



Beyond Teacher Pay

Dr. Robyn R. Miller

Deputy Superintendent for
Educator Effectiveness and Policy Research

Alignment to Learning Forward Standards

- The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.
- Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.
- This session aligns to the following standard(s):
 - Learning Communities ✓ *(committed to continuous improvement, collective responsibility and goal alignment)*
 - Leadership ✓ *(develops capacity, advocates and creates support systems for professional learning)*
 - Resources ✓ *(prioritizing, monitoring and coordinating resources for educator learning)*
 - Data
 - Learning Designs
 - Implementation ✓ *(applies research on change and sustains support for implementation)*
 - Outcomes ✓ *(aligns to outcomes with educator performance and student curriculum)*

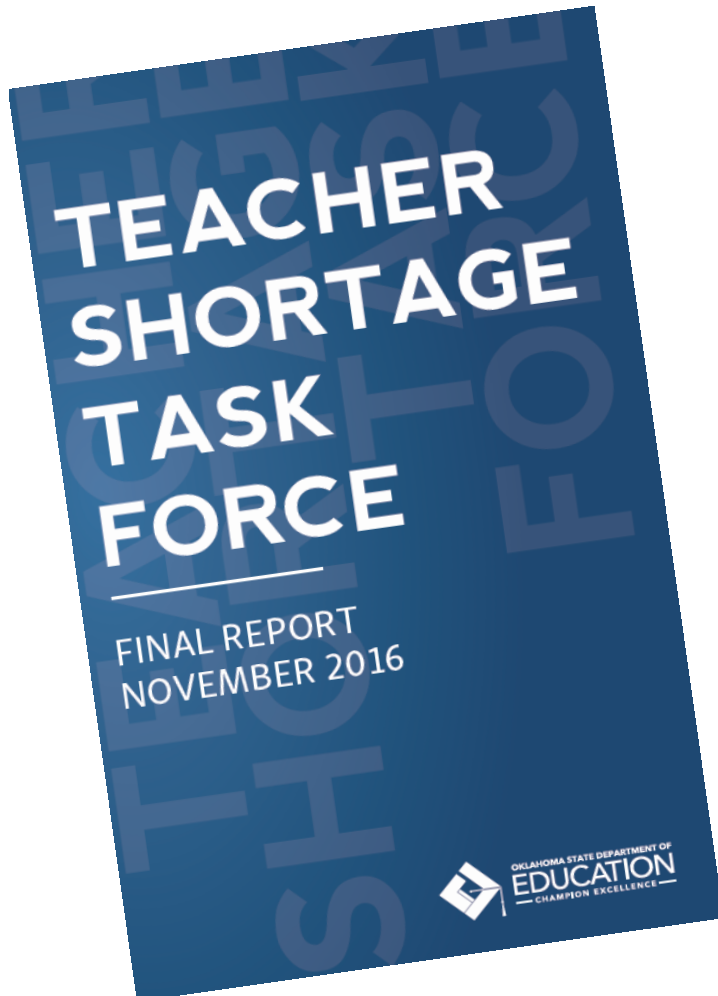


Teacher Shortage Task Force - Purpose

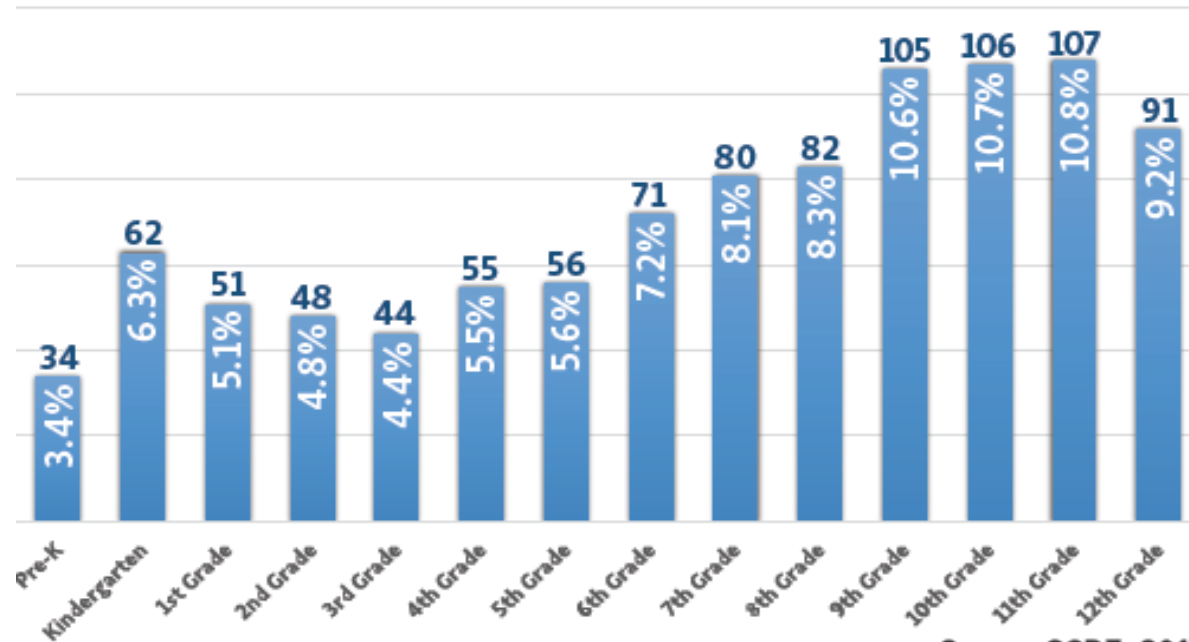
- ❖ To study feasibility of proposed strategies
- ❖ To explore successful strategies in other states
- ❖ To establish recommendations for legislation, policy and procedure at the state, regional, local and institution levels



