

TEACHER SHORTAGE TASK FORCE

FINAL REPORT
NOVEMBER 2016



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

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INTRODUCTION

As the 2015-2016 school year began in Oklahoma with 1,000 teacher vacancies, the state's evident teacher shortage needed action as opposed to continued discussion.

To launch such action, Oklahoma State Superintendent of Public Instruction, Joy Hofmeister, commissioned a Teacher Shortage Task Force in September 2015.

The task force consisted of 91 members from various entities including education institutions, business, community, tribal organizations and parent groups (see Appendix A for full list).

The initial meeting targeted avenues of action in three areas: legislative, community and internal agency. Task force members made the commitment at that meeting to which area they desired to dedicate their expertise and time in working groups.

These three working groups began meeting monthly in October 2015. It is important to note that statements were made early and often that no recommendation or initiative should compromise the quality of teachers entering the profession. The legislative working group quickly produced eight recommendations requiring legislative action. The community and internal agency working groups had a combined 19 recommendations making a total of 27 task force recommendations (see Appendix B for the list of recommendations).

The time commitment was made clear at the first meeting in September 2015. An extended number of months allowed for working group meetings, spring-time hiring results, summer externships and a new school year (2016-2017) personnel reporting update.

Task Force Purpose, Roles, Expectations

Purpose

- To study feasibility of proposed strategies
- To explore successful strategies in other states
- To establish recommendations for legislation, policy and procedure at the state, regional, local and institution levels

Roles

- Task Force – all members
- Working group(s) – member volunteers

Expectations

Time investment = 12 months

- Task Force meetings quarterly
- Working group meetings monthly (live and virtual)
- Focus on results for schools and students

The following sections depict the work over the last year, including an update on the 27 recommendations made by this task force. In addition, future opportunities for actionable next steps are described.

- **Section One** - Working group actions
- **Section Two** - Spring 2016 hiring season
- **Section Three** - Summer externships and professional learning
- **Section Four** - Updated teacher placement
- **Section Five** - Projects and Initiatives update
- **Section Six** - Next steps

SECTION ONE

SECTION ONE

WORKING GROUP ACTIONS

LEGISLATIVE WORKING GROUP – EIGHT RECOMMENDATIONS

Meeting dates:

October 30, 2015

November 16, 2015

December 8, 2015

1. **Retired Teachers as Mentors:**

Amend the statute to allow for retired teachers to serve in the role of mentor. The retired mentor would not be employed by the district.

2. **Scholarships for Certification Exams:**

Create a scholarship program and fund in statute to provide for a one-time scholarship for test takers. Require OEQA to promulgate rules for eligibility based on financial need.

3. **Recognition of Out-of-State Certification:**

Remove the requirement for five years of experience, allowing a certified teacher from another state to be certified in Oklahoma regardless of teaching experience.

4. **Pathway to Certification Through Approved Work Experience:**

Allow certain work experience to substitute for the GPA requirement as determined by the State Department of Education, who will develop a matrix to determine what work experience would qualify.

5. **Expanding Opportunities for Adjunct Teachers:**

Increase 90 hour limit to 270 hours.

6. **Cost and Comparability of Certification Exams:**

Explore legislative solutions supporting a more cost effective certification program as well as consideration of a certification tool used broadly by other states.

7. **Pay and Multi-Year Commitment for Student Teachers:**

Incentivize soon-to-be graduates of educator preparation programs to teach in schools with specific demographics (high poverty, high minority) by allowing them to be under regular contract (instead of temporary) and work as a teacher in their last semester of education preparation, and allow for the potential of a multi-year contract at the end of their student teaching. Consider additional incentives such as additional pay or loan forgiveness.

8. **Teacher Recruitment Program:**

Adopt and fund a Teacher Recruitment program with matching funds from the business and education community.

Once the 2016 legislative session concluded, seven of the eight recommendations were signed into law as depicted below. The eighth recommendation will be pursued in the 2017 legislative session.

Recommendation
signified in blue
by "R#" | Bill
Description

- | | |
|------------------------|--|
| R1 | <p>HB 2371
Eliminates the requirement that a mentor teacher be employed by the school district, and allows a former classroom teacher to serve in that role at the discretion of the district.
<i>Effective July 1, 2016</i></p> |
| R2 | <p>SB 1038
Creates a Teacher Certification Scholarship Program under the Office of Educational Quality and Accountability (OEQA). Directs the OEQA to establish eligibility criteria. Limits scholarship to one per teacher candidate. In order to receive a scholarship, the candidate is required to teach for one year in the state. Establishes a revolving fund for the legislature to appropriate money and allows the program to be supported with gifts and donations.
<i>Effective January 1, 2017</i></p> |
| R3
R6 | <p>HB 2946
Directs the State Board to issue a teaching certificate to a person who has an out-of-state certificate without taking additional competency exams, eliminating the requirement that he/she has five years of successful teaching experience as a certified teacher in an accredited school. Also, directs the State Board to promulgate rules for reviewing and evaluating an out-of-country teaching certificate, and gives the Board authority to award teaching certificates to those applicants. Directs the Board to issue a teaching certificate to a person who has successfully completed a competency exam used in a majority of other states or comparable customized exam. All applicants are still required to have a criminal history record check. The Board is also directed to accept up to five years of teaching experience from out-of-country accredited schools and U.S. Department of Defense schools for purposes of salary increments and retirement.
<i>Effective July 1, 2016</i></p> |
| R4 | <p>HB 3025
Expands list of those who qualify to pursue a standard certificate through an alternative certification placement program to include those who have successfully completed a terminal degree and those who have a bachelor's degree and qualified work experience corresponding to an area of certification. Requires that candidates have either demonstrated competency or completed a major in a field corresponding to an area of certification as determined by the State Board or as recommended by Career Tech for a vocational-technical certificate. Allows the State Board to determine the number of hours required for the professional education component for each person making application, with a minimum of 6 semester hours and maximum of 18 semester hours.
<i>Effective November 1, 2016</i></p> |
| R5 | <p>HB 3102
Increases the maximum number of clock hours an adjunct teacher may teach from 90 hours to 270 hours per semester, which is the equivalent of a half-day every day for a full semester.
<i>Effective July 1, 2016</i></p> |

R7 | **HB 2967**

Gives district boards of education the authority to enter into contracts with student teachers while they are still student teachers, provided that they cannot teach the next year until completing all of the certification requirements. Allows districts to commit to payment of a stipend or signing bonus to a student teacher upon entering a contract. Such stipend or bonus is conditional on the person fulfilling the first year of the contract and is not considered compensation for retirement or the minimum salary schedule.

Effective July 1, 2016

This legislative working group met after legislative session to draft guidance and rule-making for HB 3025.

Meeting dates:

July 14, 2016

August 18, 2016

See Appendix C for guidance on the implementation of HB 3025.

The remainder of the task force recommendations were generated from and discussed for action by the Community working group and the Internal State Department of Education working group. Recommendations are signified in blue by number (ex. **R9**)

COMMUNITY WORKING GROUP

Meeting dates:

October 28, 2015

November 18, 2015

December 10, 2015

January 14, 2016

The focus of the Community working group was an “honoring teachers” campaign while reimagining the profession. Specific short and long term initiatives fell into the three buckets of recruiting, retaining and rewarding.

Recruiting

- **(R9) Expansion of the Teach Oklahoma program offered by the Oklahoma State Regents for Higher Education** - The program, encouraging juniors and seniors to consider the teaching profession, grew from nine classes in 2015-2016 to 14 classes in 2016-2017.
- **(R10) Video campaign** – This PR campaign is intended to rebrand the teaching profession, specifically through the OSDE *Elevate* series which chronicles the positive, innovative and inspiring things happening in Oklahoma schools. In addition, the OSDE *Shaped My Life* series poignantly portrays distinguished Oklahomans reflecting on teachers who had a lasting effect on their lives. Lastly, a strong social media presence is continuing to redefine public perceptions of teachers through the 2016 Teacher of the Year Shawn Sheehan’s *Teach Like Me* videos.
- **(R11) Scaling up career programs** – The OSDE will advocate for future teacher programs such as OKCPS Northwest Classen’s Teacher Preparation Academy. Such programs will emphasize career opportunities focusing on the teaching profession.
- **(R12) Develop a business portal to connect adjunct teachers and alternatively certified teachers to district openings** – The newly designed Ready4OK.com website will house all state career preparation information and could potentially provide posted teaching positions and requirements for teaching in specific content areas.

Retaining

- **(R13) Toolkit for businesses to host teacher externships** – An initial partnering has occurred with specific businesses highlighting OEIP (Oklahoma Education & Industry Partnership) as a model for teacher externship success – held at Rose State College, July 2016.
- **(R14) Highlight superintendents who teach in their schools** – It was made known, particularly in smaller districts, that superintendents wear many hats, including teaching a class during the school day. The OSDE will encourage district superintendents to make this commitment of time and support for both teachers and students, where applicable.

Rewarding

- **(R15) Incentivize municipalities to recognize teachers** – The OSDE will spread awareness of opportunities such as the *Rewards of Honor* program and other discounts for teachers.

