school is facing and why. At the state level, a district-by-district assessment must be made. The solutions will vary by site, and must be negotiated with each school's context, strengths and weaknesses in mind.

School districts and local unions nationwide are wrestling with the best ways to address the staffing challenges of schools in their vicinities. Miami's Zone Schools, the Chancellors' District operating a few years ago in New York City and the ABC Unified School District in California are among the handful of positive examples that illustrate how a strategic set of solutions can be successfully negotiated.

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The **ABC Unified School District,** located in southeast Los Angeles County, in partnership with the **ABC Federation of Teachers (ABCFT)**, its local union, has launched a comprehensive initiative to address this common challenge.

They have instituted an interconnected set of recruitment, retention and retirement practices to target the district's teacher recruitment and retention challenges.

ABC and ABCFT have taken time to truly understand the regional factors that contribute to teachers' transferring to other schools or leaving the profession. The district and the union have used this knowledge to target induction and professional development support as the key components to attracting and retaining teachers across the district, with particular attention paid to the schools that are difficult to staff. Strong induction programs with intensive mentoring components, coupled with recruitment fairs, are systemic supports enabling ABC to consistently find and keep the highest-quality teachers in Los Angeles County.

This professional support begins during recruitment and is sustained throughout the teacher's career. At the annual New Teacher's Orientation, newcomers are welcomed and acclimated to ABC, its expectations and the district's available resources and supports. During the summers, the district offers a Professional Development Academy for teachers to focus on ways to improve student learning, such as curriculum training and classroom management.

The ABC Unifed School District serves approximately 12,000 students in 30 schools (19 elementary, five middle, five high schools and one adult school). The diverse ethnicity of the community is reflected in the K-12 population which is American Indian/Alaskan Native, Asian, African American, Filipino, Hispanic, Pacific Islander, Portuguese and White. Ninety-two percent of students are ethnic minorities and 42 percent come from low-income families. Twenty-five percent of the students are English language learners.

Sources: ABC Federation of Teachers brochures and ABC Unified School District Web site

Knowing what their staffing challenges are and the best strategies to meet them, ABC and ABCFT have been able to make the most of state programs and funding streams to help reach their goals. Ninety-eight percent of teachers are credentialed at the secondary level, and 100 percent at the elementary level. An ABC teacher averages 16 years of teaching in the district. ABC and ABCFT have successfully combined district motivation, union influence and knowledge to address educational dilemmas and to improve teaching and learning for staff and students.

Political Will

The federal government, states and school districts cannot shy away from doing what is right by these schools, including allocating funds where they are most needed. All legislative bodies, policymakers, administrators, teachers, parents and students have a stake in ensuring that hard-to-staff schools are able to find and keep good teachers.

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Conclusion

Recruiting and retaining teachers to hard-to-staff schools is not an exact science. Success requires a strategic mix of best practice, with consideration of local conditions, political will and financial commitment.

The AFT knows well what members of our union face in these environments every day. We believe that all children can learn, but we also know firsthand that to do so their learning environments must be equipped with the resources and supports that yield success.

All teachers want to succeed in the classroom. Teaching and learning cannot take place in environments where basic needs go unmet. Teaching and learning can thrive only in schools where safety is guaranteed, trust developed and the stage properly set for learning. When the necessary resources are in place and implemented properly, and when staff are trained to move forward with instruction to assist students in achieving at their highest levels, recruiting and retaining teachers in hard-to-staff schools will be much less difficult.

To this end, drawing teachers to and keeping them in hard-to-staff schools requires the collective commitment of stakeholders to meet, discuss and promote this agenda. For some, this means developing new partnerships and letting go of past missteps. Ultimately, it means moving forward and working together.

