

## Priority: Educator Recruitment and Preparation

Increase retention of early-career educators by expanding access to high-quality preparation experiences like internships, residencies, and apprenticeships.

### Policy Context

District leaders can address recruitment and ultimately retention challenges by redesigning how they deliver internship and residency experiences. In most cases, schools work with educator preparation programs (EPPs) to place teacher interns. A veteran educator coaches the intern, and over a semester or yearlong experience, the intern gradually takes on more teaching responsibilities.

Two emerging approaches – teacher residencies and educator apprenticeships – involve more collaboration and partnership between school systems and EPPs. Residents and apprentices earn their teaching licenses while receiving job-embedded training and coaching. In most cases, residents and apprentices receive a salary or stipend, as well as tuition relief, which increases the affordability of these preparation models.

Districts benefit from tailored programs that work to recruit aspiring teachers to fill positions in hard-to-staff schools or subjects. With a competitive admissions process, the programs recruit well-qualified candidates.

A recent research study found that 75% of educator candidates who graduate from teacher residency programs remained in their initial placement after five years. This compares to the state five-year teacher retention rate average of 65%. The United States Department of Labor approved the first state educator apprenticeship program in January 2022. Since then, the department has provided grants to 35 states to scale up educator apprenticeships.

While most teacher residencies and apprenticeships require a greater upfront investment from school systems, the economic model could make more sense when one considers how much districts spend on replacing teachers and the cost of inducting, coaching, and mentoring teachers who leave the profession. Estimates for training and induction range from \$10,000 to \$20,000 per educator.

### Key Outcome

Increase the number of early-career educators who stay in the profession through their fifth year from 65% to 75%.

### EdQuest Framework

#### Quality Teaching

#### Foundations for Learning

Advanced Instructional Systems

Quality Leadership

<b>Power Strategies</b>		
Recruitment	Preparation and Early-Career Success	Early Care and Development
Development of educator pipeline models that increase candidate diversity, address barriers to entry, and are attentive to shortages in hard-to-staff subjects.	Supporting high-quality, school-based experiences for prospective teachers, such as teacher cadet initiatives, educator apprenticeships, and clinical residencies.	Creation of a statewide early learning workforce strategy focused on improving working conditions, strengthening professional preparation, and achieving compensation parity relative to similar professions.

<b>Getting Started: Focusing on Quick Wins</b>
<ul style="list-style-type: none"> <li>➤ State leaders should convene a working group to identify high-impact practices associated with recruiting a more diverse, well-qualified cohort of teacher candidates. Instead of lowering entrance standards, the group should explore how to recruit individuals to the profession by offering paid, job-embedded training while they earn their teaching licenses.</li> <li>➤ Many district and school leaders are implementing promising practices without a statewide strategy to guide their work. State leaders should work with school and community partners to develop toolkits that help school systems adapt and strengthen their candidate preparation strategies.</li> <li>➤ The Georgia General Assembly should consider appropriating funds to create a statewide pilot program for districts to develop innovative school-based programming for teacher candidates.</li> </ul>

## Sustaining Momentum Through 2033

### *Progress Metrics*

Each of the priorities presented in the EdQuest State Policy Plan includes at least one outcome measure and a set of metrics that help state and community leaders know whether they are making progress. This profile includes a non-exhaustive list of measures that help indicate whether recruitment and preparation efforts are contributing to a more stable and effective educator workforce.

- Percent of preparation program completers employed by a school district
- Percent educator retention by preparation type
- One-year teacher retention rates – statewide educator workforce
- Five-year, new hire retention rates
- Education and experience level for educators in high-need schools.

### *State Leadership*

State leaders can support local recruitment and retention efforts in several ways including:

- Creating a resource toolkit for districts interested in developing more seamless preparation and recruitment strategies.
- Developing a roadmap document that provides guidance on how school systems and educator preparation providers could partner to develop innovative programming for teacher candidates and early-career professionals.

## Building a Strong Foundation

### *State strengths and assets*

Licensure pathways for paraprofessionals lay the groundwork for Grow-Your-Own recruitment efforts

Commitment from University System of Georgia institutions to partner with districts to create residency options for candidates and professional development opportunities for early-career educators

Statewide focus on educator burnout already contributed to discussion on how to redesign state systems of educator support

Tiered educator licensure structures enable school systems to develop formal teacher leader roles

Teaching as a Profession career pathway and teacher cadet strategies that deliver instruction to prospective educators in high school

### *Improving on current policy and practice*

Generally, current practice relies on passive recruitment and hiring practices. While many district human resources staff attend career fairs or travel to other regions of the United States to recruit teachers, a higher initial investment from state and district leaders in creating programs and forging partnerships with educator preparation providers could result in long-term savings.

Wider adoption of residency programs could provide a solid foundation for the eventual development of formal teacher leadership programs and innovative professional learning strategies that continue the workforce growth strategies contemplated in teachers' early years. Colleges of education and large urban school systems have started residency programs that should help strengthen state and district recruitment efforts.

### *Alignment with the North Star goal of 65% post-secondary attainment*

Teacher quality is the single most important school-based variable associated with student success. Therefore, creating more favorable conditions to recruit well-qualified candidates and retain highly effective educators is essential to the goal of increasing student readiness for post-secondary opportunities.

High teacher and school-leader turnover rates negatively affect student achievement. Further, attrition in schools serving high-poverty communities is significantly higher than in affluent areas. Addressing early-career exit through tailored recruitment and preparation programs is one way to reconfigure investments in teacher talent to create more continuity and stability within the teacher workforce.