INTERNAL STATE DEPARTMENT OF EDUCATION WORKING GROUP

Meeting dates:

October 29, 2015

November 19, 2015

December 11, 2015

January 15, 2016

The Internal State Department of Education working group focused on certification issues such as reduction of red tape in certification pathways and cost of certification exams. A consistent reminder voiced in every discussion was the caution of compromising quality while equipping an effective teacher in every classroom.

- **(R16) Move alternative certification to OSDE authority** – Specifically, the OSDE was asked to use discretion in determining qualifications for alternative certification applicants without relying on educator preparation programs to provide course work verification (also captured in recommendation #4).
- **(R17) Develop a matrix to exempt minimum GPA for alternative certification by showing credible work experience** – This rule-making authority, including collaboration with educator preparation programs, OEQA and the State Regents for Higher Education, is a result of the legislative recommendation #4.
- **(R18) Hire student teachers as teachers’ assistants** – This recommendation is championed in the legislative recommendation #8, allowing districts to enter into contracts with student teachers.
- **(R19) Establish a process, beyond the guest teacher program, for teachers from other countries to become Oklahoma teachers** – This recommendation was folded into the legislative recommendation #6, acknowledging the evaluation of credentials from out-of-country applicants and accepting five years of teaching experience from an accredited institution.
- **(R20) Develop a job-posting page on the OSDE website** – Based on district and public request, this recommendation was adjusted to a credential search of Oklahoma educators now viewed on the OSDE website, <http://sde.ok.gov/sde/teacher-certification>, titled Oklahoma Educator Search Tool.
- **(R21) Address the cost of three certification exams and reciprocity with other states** – Both issues are addressed in legislative recommendations #2 (certification scholarship) and #3 (acknowledgement of out-of-state credentials and study of cost comparability).
- **(R22) Allow Oklahoma Private School Accreditation Commission private school experience to count for para-professional experience** – This rule change has been made and can be found under Provisional teaching certificates - paraprofessional noting accredited private school experience (OAC 210:20-9-102).
- **(R23) Teacher Apprenticeship Program (TAP) similar to the Kentucky model** -Elements of TAP are evident in the removal of barriers to certification and discounts and services offered to individuals seeking the teaching profession.

The remaining four task force recommendations that make up the total of 27 are listed below. Initial exploration of these recommendations are being addressed.

- **(R24) Conduct cost analysis on high quality and affordable health insurance** – The OSDE is committed to work with legislators to establish a plan that would provide lower cost health insurance while maintaining quality of coverage and benefits.
- **(R25) Work with the OSDE Red Tape Task Force to pursue cost savings** - The OSDE will continue to encourage districts to implement statutory allowances to share services and work with districts to seek efficiencies where applicable (ex. 70 O.S. § 5-106A allowing multiple school district contracting).
- **(R26) Support legislation to amend the retired teacher pay cap** – The cap on retired teacher pay was a discussion across all of the working groups. The OSDE is committed to finding a solution to allow for our best retired teachers to access a meaningful pathway back to the classroom.
- **(R27) Consider addressing certification overlapping** – The OSDE will continue to work with the OEQA to analyze the benefits of certification adjustment to the certification areas with consideration of a preK-6th certification and 7th – 12th certification. This adjustment would address current overlapping of early childhood, elementary and secondary areas.

SECTION TWO

SECTION TWO

SPRING 2016 HIRING SEASON

The task force agreed to seek the results of the typical spring hiring process, specifically to examine the results of established recruitment and retention efforts as well as newly implemented efforts.

Due to severe budget cuts, spring 2016 proved to be an atypical glimpse of Oklahoma teachers deciding to remain in the classroom and pre-service teachers being hired. Even the state’s colleges of education reported aggressive recruitment efforts from other states at job fair events.

In March 2016, Superintendent Hofmeister stated, “This is a brutal time for schools. Efforts that districts are making to cope with these cuts today will further impact the next school year, as they are forced to significantly deplete their cash-fund balances.

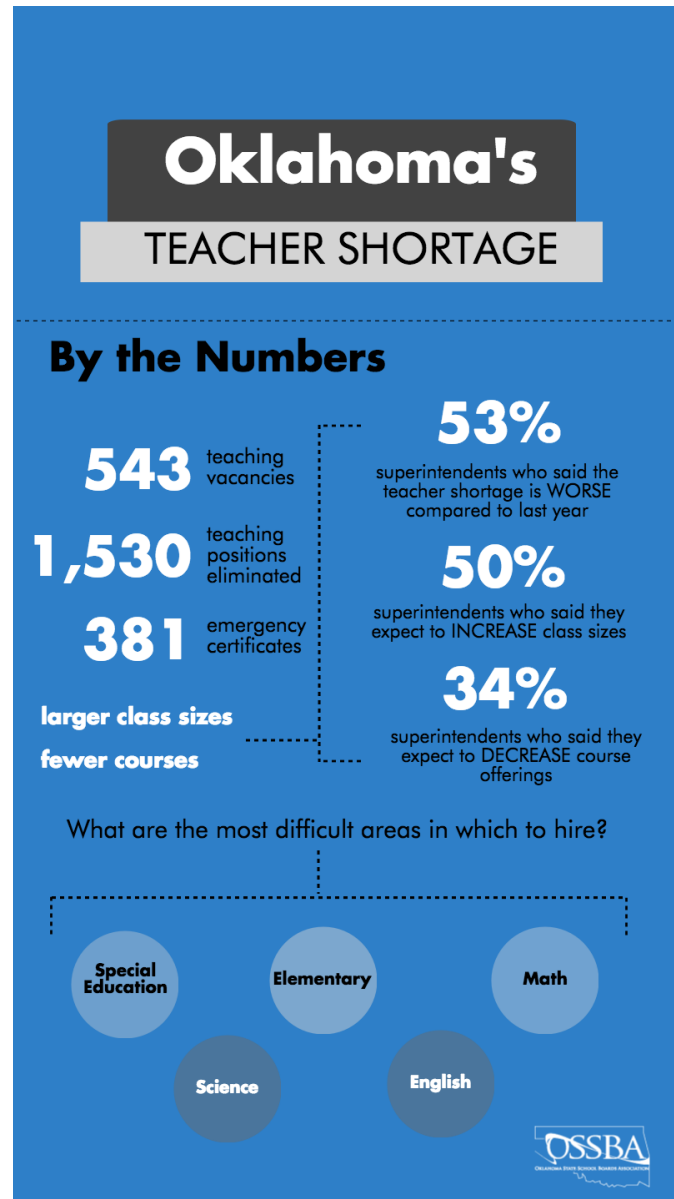
“The Oklahoma State Department of Education has worked hard to minimize the cuts’ impact on instruction, but we are no longer able to soften the blow. Many rural districts indicate they will immediately initiate a four-day school week for the remainder of the school year. Educators are facing heartbreaking decisions that ultimately will affect students in the classroom. Our schoolchildren are the ones who will pay the steepest price.”

From a 2016 teacher shortage survey conducted by the OSSBA (Oklahoma State Schools Boards Association), alarming numbers of vacancies due to teaching positions eliminated were detailed.

“The combined impact of budget cuts, too few prospective teachers and teachers opting for other careers or out-of-state teaching jobs is even worse than a year ago when schools had about 1,000 vacancies after eliminating 600 teaching jobs. This year’s vacancies do not include positions filled by teachers holding the more than 300 emergency teaching certificates state education officials approved in May, June and July.”

The OSDE collected personnel data in its October 2016 reporting process. Those data, showing teaching positions filled for 2016-2017, will be depicted in section four.

Exhibit 1: Oklahoma’s Teacher Shortage



Source: OSSBA, 2016

SECTION THREE

SUMMER EXTERNSHIPS

The OSDE leadership has committed to partnering with businesses to launch summer externships for current teachers. The initial intent is to expose teachers to specific STEM (Science, Technology, Engineering and Mathematics) areas so that those teachers are better equipped to connect students to future college and career pursuits.

Members of the Community working group come from various STEM-related professions. Those members candidly voiced their lack of awareness and ability on how to connect their work with teachers' promotion of possible opportunities for Oklahoma students. It seems critical for the future of individual students and the state's workforce to collaborate with businesses to make the connections visible through summer externships for teachers.

One such externship that took place in July 2016 was hosted by the Oklahoma Education and Industry Partnership (OEIP) and held at Rose State College. In the invitation-only program, 100 teachers received 24 hours of professional development after three days of sessions with industry experts, field trips and workshops. All participants received a science equipment gift certificate and became eligible to win a \$750 grant.

Funded primarily by contributions from industry organizations, the STEM experience for teachers was part of OEIP and the state's ongoing efforts to create a career pathways culture that seeks to close the workforce gap between high school graduates and high-paying STEM careers.

During this year's program, participants visited Boeing, Chesapeake Energy, Ben E. Keith Co., Macklanburg-Duncan, Dell, the Oklahoma Blood Institute, the Oklahoma Medical Research Foundation and the Oklahoma State Bureau of Investigation/University of Central Oklahoma Forensics Science Center. Teachers attended workshops from OERB, Ag in the Classroom, Newspapers in Education and a presentation by the Oklahoma Department of Career and Technology Education on career planning tools for students.