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Appendix A:
AFT Resolution on Recruiting and Retaining Teachers in Hard-to-Staff Schools

(approved by the Executive Council on May 16, 2007)

WHEREAS, the AFT is deeply concerned that many high-poverty and/or geographically isolated schools and school districts too often have difficulty recruiting and retaining teachers needed to provide students with instruction that leads to academic success; and

WHEREAS, research shows that teacher quality is the single most important school-related variable affecting student achievement[1]; and

WHEREAS, these "hard-to-staff" schools experience teacher turnover at significantly higher rates than less challenging schools; and

WHEREAS, research also shows that financial incentives alone are not enough to keep teachers in hard-to-staff schools[2] and further indicates that factors contributing to teachers transferring to other schools or leaving the profession include[3]:

- student discipline problems and personal safety concerns
- lack of on-site support and intervention for students experiencing learning difficulties
- poor administrative leadership and support
- unhealthy physical plant
- lack of faculty influence on decisions that affect student learning
- inadequate ongoing job-embedded professional development and other supports
- lack of student academic success
- inadequate time for planning, preparation and instruction
- excessive classroom intrusions; and

WHEREAS, research shows that collective bargaining stabilizes the teaching force in hard-to-staff schools; and

WHEREAS, programs that provide housing and transportation incentives positively affect teacher recruitment and retention to hard-to-staff schools; and

WHEREAS, too many districts lack software systems that allow for electronic job postings, online applications, e-notifications and other processes that expedite the hiring and recruitment processes; and

WHEREAS, the most effective schools are staffed by teachers who choose to work there:

RESOLVED, that the AFT acknowledges schools alone cannot solve all the social ills that plague children, particularly those in high-poverty schools. The AFT will partner with parents to increase their engagement and educate the public and use our political influence to identify and eradicate the non-school factors that impede student learning; and

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RESOLVED, that the AFT and its state and local affiliates work to support programs and incentives that make hard-to-staff schools rewarding and attractive sites for teaching and learning and that are designed to improve student learning, increase staff stability and professional morale using bargained or mutually agreed upon incentives and professional supports that include a strategic mix of:

- **significant salary and pension incentives for recruitment and retention;**
- **significantly effective safety and discipline programs and policies;**
- **research-based initiatives and related staff training, including administrators, to improve student discipline, reduce property loss and increase personal safety in hard-to-staff schools;**
- **sufficient numbers of appropriately trained paraprofessionals and assistants to support instruction of students and classroom management;**
- **class sizes that are small enough to help students meet learning goals;**
- **programs and policies to create pipelines of future teachers from the community who are more likely to stay long-term and create a stable veteran teaching force over time;**
- **real opportunities for administrators, teachers and paraprofessionals to learn best practices;**
- **real opportunities for teachers and paraprofessionals to learn and implement the best collaborative planning and working practices;**
- **time built into the school day so that teachers have opportunities to work together on common learning goals;**
- **induction programs with intensive mentoring components that focus on the needs of teachers to ensure student success at these schools;**
- **paid learning programs, outside of the school day, that provide opportunities for teachers to focus on issues that will improve student learning (e.g., curriculum training, classroom management);**
- **targeted incentives for special groups of teachers who have the needed skills and expertise to transfer into these schools (e.g., National Board-Certified teachers, lead teachers, master teachers);**
- **transfer options for teacher teams that want to work in hard-to-staff schools;**
- **teacher housing and transportation incentives;**
- **retention of benefits and rights that have accrued as a result of prior school placements; and**

RESOLVED, that the AFT and its affiliates advocate for a safe, orderly and disciplined environment in every school, especially hard-to-staff schools; and

- **call for the implementation of research-based programs and practices—including alternative education programs—that will ensure safety for all who attend or work in our schools; and**
- **lobby Congress, state and local policymakers to target funding and other resources toward improving learning conditions and academic and leadership supports in hard-to-staff schools; and**
- **lobby Congress, state and local policymakers to create hard-to-staff service scholarships and grants with four-year teaching minimums, and fund hard-to-staff induction programs with full-time mentors; and**
- **advocate for research-based programs and policies that ensure on-site support and intervention for students experiencing learning difficulties; and**
- **reiterate the significance of effective administrative leadership on the success of hard-to-staff schools and advocate for the assignment of skilled, knowledgeable and consistent**

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administrators to hard-to-staff schools; and

- **advocate for expanded and authentic influence by faculty members on decisions that affect students in hard-to-staff schools; and**

RESOLVED, that the AFT continue its work in identifying the negative impact of unhealthy physical school plants on student achievement and continue to advocate for the improvement of school facilities, particularly at hard-to-staff schools; and

RESOLVED, that to ensure these schools have access to the broadest selection of qualified candidates, AFT affiliates push districts to aggressively market the incentives and benefits of working in its hard-to-staff schools; and