27 Recommendations (2016)



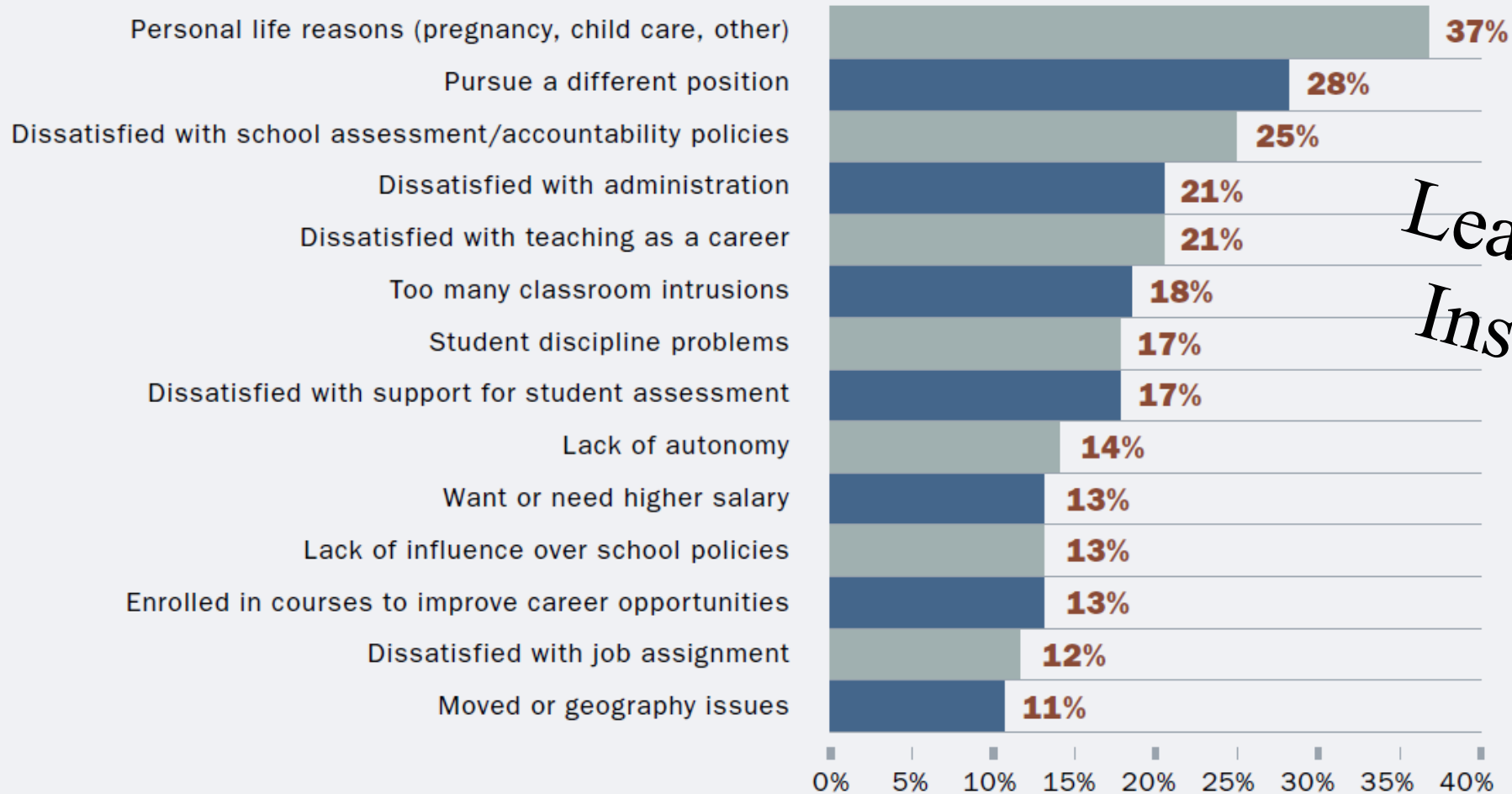
CLASS ASSIGNMENTS OF NEW TEACHERS WITH EMERGENCY CERTIFICATES



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.

Figure 1: Why Do Teachers Leave?



*Learning Policy
Institute brief*

The percentage of voluntary leavers who rated the factor as extremely or very important in their decision to leave. Percentages do not add to 100 because teachers can select multiple factors.

Source: LPI analysis of the Teacher Follow-up Survey (TFS), 2013, from the Schools and Staffing Surveys, National Center for Education Statistics.

Reasons for Leaving

Lack Of Support For New Teachers

New teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do.

Source: Solving the Teacher Shortage: How to Attract & Retain Excellent Educators



Inadequate Preparation

- **Beginning teachers with little or no preparation are 2 1/2 times more likely to leave the classroom after one year compared to their well-prepared peers.**

Source: Solving the Teacher Shortage: How to Attract & Retain Excellent Educators

Challenging Working Conditions

- Teachers often cite working conditions, such as the support of their principals and the opportunity to collaborate with colleagues, as the top reason for leaving.

Source: Solving the Teacher Shortage: How to Attract & Retain Excellent Educators



13 Recommendations (2017)

Elements from White Paper

- Legislative
- Business
- Educator

ED Talk – Patrick Terry

- <https://vimeo.com/223326869>

Password: EDxOK

Resources

- OSDE (2016) Teacher Shortage Task Force Final Report
- OSDE (2017) Teacher Shortage Task Force White Paper
- Podolsky, A., Kini, T., Bishop, J. & Darling-Hammond, L. (2016) *Solving the teacher shortage: How to attract and retain excellent educators*. Learning Policy Institute.

Robyn Miller

Robyn.miller@sde.ok.gov

405-521-3332