SECTION FOUR

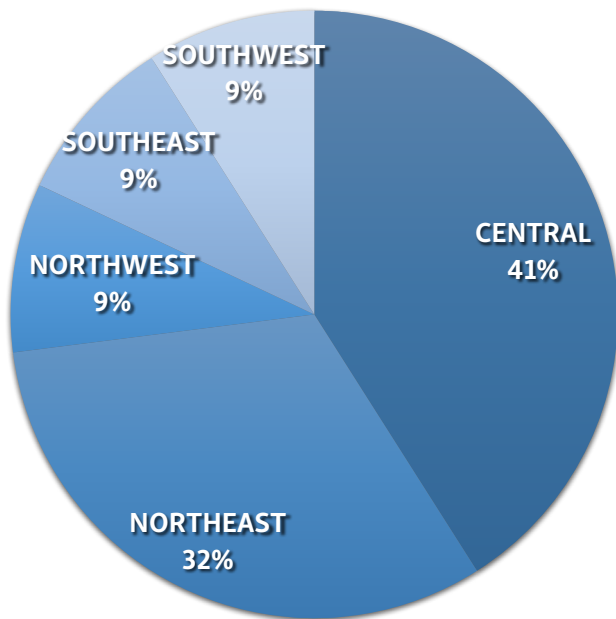
SECTION FOUR

UPDATED TEACHER PLACEMENT

This section provides data from the OSDE’s personnel reporting system showing teachers employed for the 2016-2017 school year. Specific attention is given to new teachers and their demographic placement. Additional information shows qualifications, gender, ethnicity and emergency certification status.

Exhibit 2:

DISTRIBUTION OF NEW TEACHER BY REGION

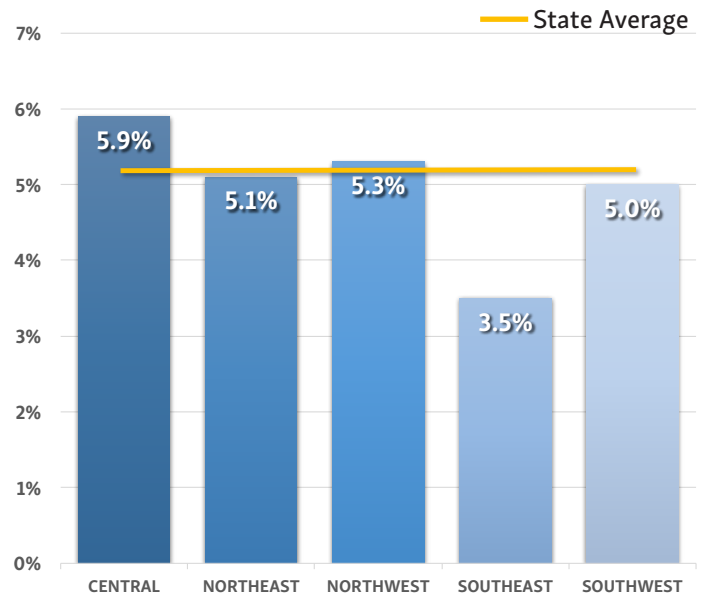


Source: OSDE, 2016

The total number of teachers employed in 2016-2017 is 40,372 with the total number of new teachers at 2,087. The top two regions with the most new teachers are the Central and Northeast regions with 843 and 671 respectively.

Exhibit 3:

PERCENTAGE OF NEW TEACHERS/TOTAL TEACHERS BY REGION



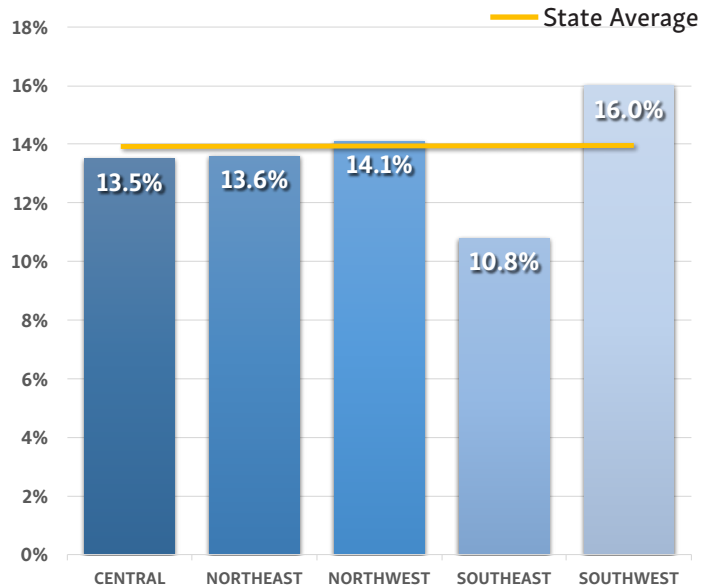
Source: OSDE, 2016

As shown in this chart, the ratio of new teachers to total teachers shows the Central region with the highest ratio (5.9%) and the Southeast region with the lowest ratio (3.5%). The red line is the state average at 5.2% ratio of new teachers to total teacher population.

Exhibit 4:

PERCENTAGE OF OUT-OF-STATE NEW TEACHERS/TOTAL TEACHERS BY REGION

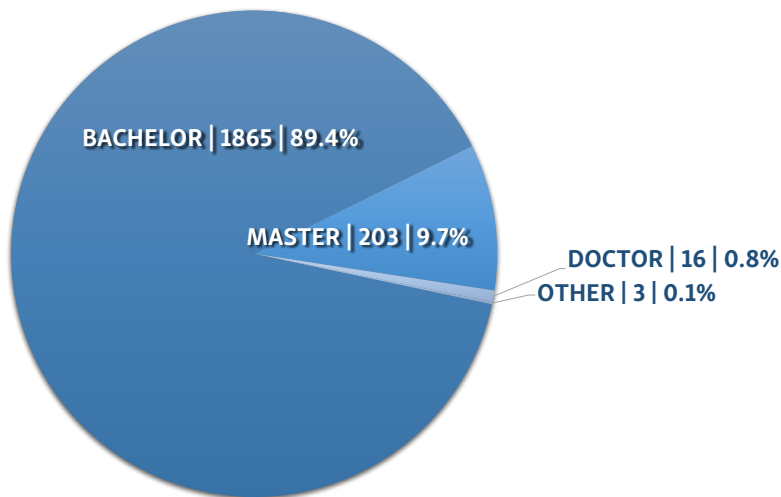
This chart depicts the percent of out-of-state new teachers to the total teacher population. Out of the 2,087 new teachers employed in the 2016-2017 school year, 283 are from out-of-state. The Southwest region has the highest rate at 16.04% and the Southeast region has the lowest rate at 10.8%. The state average is 13.6%.



Source: OSDE, 2016

Exhibit 5:

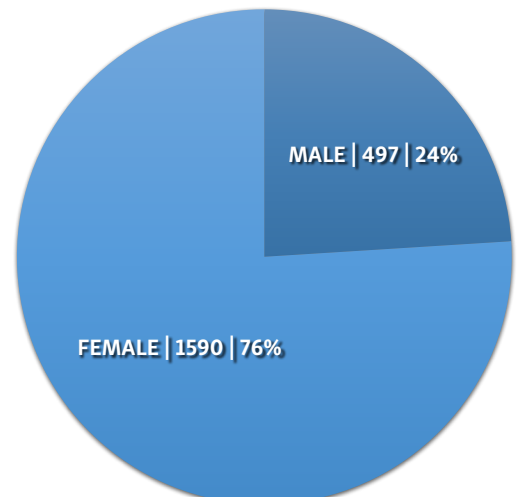
DEGREE OF NEW TEACHERS



Source: OSDE, 2016

Exhibit 6:

GENDER OF NEW TEACHERS

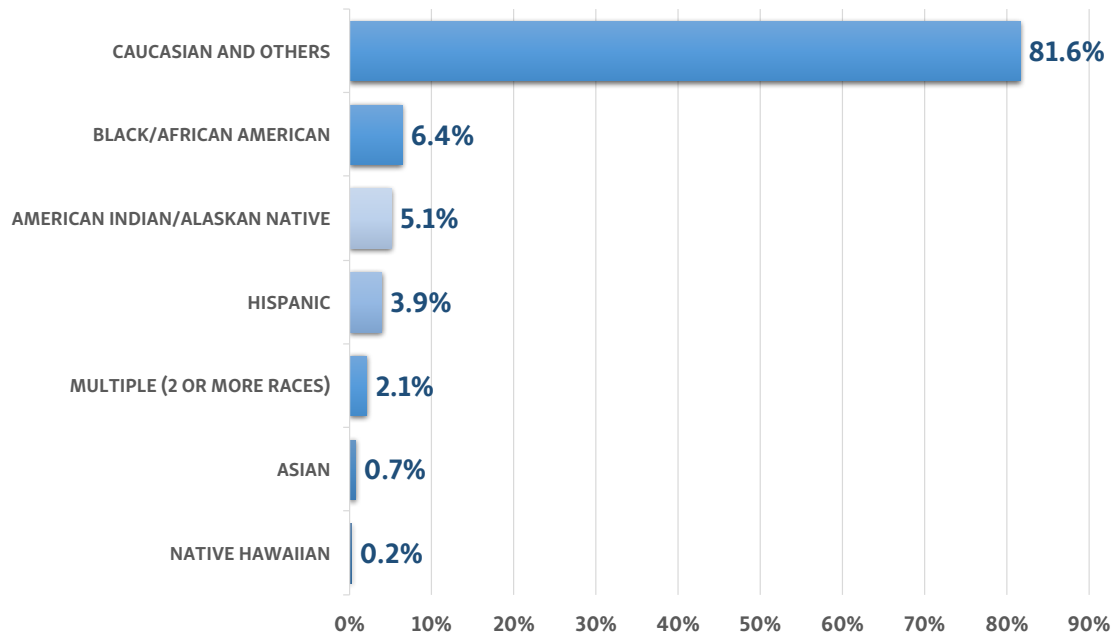


Source: OSDE, 2016

The above charts show the academic degrees and gender of new teachers in the 2016-2017. Eighty nine percent of new teachers hold a bachelor's degree and nearly 10% hold a master's degree with 1% holding a doctorate degree or other. Females represent 76% or a count of 1590, and males represent 24% with a count of 497.