RESOLVED, to ensure that the most qualified candidates have the option to teach in hard-to-staff schools, AFT affiliates call on school districts to develop more timely notification and assignment policies by streamlining their application processes and tracking systems; and

RESOLVED, that AFT affiliates and local school districts collaborate to develop interview team selection guidelines and candidate screening tools that result in the hiring of the best qualified teachers to meet the needs of local schools; and

RESOLVED, that the AFT support affiliates to accomplish the goals of this resolution, including negotiating contracts, incentives and improved conditions that ensure hard-to-staff schools are able to hire and retain qualified teachers and advocate for changes in NCLB that support such contracts; and

RESOLVED, that the AFT fight at the national level to focus attention and resources on our most challenged schools and students.

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Appendix B:
Supportive Contract Language

Recruitment and Retention

Cincinnati Federation of Teachers
January 1, 2007 – December 31, 2009
Recruitment and Retention

The Superintendent or his designee may declare areas of shortage. Upon declaration, incentives to hire and retain teachers or related services staff in areas may be implemented by the Department of Human Resources. These may include:

- The November 2001 reimbursement program for teachers whose certificates are in a shortage area, when these teachers agree to be employed in the shortage area for at least three years in the district.
- Placement of new hires on the salary schedule for their level of experience up to 17 years of service when there is a 3-year agreement to be employed in the district.
- The Department of Human Resources may place speech-language pathologists and occupational therapists at step four if shortages are declared.

In addition, the 2001 reimbursement program detailed below remains an option to be decided by Human Resources:

For new hires in the areas of identified teacher shortages, the district shall provide up to $2,000 per year, for up to three years for a maximum of $6,000, in areas of mathematics, science, and special education or other declared areas. This includes Professional Practice School interns. Current employees who completed re-certification in the areas of identified teacher shortages during the 2000-01 school year, and began teaching classes are also eligible to receive $2,000 per year for up to three years, for the purposes listed below, contingent upon their actual teaching classes in the areas of need. New hires returning to CPS after a hiatus of one or more years would be eligible to receive the incentive. These incentives will be contingent upon using the funds for the purposes listed below and subject to submission of receipts:

- Professional development for courses that improve one's knowledge of subject taught
- Tuition reimbursement for courses that improve one's knowledge in the subjects taught
- To repay student loans
- To reimburse new hires for expenses associated with relocation.

Indian River County Education Association (FL)
2006-2009
Article X, Professional Issues, X.7, Critical Teacher Shortage Areas

A. The Board and the Association agree that critical teaching shortage areas exist. In an effort to solve the problem of filling vacancies/positions in these areas, it is agreed that the Superintendent and IRCEA President will meet annually between January and March to identify critical shortage areas.
B. Economic incentives may be considered as needed to recruit and retain teachers in identified areas. Any agreement regarding economic incentives to recruit and retain teachers in identified areas will be negotiated and memorialized.

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United Federation of Teachers (NY)
2003-2007
II. Extended Time Schools

In order to raise student performance, the Chancellor has designated certain SURR and low performing schools as "Extended Time Schools" in which there will be an extended school day/ year. The parties believe that implementation of this extended school schedule over a two year period will succeed in turning around low performing schools and having them removed from the SURR list. It is the intent of the Chancellor that no school should remain on an extended time schedule for more than three years.

The Chancellor may de-designate a school as an Extended Time School.

B. Staffing

1. Employees currently serving in schools which become Extended Time Schools will have the option to be excessed from the school. Those appointed and certified provisional staff who are excessed will be offered the broadest placement choices available within the authority of the Board; and where possible, their wishes will be taken into account when placing them into positions.
2. Nothing herein precludes the right of the Board to close or redesign a school in which case staffing shall be done in accordance with Article 18-D ("Staffing New or Redesigned Schools").
3. No one shall be involuntarily excessed to or involuntarily transferred to an Extended Time School.
4. Employees in Extended Time Schools who are involuntarily excessed from their school will be offered the opportunity to apply to a vacancy in another Extended Time School or to be excessed to a school in the geographic district.