Exhibit 4:

RACE OF NEW TEACHERS

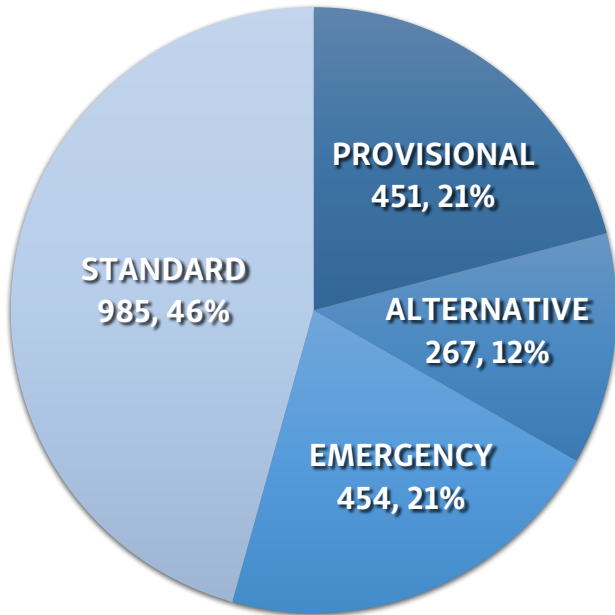


Source: OSDE, 2016

Among all new teachers for 2016-2017, the top three race/ethnicities are Caucasian (81.6%), Black/African American (6.4%) and American Indian/Alaskan Native (5.1%).

Exhibit 8:

PERCENTAGE OF CERTIFICATE TYPES

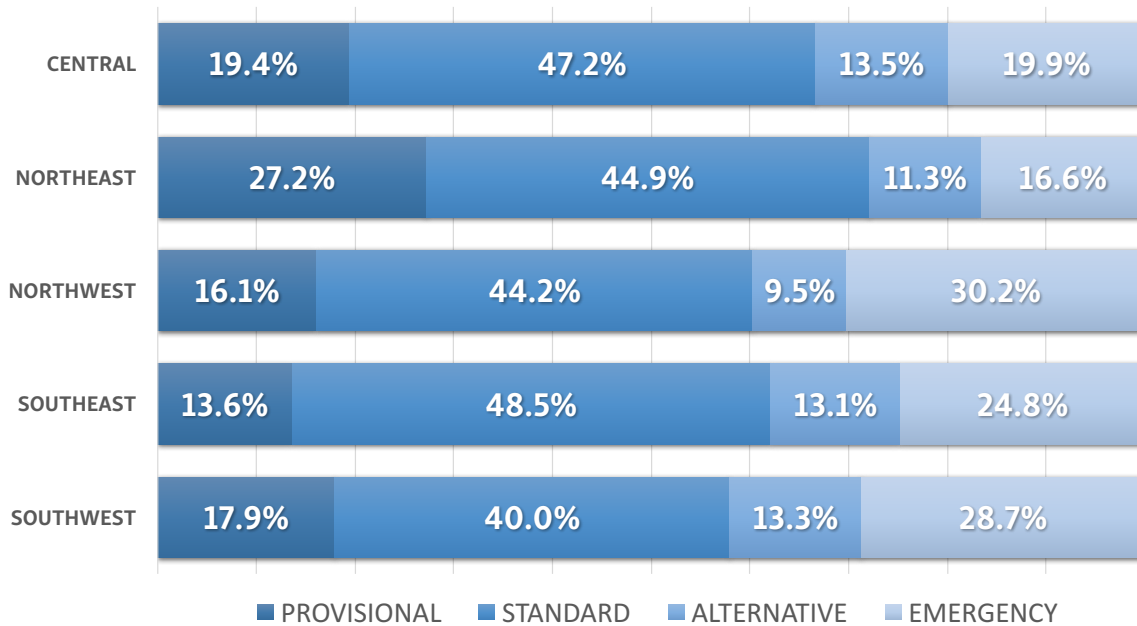


The total certificates held by the 2,087 new teachers of 2016-2017 is 2,157. The standard certificates held are at 46% (985) with emergency certificates at 21% (454).

Source: OSDE, 2016

Exhibit 9:

PERCENTAGE OF CERTIFICATE TYPE BY REGION

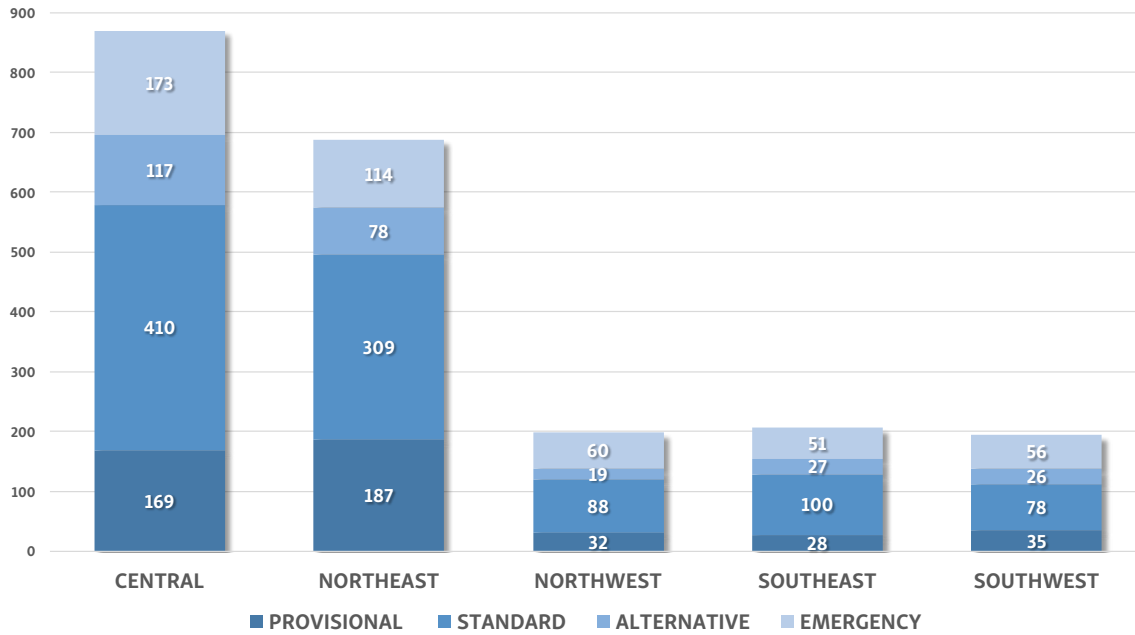


Source: OSDE, 2016

The top two regions with the highest percentage of emergency certificates for all teachers are the Northwest region (30.2%) and the Southwest region (28.7%).

Exhibit 10:

CERTIFICATE COUNT IN NEW TEACHERS BY REGION

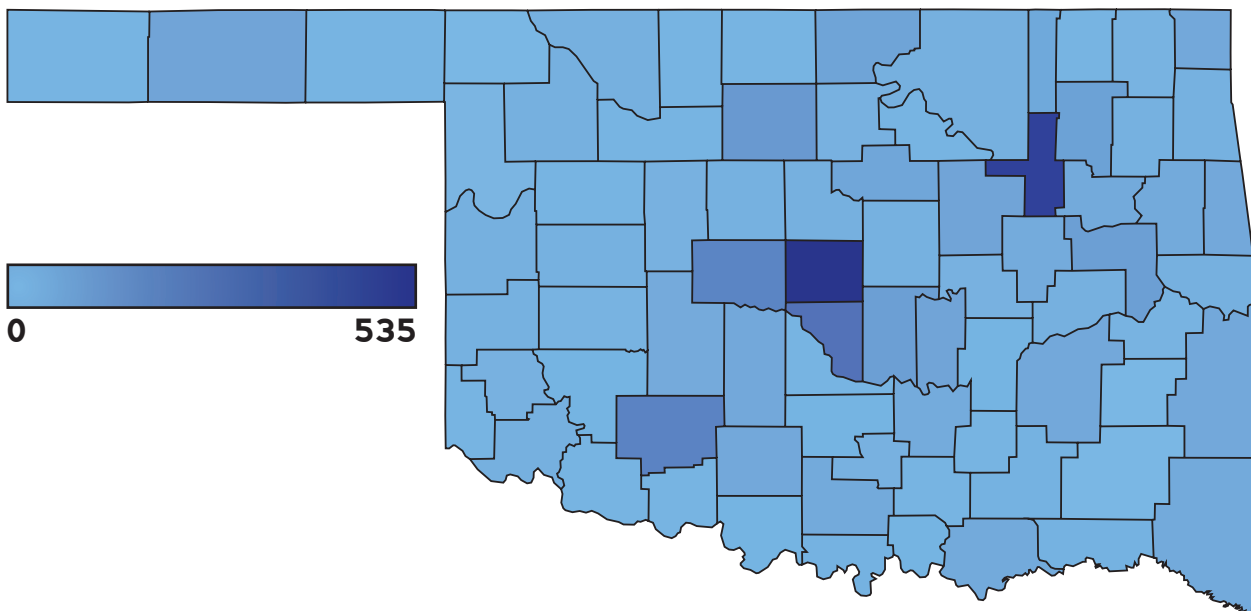


Source: OSDE, 2016

The top two regions with the highest count of emergency certificates held by new teachers are the Central region (173) and the Northeast (114).