United Teachers of Dade (FL)
2006-2009
Section 3 . Critical Staff Shortage

A. The Board and the Union agree to review, annually, employment needs and trends to determine if there are anticipated full-time teaching assignments in critical staff shortage areas. The annual review will identify, on or before March 1 of the current year, full-time teaching areas for which newly-hired teachers in the subsequent year will be given a one-time only stipend and the amount of such stipend which they shall receive after the end of their initial year of service, prorated as to the portion of the contract year employed. Permanent substitutes are excluded from this Provision. For the term of this Contract, the stipend shall be $1,200, unless modified by mutual agreement.

B. Teachers from other school districts or states hired in any of the critical staff shortage areas may bring in all years of experience or begin at Step 2, whichever is greater, for salary purposes. New teachers hired, without experience, in critical shortage areas will begin at Step 2 for salary purposes. Effective for the 2007-2008 school year, employees hired in critical staff shortage areas will be hired on Step 1 of the salary schedule.

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United Teachers of Los Angeles
2006-2009
Retention of "Novice Teachers"

To assist with the retention of "novice teachers, (those in their first school year of service as a teacher defined as the equivalent of 130 full-time paid days during the period July 1 - June 30), to the extent practicable, novice teachers shall:

(1.) Not be assigned adjunct duties (coordinatorships, coaching, auxiliary periods, activity assignments, etc.) Be exempt from roving (see Article XXII, 11.0)
(2.) Be exempt from "traveling" assignments, i.e. teachers assigned to teach in more than one classroom per day, and
(3.) If secondary, be limited (p. 41)

A teacher shall also have the right to issue and enforce reasonable rules of classroom conduct applicable to students in the teacher's classes, supplemental to and consistent with the District-wide and local school rules.

Volusia Teachers Organization (FL)
2006-2009
ARTICLE 10: WAIVER PROCEDURE FOR CRITICALLY-LOW-PERFORMING SCHOOLS

Should a school be identified by the Department of Education as a "critically low performing school", the following procedure shall be available for waiving requirements under the collective bargaining agreement:

5. Should the superintendent initiate a reorganization/reapplication of the instructional staff at a "critically low performing school", the superintendent shall have the authority to pay additional stipends to the instructional staff at the school. The superintendent shall notify the VTO in advance of any intent to pay additional stipends.

Induction and Mentoring

Minneapolis Federation of Teachers
2005-2007
PAR Mentors

PAR Mentors are selected teachers in Minneapolis Public Schools who have agreed to serve for up to five years as peer mentors and then return to their previous location, if a vacancy exists. They receive specialized training to support their role. They are advisors, role models, and highly skilled teachers with successful teaching experience in the Minneapolis Public Schools. PAR mentors are committed to setting an example, sharing ideas with others, offering support and encouragement and assisting teachers in acquiring the Standards of Effective Instruction competencies through the Professional Development Process. In order for mentors to be effective, caseloads should range from 14-24 for New Teacher Mentors and 9-13 for PSP mentors.

PAR Mentor Services May be Provided to:
- first time teachers;
- contract teachers who have had experience in the Minneapolis Public Schools in another job classification and are moving into a new position;
- first year contract teachers who have teaching experience outside the District;

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- probationary teachers who are in need of continued support;
- teachers who request service;
- teachers who are served at the request of the teacher's Professional Development Team; and
- any licensed staff in the bargaining unit.

PAR Mentor Responsibilities:

- assist teachers in goal setting, pre and post conferencing, and classroom observation;
- model, co-teach, and demonstrate in order to provide guided practice;
- support teachers to ensure that classroom instruction meets the MPS Standards of Effective Instruction supports the goals of the Strategic Plan, the Minnesota State Standards, and goals of the School Improvement Process;
- orient teachers to the resources of the District, the profession and the community;
- provide research-based support to teachers in areas such as instructional strategies and materials, classroom climate and organization, cultural competency, and professional development;
- assess teachers' professional skills using the professional standards identified in the Minneapolis Standards of Effective Instruction;
- as appropriate, work with tenured and/or realigned teachers per administrators' or teachers' requests to provide assistance and support, in addition to working with probationary teachers;
- work with administrators, peer coaches, and colleagues as team members and facilitators in the Achievement of Tenure Process, including acting as a team member in the decision-making process for continuation of employment; and
- support the annual New Teacher Orientation, "Teacher-To-New-Teacher Guide Online", facilitation of New Teacher Professional Development, New Teacher Networks, Reserve Teacher Training, Professional Development Centers, other staff development sessions, and interactive online mentoring support.