Exhibit 11:

NEW TEACHER COUNT

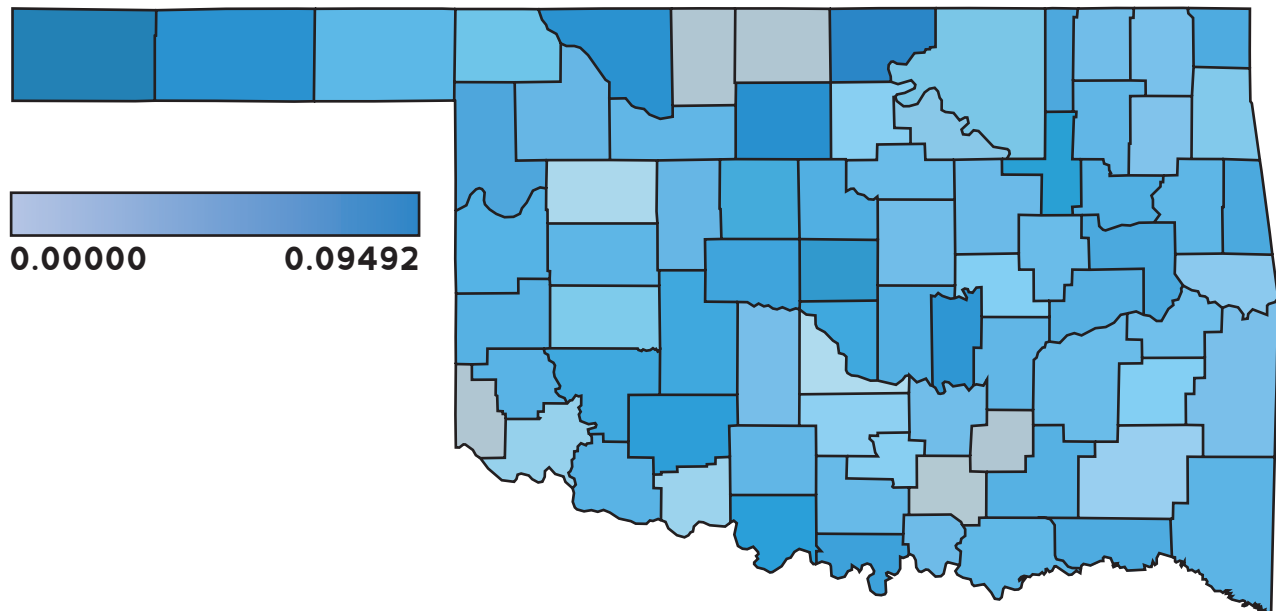


Source: OSDE, 2016

The top 10 counties with the highest count of new teachers include Oklahoma, Tulsa, Cleveland, Canadian, Comanche, Garfield, Muskogee, Pottawatomie, Rogers and Kay.

Exhibit 12:

NEW TEACHER/TOTAL TEACHER

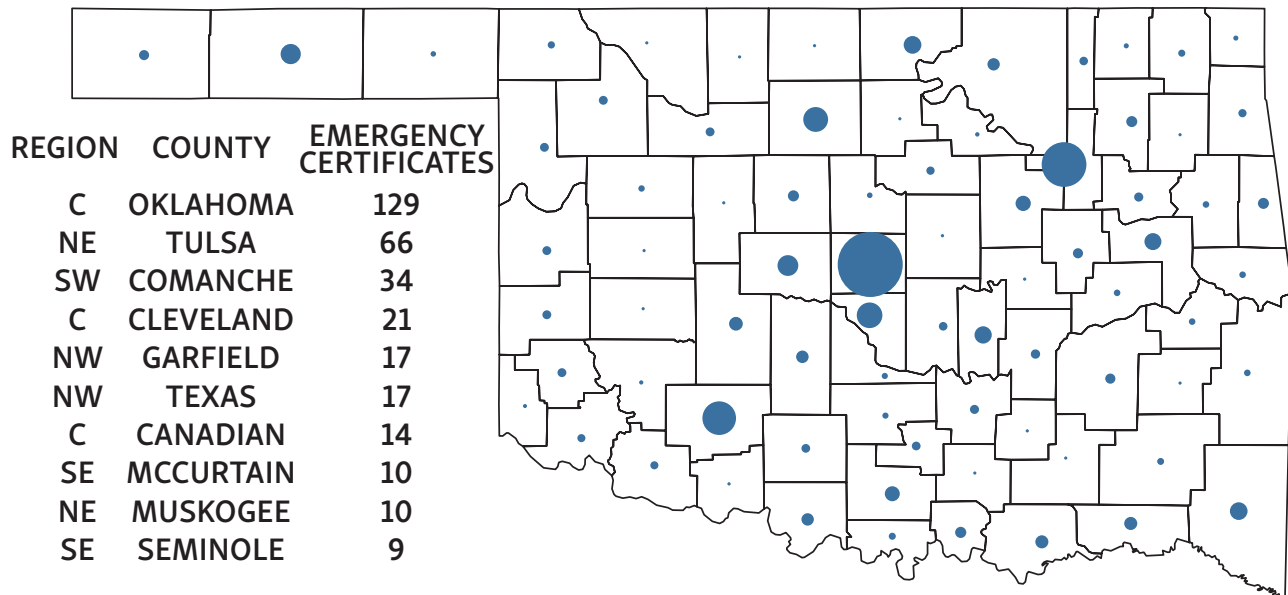


Source: OSDE, 2016

This chart shows the top 10 counties with the highest ratio of new teachers to total teachers (Kay, Cimarron, Garfield, Texas, Woods, Seminole, Oklahoma, Comanche, Jefferson and Tulsa).

Exhibit 13:

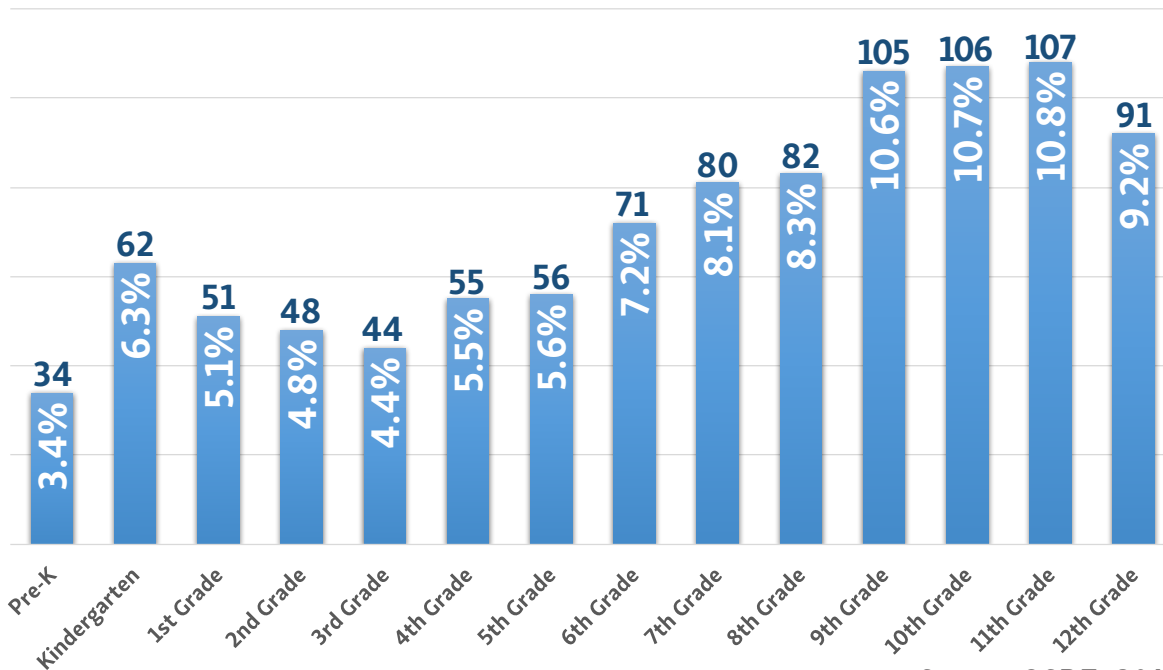
EMERGENCY CERTIFICATES



The count of emergency certificates to new teachers by county is depicted above in the chart and table.

Exhibit 14:

CLASS ASSIGNMENTS OF NEW TEACHERS WITH EMERGENCY CERTIFICATES

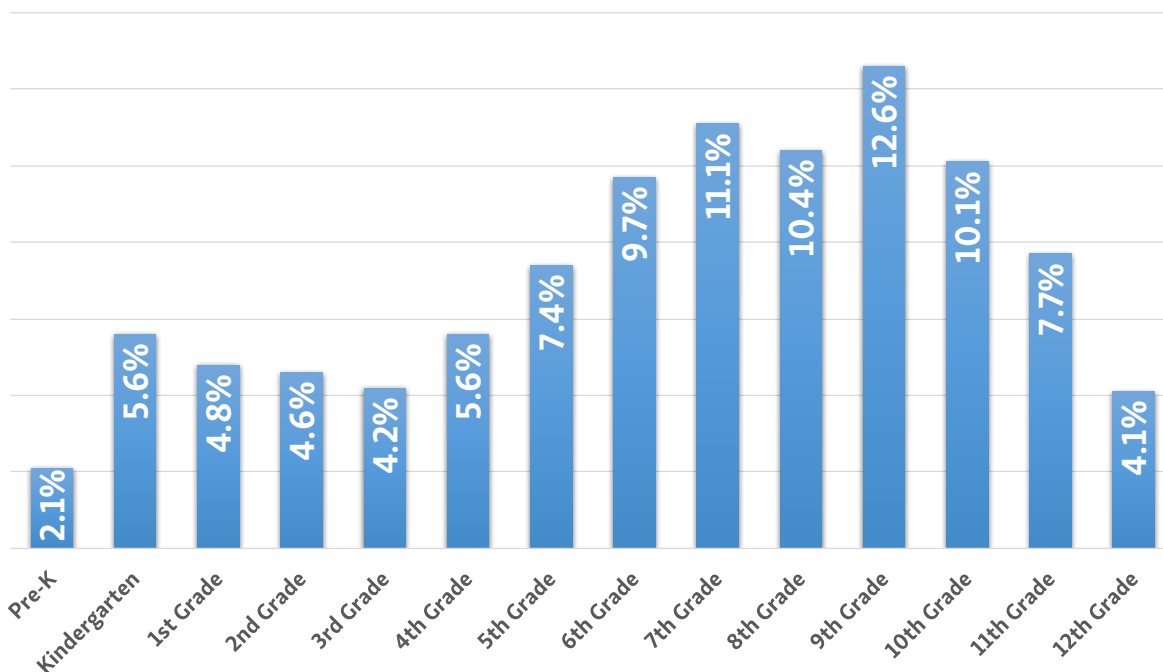


Source: OSDE, 2016

The above chart shows the 429 new teachers with 431 emergency certificates assigned to teach 992 classes and identifies the count per grade.

Exhibit 15:

PERCENTAGE OF STUDENTS TAUGHT BY NEW TEACHERS WITH EMERGENCY CERTIFICATES



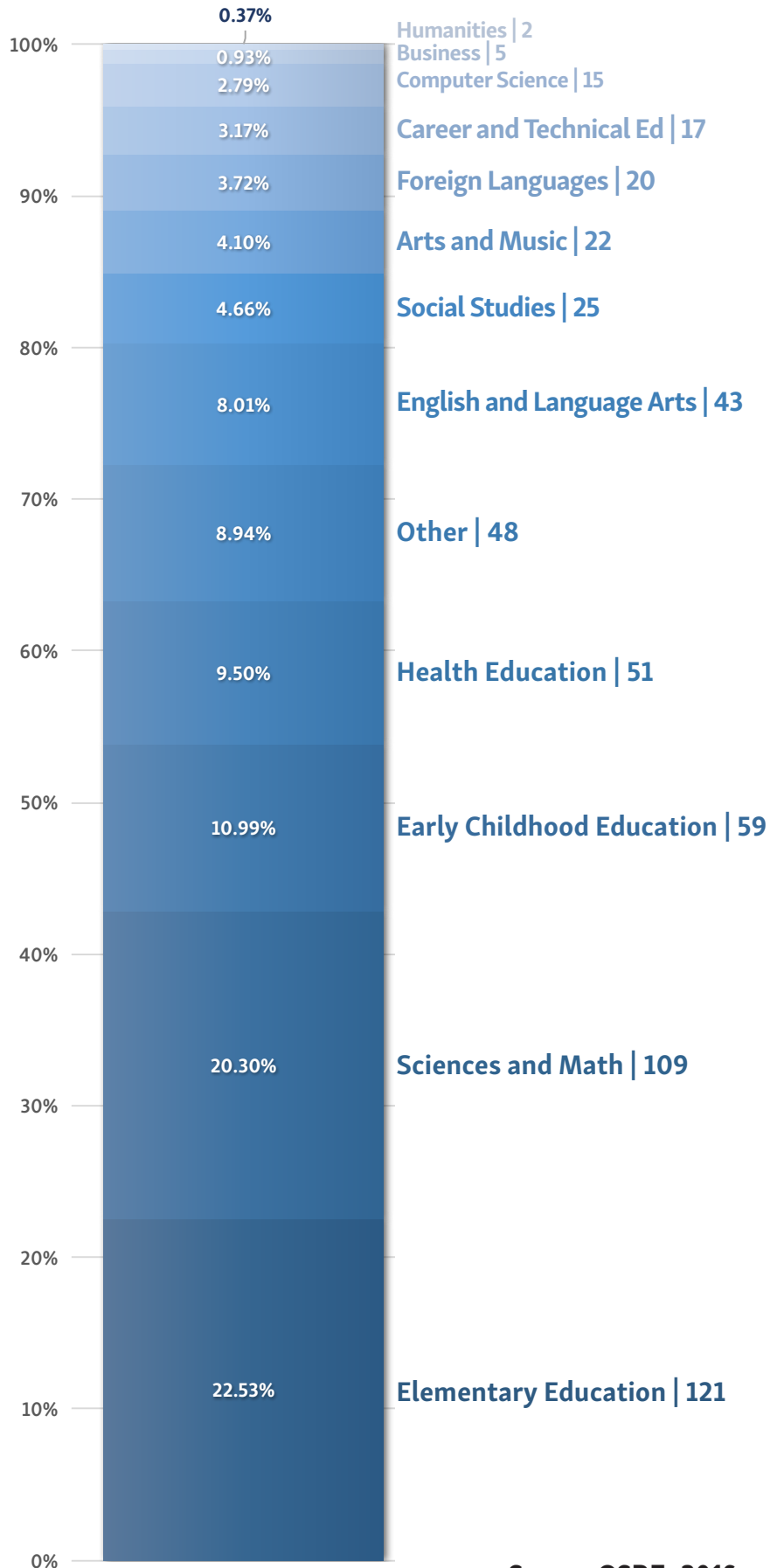
Source: OSDE, 2016

A total of 38,105 students are taught by new teachers with emergency certificates.

Exhibit 16:

PERCENTAGE OF EMERGENCY CERTIFICATES IN SHORTAGE AREAS

A fair number of emergency certificate holders teach in multiple shortage areas, which explains why the total is 537 and not the 454 unique emergency certificates analyzed previously. Among all 14 areas that new teachers with emergency certificates teach in FY 2016-2017, elementary education (22.5%), Sciences and Math (20.3%) and Early Childhood Education (11.0%) are the top three areas. These areas are consistent with the trend observed from the last nine years of emergency certificates area data (FY2007/2008 – FY2015/2016).



Source: OSDE, 2016

Based on the data collected, it is accurate to conclude that qualifications of incoming teachers are varied and require varying levels of attention in the form of professional learning. The distribution by region of new teachers and non-traditionally prepared teachers alerts the OSDE to pockets of need for professional learning and support efforts.

Race and gender information continues to inform the OSDE that greater efforts to recruit and retain a diverse teaching pool are needed. As the student population becomes more diverse, so should the teaching population. The ability to inspire young people to teach begins with a relatable role model who charts a visible path for students to see themselves in such a noble profession.

Grade level and content area data are especially informative as a high volume of new teachers holding emergency certificates are teaching in 9th-12th grades. The match of content expertise to subject areas in high school is recognized; however, the deficit of pedagogical knowledge, classroom management and parental involvement will be areas of focus from the OSDE.

SECTION FIVE

SECTION FIVE

PROJECTS AND INITIATIVES

The projects detailed below are grouped into areas of recruiting, retaining and rewarding as these are the focus areas of the task force mission.

Recruiting

- **Promotion of *Teach Oklahoma* to increase the participation** - The OSDE will continue to share awareness of the powerful impact this course offers. In addition, the OSDE will support current programs; currently, site visits are scheduled to two of the 14 programs offered this year.
- **NTEP (Network for Transforming Educator Preparation)** – This grant-funded initiative brings the OSDE, OEQA and representatives from educator preparation programs together to address data-sharing needs, certification improvement and educator preparation program approval. The Oklahoma NTEP team consists of six members from the above mentioned organizations. The two funded projects are (1) data tracking to show the impact teachers have on their students for educator preparation program quality and (2) quality course offering from educator preparation professors to an identified group of emergency certified teachers meeting alternative certification requirements (see Appendix D for NTEP Aspirations).
- **Troops to Teachers** – Recruiting efforts have been enhanced by a new director emphasizing web presence in addition to onsite visits.