Philadelphia Federation of Teachers
2004-2008
Programs for New Teachers

(a) Induction and Coaching of New Teachers

(1.) The School District and the Federation shall collaborate to establish an Induction Plan that meets the requirements of the Pennsylvania Department of Education's Induction Guidelines.
(2.) At least during the first year of a new teacher's career, the induction program in each school shall require a mentor relationship (for example, with a new teacher coach, school-based mentor, retired teacher or other person assigned to provide support) for new teachers (including new long-term substitutes, intern teachers and apprentice teachers). In addition, school induction programs must specifically address the needs of new teachers hired or appointed after the beginning of the school year.
(3.) Mentoring shall offer on-the-job support that allows new teachers, apprentice teachers and long term substitutes to gain a practical working command of the teaching profession and should include classroom visits and coaching in classroom management and/or student behavior management.
(4.) The Federation-District Committee will assess the need for mentor relationships at each school on an annual basis, prior to the start of the new school year. The Federation–District Committee shall oversee the administration of induction programs in schools and Regions to assure compliance with the School District Induction Plan and to assess the adequacy of

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implementation and/or the need for centralized supports.
(5.) Colleague mentor teachers shall be selected in accordance with criteria jointly formulated by the school Principal and Building Committee, provided however, that in the event of an inability to agree upon the criteria, the Principal's determination shall be final provided it is neither arbitrary nor capricious.
(6.) Once they have been selected, colleague mentors will be provided appropriate training for the role. Further, colleague mentors across the School District shall participate, as a cohort, in ongoing professional development.
(7.) Funding for Induction/Mentoring Programs shall be provided by the School District as a separate allocation not to be considered as part of any school's discretionary funds.

(b) To the extent authorized by the Department of Education, college or continuing professional education course credits and/or credits towards attaining permanent certification will be granted for programs and activities related to new teacher induction.

Toledo Federation of Teachers
2001-2003
Peer Assistance and Review
XVIII. EVALUATION OF FIRST AND SECOND YEAR TEACHERS, FOUR-YEAR CONTRACT TEACHERS, AND OTHER CERTIFICATED PERSONNEL

A.

1. All first and second year teachers are considered to be members of the bargaining unit.
2. Revised evaluation standards and criteria shall be published by the Board free of charge in booklet form to each member of the bargaining unit.
   Notwithstanding the provisions of Ohio Revised Code Sections 3319.11 and 3319.111, as revised by 1988 Ohio House Bill 330 (see Appendix O), the procedures, time lines, and all other matters regarding evaluation will be governed by the document, The Toledo Plan—Intern, Intervention, Evaluation. Subsequent changes must be mutually agreed by the Federation and the Board.
3. First and second year teachers shall have the right to answer in writing any written evaluation record of the teacher.
4. Non-probationary teachers who leave the system and return within five (5) school years shall be subject to not more than one (1) calendar year of probation upon return and not more than two (2) written evaluation reports to the Human Resources Office or to the Intern Board of Review, whichever is applicable.

APPENDIX O: MEMORANDUM OF UNDERSTANDING TO THE COLLECTIVE BARGAINING AGREEMENT BETWEEN THE TOLEDO BOARD OF EDUCATION AND THE TOLEDO FEDERATION OF TEACHERS

The Board and the Federation hereby agree that:

> The procedures for the evaluation of teachers employed under limited contracts, the employment and reemployment of such teachers, and the nonrenewal of limited contracts, as set forth in the current collective bargaining agreement, and by the intern-intervention program, and established practices thereunder, shall supersede the provisions of Ohio Revised Code Sections 3319.11 and 3319.111, as revised by 1988 Ohio House Bill 330, in their entirety.

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United Educators of San Francisco
July 1, 2004 — June 30, 2007
Career in Teaching Committee

18.10.1 UESF and the District shall maintain a Career in Teaching Committee to provide a coherent, comprehensive and articulated support and induction program of services to teachers as they begin their career in San Francisco through their development into master practitioners of the teaching profession.

18.10.2 The Career in Teaching Committee shall be comprised of equal numbers appointed by the Union and District and shall meet on a regular basis.

18.10.3 The Career in Teaching Committee shall by mutual agreement invite the active participation of representatives of the United Administrators of San Francisco on the committee concerning issues that directly impact UASF membership.

18.10.4 The Career in Teaching Committee working in collaboration with the SFUSD Human Resources department and the Office of Teacher Affairs is charged with preparing a proposal that:

18.10.4.1 links and coordinates recruitment efforts and hiring policies (the Pre-Intern, Intern, Beginning Teacher Component, and BTSA) as well as develops programs designed to attract and retain quality teachers into the profession and improve and encourage teachers' professional growth opportunities;

18.10.4.2 expands opportunities for collaboration among professional educators and gives teachers broader roles and responsibilities in order to improve student achievement and provide better schools for children and teachers;

18.10.4.3 creates a sequential career ladder for teachers, from recruitment, precredential, probationary, tenure, and other teacher classifications that may be subsequently bargained;

18.10.4.4 creates a plan for increasing the number of teachers who are National Board for Professional Teaching Standards certified;

18.10.4.5 develops a comprehensive proposal for determining eligibility criteria for teachers, various teacher duties and classifications. This proposal shall be completed by January 15, 2003; and

18.10.4.6 reviews and monitors District programs affecting teacher training and Professionalization.

Discipline

Association of Bay County Educators (FL)
2005-2008

A teacher may impose classroom discipline as stated in School Board Policies where necessary in cases of infractions and may use such force as is necessary to protect himself/herself from attack or to prevent injury to himself/herself, another student, or any other school employee or volunteer, or school property.

Teachers may send disruptive students to the office to maintain effective discipline in the classroom. Prior to sending disruptive students to the office, the teacher will endeavor to achieve correction of student misbehavior. The teacher shall not be responsible for maintaining records of student discipline referrals.

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Baker County Education Association (FL)
2006-2009
ARTICLE X STUDENT DISCIPLINE

The School Board and the BCEA recognize that the teacher must be given firm and consistent administrative support in the handling of discipline problems in the maintenance of good order necessary in proper performance of duty.

The Principal shall have the right to exclude from the class, based on the recommendation of the classroom teacher, any student who is detrimental to the learning atmosphere of the classroom. Such suspensions will be within the limits of the law.

Before the student is returned to the classroom, disciplinary action will be taken. Efforts will be made to assure the teacher that the disruptive behavior will not be repeated. No student will be returned to class without the written re-admittance, as a courtesy to the teacher. The disciplinary action taken by the Principal or his designee should be noted.

If no improvement in the student's behavior is evident, the teacher shall have the right to again send the student to the office designated to handle discipline problems.

After the student's second suspension by the Principal, based on the teacher's recommendation, the student should not be returned to the class room until the Principal is satisfied the disruptive behavior of the child will not reoccur. If, after this, no improvement of the student's behavior is evident, both the teacher and the Principal should consider alternative means of discipline.

Brevard Federation of Teachers (FL)
2006-2007

The Board and the Union agree to review the classroom management training of the beginning teacher in order to determine what changes, if any, should be made in order to better equip beginning teachers to handle student discipline. On a voluntary basis, Educational Research and Dissemination programs on classroom management for the beginning teachers shall be made available to teachers during the afternoon of the preplanning period. The voluntary nature of such ER&D programs shall not prohibit the principal from providing compensatory time for such attendance, provided that up to four (4) ER&D instructors shall be granted compensatory time for time spent in instructing the ER&D Program described above.

The Board acknowledges the desirability of giving reasonable support and assistance to teachers with respect to proper maintenance of control and discipline in the classroom. Individual school procedures and policies for handling student discipline shall be reviewed by each school's School Advisory Council and revised or developed as needed so as to ensure that the referring teacher has the opportunity to input his/her feelings regarding the disposition of the referral. Discipline procedures shall stress the importance of uniform application. When the offense is serious enough to warrant suspension of the student in accordance with the School Board policy and/or the School Discipline Plan, such referred student will not be returned to the teacher's class the same period (or 30 minutes in elementary school) from which the student was referred unless he/she is escorted by an administrator or a written explanation from same stating his/her reasons for the student's return accompanies the student.

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Ojai Federation of Teachers (CA)
2002-2005

6.13 Unit members shall have the backing and follow-up support of the administration in discipline cases in order to promote high behavior standards, high student and teacher morale, and a climate favorable for teaching and learning.

6.13.2 The District is responsible for giving all reasonable support and assistance to employees with respect to the maintenance of control and discipline in the classroom and/or on the school grounds.

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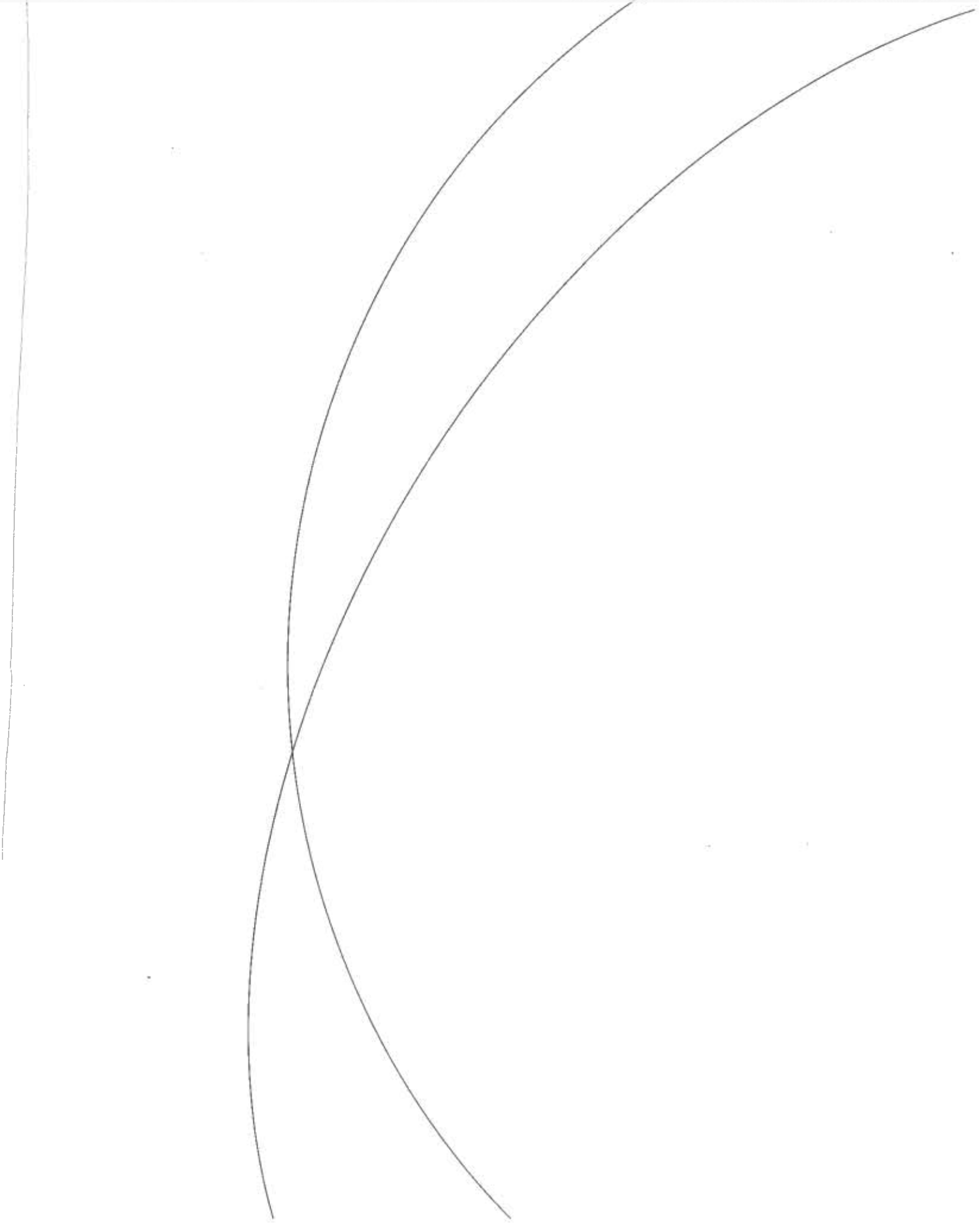

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A Union of Professionals

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