2016-2017 School Year

53 | Hires

175 | Registered for program

96 | Leads not registered

- **Special Education scholarships** – The OSDE has devised an application process for eligible applicants to receive monetary assistance to pay for certification exams.
- **Individual academic planning** – As part of the OSDE’s vision for Oklahoma students to have individualized academic and career counseling, future teachers can be identified and encouraged.

Retaining

- **Leveraging the ESSA Title IIA funds** - The ESSA (Every Student Succeeds Act) state set-aside funds for programs that target professional development, teacher evaluation systems, teacher-leader framework and leader training are being considered for utilization in the form of statewide outreach.
- **Effective Teacher reporting** - The ESSA section, *Supporting Excellent Educators*, of the consolidated plan will provide dashboard reporting of effective teachers including Oklahoma’s Equitable Access to Excellent Educators plan strategies.
- **Continued outreach to teachers through EngageOK summer conference** - The OSDE will remain committed to offering professional learning to meet the ever-changing needs of educators.
- **Recognition of professional learning standards** – The OSDE will seek to recognize evidence-based standards such as the *Learning Forward* standards that align with ongoing, job-embedded resources and support for teachers.

- **Continued commitment to leadership training** - The OSDE intends to make leadership training a priority with the *Lead To Succeed* program that empowers principals and assistant principals to make systemic change at their school sites. Currently two cohorts are completing training with a focus on school improvement, which directly relates to leadership traits to retain effective teachers.
- **An emphasis placed on educator professional growth** – As a result of HB 2957, educators will experience a refined teacher and leader evaluation system rich in targeted professional learning.
- **Support for EL teachers** – A newly awarded grant to UCO, in partnership with the OSDE, will provide professional development to teachers of EL (English learners).
- **P21-Partnership for 21st Century Learning resources** - Oklahoma is a state partner with P21, which provides high-quality resources to teachers. These resources align to four strands of emphasis: Critical Thinking, Creativity, Collaboration and Communication.

Rewarding

- **Teacher Pay Raise** - The task force claimed support for a teacher pay raise such as Superintendent Hofmeister's #OKHigh5 initiative. As the legislative session concluded, no legislatively mandated teacher pay raise plan emerged. State question 779 (proposed penny sales tax) was placed on the November 2016 ballot and did not pass, making a pursuit for competitive compensation a priority for both rewarding and retaining Oklahoma teachers.

Projects and initiatives that overlap all three areas of recruiting, retaining and rewarding include

- **Reimagining the profession campaigns** – A campaign was launched by the 2016 Teacher of the Year, Shawn Sheehan, to change public perception of teaching. An extension of that effort is now in place with newly named 2017 Teacher of the Year, Jon Hazell, who addresses the expectations that Oklahoma kids deserve effective and valued teachers.
- **Educator Shortage study** – The OSDE now has a grant-funded data analyst position at the OSDE to fulfill the requirement of publishing an Educator Supply and Demand study every three years. The next expected publication will be in 2018.
- **Shortage Predictor model** – In partnership with SC3 (South Central Comprehensive Center), the OSDE is exploring a Teacher Shortage Predictor model for improved study of Oklahoma's teacher shortage status.
- **Teacher Voice** – One of the 13 advisory councils that Superintendent Hofmeister hosts is a Teacher Advisory Council. Those members represent a means to extend the capacity of the teacher shortage task force and agency efforts of recruiting, retaining and rewarding teachers.

SECTION SIX

SECTION SIX

NEXT STEPS

The work of the Teacher Shortage Task Force proves to be thoughtful and productive; yet, the shortage still exists, particularly that of qualified teachers for every classroom in Oklahoma.

Three proposed working groups for continued focus are listed below and will be discussed with task force members for their commitment.

1. Business Collaboration

- Preparation of toolkits for use in hosting teachers
- Incentivized programs to recruit and retain teachers and leaders

2. Legislative Collaboration

- Building relationships with new legislators
- Competitive teacher pay plan

3. Educator Collaboration

- Reimagining the profession campaign
- Educator preparation regulations response
- Loan forgiveness programs

APPENDIX A

APPENDIX A

TEACHER SHORTAGE TASK FORCE MEMBERS

Name <small>WORKING GROUP NOTED BY (1) LEGISLATIVE, (2) COMMUNITY, (3) INTERNAL</small>	Affiliation
Phyllis Hudecki (1)	OBEC
Phil Wood (2)	Terracon Geotechnical Consultants
Steve Hendrickson (1)	Boeing
Pete Delaney (2)	OGE
Steve Hahn	ATT
John Reid	Business Roundtable
Chuck Mills (2)	Mills Machinery
Bill Hickman (2)	Hickman Law Firm
Russ Florence (2)	Schnake Turnbo Frank PR
Angela Monson (2)	University of Oklahoma Health Sciences
Steven Prescott	OMRF
Jennifer Monies	Oklahoma Education Workforce Initiative
David Blatt	Oklahoma Policy Council
Nancy Anthony	OKC Community Foundation
Phil Lakin	Tulsa Community Foundation
Sara Roberts (1, 2)	Inasmuch Foundation
Randee Charney (1)	Schusterman Foundation
Gary Jones (1)	State Auditor and Inspector
Sen. John Ford (1)	State Senate
Sen. Jason Smalley (1, 3)	State Senate
Rep. Ann Coody (1)	State House
Rep. Michael Rogers	State House
Rep. Jason Nelson (1)	State House
Rep. Jadine Nollan (1)	State House
Rep. Earl Sears	State House
Rep. Donnie Condit (1)	State House
Rep. Ed. Cannaday (1)	State House
Andrea Kearney (1)	Sr. Fiscal Policy Analyst, State House
Jennifer Lepard	State Chamber of Oklahoma
Brian Paschal (1, 3)	Tulsa Chamber
Drew Dugan (1, 2)	OKC Chamber
Debra Welch (1, 2)	Lawton Chamber
Col. Nate Slate	Northrop Grumman
Goldie Thompson (1, 2, 3)	State Regents for Higher Education
Melissa Michie (3)	State Regents for Higher Education

Name
WORKING GROUP NOTED BY
(1) LEGISLATIVE, (2) COMMUNITY, (3) INTERNAL

Affiliation

Jake Yunker	Governor's office
Sherry Labyer (1, 2, 3)	OEQA
Sheridan McCaffree (3)	RUSO
Pam Deering (3)	CCOSA
Ryan Owens (1)	CCOSA
Sandra Park (1)	USSA
Shawn Hime (1)	OSSBA
Debbie Landry (1, 3)	OACTE
Tom Spencer	Teacher Retirement System
Susan McCalmont (2)	Creative Oklahoma
Wade Blevins	Cherokee Nation
Lynne Chatfield (2)	Chickasaw Nation
Joan Korenblit	Respect Diversity Foundation
Russell Perry	Black Chronicle
Raul Font	Latino Community Development Agency
Kym Koch Thompson (2)	Koch Communications
Alex Cameron (2)	Anchor/Reporter, News9
Tracey Zeeck (2)	Bumbershoot PR
Brian Winkeler (2)	Robot House Creative
Debbie Anglin (2)	Anglin PR
Lori Johnson (2)	Anglin PR
Katherine Bishop (1, 2, 3)	OEA
Ginger Tinney (1, 3)	POE
Julie Coshow (2)	POE
Mary Best	AFT
Phil Gover (2, 3)	Teach For America
Derald Glover (1)	Superintendent, Fort Gibson
Robert Romines (1)	Superintendent, Moore
Craig McVay (1, 2, 3)	Superintendent, El Reno
Randy Decker (2)	Chief HR Officer, Edmond Public Schools
April Grace (1)	Assistant Superintendent HR, Putnam City
Bradley Eddy (3)	Director of Certified Talent, Tulsa
Shannon Freeman (3)	Director of Recruitment, OKC
Dana House (1)	Principal, Rattan
Clay McDonald (1, 2, 3)	Principal, Piedmont
Leslie Frazier (2)	Principal, Coweta

Name	Affiliation
Curtis Green (1, 2)	Assistant Principal, Broken Arrow
Ben Harris (1, 2)	Epic Charter School
Scot Trower (3)	Epic Charter School
Erin Barnes (2)	Epic Charter School
Amber England	Stand for Children
Bill Price (1, 2, 3)	State Board of Education
Cathy Franks	State Board of Education
Linda Reid (1, 3)	National Network State Teachers of the Year
Shawn Sheehan (1, 2)	2016 Oklahoma Teacher of the Year
Kimberly Paxson (1)	2016 Finalist Teacher of the Year
Ryan Walters (1)	2016 Finalist Teacher of the Year
Sharon Morgan (1)	2016 Finalist Teacher of the Year
Jenniffer Calloway (3)	2016 Finalist Teacher of the Year
Eugene Earsom (2)	Retired Educator
Melanie Pealor (2, 3)	Retired Educator
Cheryl Jackson (1)	Retired Educator
Claudia Swisher (1, 3)	Retired Educator
Jim Machell (2)	UCO – Dean
Wendy Pharr (1, 2)	NSU – Special Education Chair
Joanie Gieger (1, 3)	Okla. Christian University – Early Childhood
Nancy Hector (3)	USAO
Stephoni Case (3)	SNU
Eleanor Goetzinger (3)	Special Education Advocate
Joy Hofmeister	State Superintendent of Public Instruction
Robyn Miller (1, 2, 3)	Deputy Superintendent, SDE
Cindy Koss (3)	Deputy Superintendent, SDE
Carolyn Thompson (1, 2, 3)	Chief of Government Affairs, SDE
Heather Griswold (2)	Chief of Public Affairs, SDE
Jeff Smith (1, 3)	Executive Director, Teacher Certification, SDE
Jason Perez (1, 2, 3)	Executive Director, TLE, SDE
David Kinney (2)	General Counsel, SDE
Brad Clark (1, 2, 3)	General Counsel, State Board of Education
Desa Dawson (3)	Director of World Languages, SDE
Lori Murphy (1)	Assistant General Counsel, SDE
Lynn Jones (3)	Executive Director, Accreditation, SDE
Tricia Hansen	Special Education Instruction, SDE

APPENDIX B

APPENDIX B

TEACHER SHORTAGE TASK FORCE RECOMMENDATIONS

1. Amend language to include retired teachers as mentors as used in the Teacher Residency Program
2. Pursue legislation for certification test scholarships
3. Exempt OGET, OSAT and OPTE for certified experience as it relates to reciprocity
4. Approve work experience for alternative certification eligibility
5. Increase the 90-hour limit to 270 hours for adjunct teachers
6. Explore cost and comparability of certification exams
7. Consider multi-year contracts for teachers in high-needs areas – teacher evaluation attached to contract
8. Implement Teacher Recruitment program
9. Partner with State Regents for Higher Education to bring awareness to Teach Oklahoma and loan forgiveness programs
10. Establish Honoring Teachers video campaign
11. Scale up programs such as Northwest Classen Academy
12. Develop a business portal on the OSDE website to connect adjunct teachers and alternatively certified teachers to district openings
13. Develop a toolkit for businesses to host externships
14. Highlight superintendents who teach a class – challenge district superintendents to teach
15. Incentivize municipalities to recognize teachers – services, discounts
16. Move alternative certification to OSDE authority
17. Develop a matrix to exempt minimum GPA for alternative certification by showing credible work experience
18. Hire student teachers as teachers’ assistants
19. Establish a process, beyond the guest teacher program, for teachers from other countries to become Oklahoma teachers
20. Develop a job-posting page on the OSDE website
21. Address the cost of three certification exams and reciprocity with other states
22. Allow OPSAC (Oklahoma Private School Accreditation Commission) private school experience to count for para-professional experience
23. Establish a Teacher Apprentice Program (TAP), a Kentucky model, allowing gradual avenue to certification
24. Conduct cost analysis on high-quality and affordable health insurance
25. Work with OSDE Red Tape Task Force to pursue cost savings (ex. group purchasing models for districts)
26. Support legislation to amend the retired teacher pay cap
27. Consider addressing certification overlapping (preK-6th certification and 7th -12th certification)

APPENDIX C

APPENDIX C

GUIDANCE FOR ALTERNATIVE CERTIFICATION ELIGIBILITY

ELIGIBILITY FOR THE ALTERNATIVE PLACEMENT PROGRAM

Required Education

To be eligible for Alternative Placement certification, applicants must hold one of the following:

- **Baccalaureate degree with a retention GPA of 2.5 or higher** from an institution whose accreditation is recognized by Oklahoma State Regents for Higher Education (OSRHE)
- **Baccalaureate degree** from an institution whose accreditation is recognized by OSRHE, plus **two years of qualified work experience** in a field corresponding to the area(s) of certification you intend to seek
 - “Qualified work experience” means experience that can be documented through standard employment verification procedures, and that is relevant to a certification area or area of specialization as determined by the State Board of Education (OSBE), the Office of Educational Quality and Accountability (OEQA), the Department of Career and Technology Education (ODCTE) and/or OSRHE.
- **Terminal degree** in any field from an institution accredited by a national or regional accrediting agency recognized by the U.S. Department of Education
 - Examples of terminal degrees include doctorates of philosophy or education (PhD, EdD); professional doctorates (MD, DO, JD, DVM, etc.); and master’s of fine arts (MFA) or library science (MLIS). Other types of terminal degrees must be verified by OSRHE.

Competency in a Certification Area

In addition to the education component, applicants must demonstrate competency in a field that corresponds to the area(s) of specialization for the elementary-secondary (grades preK-12), secondary (grades 5-12) or vocational-technical certificates they are seeking. For a list of eligible certification areas, please consult the Oklahoma Alternative Placement Program Evaluation Application. Competency may be demonstrated through verifiable documentation of one or more of the following:

- An **academic major** in a field that corresponds to a certification area (or 30+ relevant credit hours on higher education transcript).
- An **academic minor** (or 15+ relevant credit hours) in a field that corresponds to a certification area, plus at least **one year of qualified work experience** or **relevant volunteer experience** (volunteer experience may be confirmed by verifiable references).
- At least **three years of qualified work experience** and/or **relevant volunteer experience**, plus a **written recommendation** from an employer or volunteer coordinator.
- **Publication of a relevant article** in a peer-reviewed academic or trade journal.
- Other documentable means of demonstrating competency, subject to the approval of the State Department of Education.

PROFESSIONAL EDUCATION REQUIREMENTS FOR PROGRAM PARTICIPANTS

Participants in the Alternative Placement program must complete **six to 18 college credit hours of professional education**, or **90 to 270 clock hours of professional development** approved by an Oklahoma school district, depending on prior education and experience. Professional education requirements must be completed within three years after entering the Alternative Placement program.

NOTE: All participants will be required to complete a course addressing **classroom management** and a course addressing general or subject-specific **pedagogical principles**, or approved equivalents.

APPENDIX D

APPENDIX D

NETWORK FOR TRANSFORMING EDUCATOR PREPARATION (NTEP) ASPIRATIONS

Oklahoma Network to Transform Educator Preparation (NTEP)

Oklahoma NTEP team:

Dr. Robyn Miller, Oklahoma State Department of Education

Ms. Renee Launey-Rodolf, Oklahoma Educational Quality and Accountability

Dr. Jim Machell, University of Central Oklahoma

Dr. Lawrence Baines, University of Oklahoma

Dr. Jennifer Job, Oklahoma State University

Dr. Ellen Dollarhide, Oklahoma State Department of Education

NTEP is an initiative sponsored by the Council of Chief State School Officers (CCSSO). The purpose of NTEP is to assist states in identifying steps to improve the workforce upon entry into the teaching profession. There are three main policy focus areas: Licensure, Program Approval and Data Systems as well as an additional area of focus - stakeholder engagement.

Licensure

How does Oklahoma plan to address changes needed?

- Strengthen reciprocity to remove barriers and increase teacher workforce diversity.
- Establish teacher leadership opportunities to provide incentives and promote a positive impact on the profession.

How does this contribute to continuously improving the profession?

- Leveraging reciprocity for multiple pathways and providing meaningful incentives builds a workforce that can attend to the diverse needs of the profession.

Program Approval

How does Oklahoma plan to address the changes needed?

- Ensure that all approved educator preparation programs satisfy evidence-based accreditation standards which support educator quality and continuous improvement.
- Ensure that all approved educator preparation programs prepare an Oklahoma teacher who demonstrates caring, mastery of content and pedagogy, leadership, creativity and perseverance. The Oklahoma teacher is engaging, culturally responsive, data literate and assessment-savvy.
- Ensure that all approved administrator preparation programs prepare an Oklahoma principal who cultivates a positive learning environment and fosters innovation and collaboration. The Oklahoma principal is accessible, articulate and actively works for school improvement through astute management of people, time and resources.

How does this contribute to continuously improving the profession?

- Adopting common definitions of what makes an Oklahoma teacher and an Oklahoma principal provides consensus on what it takes to enter the profession.
- Ensuring high-quality preparation programs solidifies that educators entering the workforce have the necessary knowledge, skills and disposition.

Data Systems

How does Oklahoma plan to address the changes needed?

- Design, implement and maintain a robust state data system which provides information on strengths and areas of growth for continuous improvement of educator preparation programs.

How does this contribute to continuously improving the profession?

- The ability to meaningfully collect and report data to a variety of stakeholder audiences will improve informed decision-making.

Stakeholder Engagement

How does Oklahoma plan to address the changes needed?

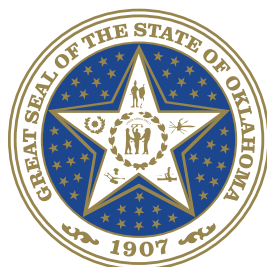
- Foster a shared commitment among all stakeholders (preK-12, state agencies, higher education, state legislators, parents and communities) for advancing requisite policy changes for continuous improvement of educator preparation programs.

How does this contribute to continuously improving the profession?

- Open communication and meaningful dialogue across stakeholder groups will increase understanding of this work.

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OKLAHOMA

STATE DEPARTMENT *of* EDUCATION

————— JOY HOFMEISTER —————

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION