

Take ACTION! Don't Let the Teacher Shortage Get the Best of You!

1) Has your school made any changes to your recruiting methods in response to the teacher shortage? Yes: 76%, No: 24%

RECRUIT ELSEWHERE (25/115 – 22%)

- Recruiting outside of the Utah, including strong international candidates from Australia
- Attend Job Fairs in a variety of different states
- attending more out of state recruiting fairs
- Broadening our search to other states
- Went from 1 to 3 recruiters on the road in the Spring
- Holding more of our own career fairs, networking
- Going to states where they produce more teachers than they have jobs
- International teachers
- Out of state recruiting / Non-traditional recruiting
- More advertising and contact with colleges
- More advertising, more job fairs attended, more visits to college campuses before hiring season
- more visits to entities on a national level, rather than just regional
- New posting locations and new recruitment locations
- Reaching out to universities / Willingness to attend career fair events
- We have begun a more regional or national search using the internet
- We are travelling across the country for the first time ever attending recruiting fairs and using multiple teacher recruitment platforms with colleges and universities
- We have attended more of the teacher fairs
- traveling out of state
- Reaching out to additional recruiting fairs and visiting more states
- reach out to more national universities instead of local focus
- We have started to recruit at fairs outside of the state
- We have increased the geographic area of recruitment and the number of recruiting fairs that we attend

- We have created more online recruiting methods to reach teachers throughout the country not just Utah candidates
- We have gone to more out of state teacher fairs
- We have increased our out of state recruiting efforts significantly

ALTERNATIVE ROUTES TO LICENSURE (17/115 – 15%)

- We are trying harder to find people already living in our communities that we might be able to work with and get licensed
- Alternative Route to Licensure
- We have recruited more ARL teachers
- Looking for more Highly qualified candidates that we can train rather than those with teaching licenses
- Professional Development for ARL and the upcoming APT teachers to recruit professionals outside of teaching who would be great teachers
- We are recruiting quality individuals with content knowledge and assisting them with the Alternative Routes to Licensure process
- We have started to recruit and hire teachers on alternative certification
- Provisional certifications for non-teachers who are willing and able to become certified through alternate routes
- growing our own
- teacher cadet program
- Using more alternative teacher licensing programs
- Having to hire more ARL candidates vs. licensed educators
- Emergency Licensing for Non-Certified Personnel / Proximity Learning Teachers
- Looking for Alternative teachers locally
- We have begun looking primarily for non-certified candidates because there simply are not certified teachers available
- recruit non-certified people
- We are hiring folks with Bachelor's Degrees, with no teaching experience, and placing them in the ABCTE program. We are paying for their classes

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ONLINE OUTREACH (17/115 – 15%)

- Upgraded our on-line advertisement for openings
- updated website
- Contracted with Jobing.com to increase exposure advertising
- Purchasing a new and improved online application system as well as an online survey tool measuring each teacher's strengths
- email blasts through teachers-teachers, using workforce services, more newspaper/electronic advertising
- More online advertising
- More online interviewing
- Posting directly on college employment sites in Utah, and surrounding sites. / Paying for nation-wide job postings on a variety of sites
- Use of social media to get the word out about open positions
- Shifting to a much stronger digital presence and less teacher recruiting fairs
- Skype job fairs
- advertising online
- We have created more online recruiting methods to reach teachers throughout the country not just Utah candidates
- We have started to use social media more
- Word of mouth, advertising on website, newspapers, other
- Skype Interviews
- on-line presentations to groups at college campuses

OTHER (14/115 – 12%)

- Recruiting plan
- Begin interviewing in February
- We have hired a recruiter and will be increasing our out of state, online, and social media recruitment efforts
- Implementing a separate recruitment strategy and hiring process for Priority improvement and turnaround schools

- Searching Teachers-Teachers application as well as others
- Being very proactive
- We have invested more resources into our recruitment strategies
- More selective on who goes recruiting / more follow up with applicants
- Shift from hiring fairs to referrals
- Being aggressive with job offers and follow ups to potential candidates
- Calling candidates within an hour of receiving application
- AAEE informal networking recruiting
- We have also changed our hiring process to be more candidate friendly
- We have turned our focus to recruit local talent

INCREASE PAY (12/115 – 10%)

- Increase teacher pay
- Provided reimbursement of moving expenses
- Bonus for staff that bring staff to the district
- Employment incentives are being given to employees that are hired in high need subject areas
- Possible signing bonuses as well as moving stipends
- Offering Signing Incentives of \$3000 for the following Critical Shortage Areas: Secondary Math, Physics, ELA, Spanish, Chemistry and Bilingual Education
- Providing signing bonus
- The salary schedule was increased
- offering signing bonuses
- Signing bonuses\$\$
- We offer \$3000 to new hires and are also trying to do paid internships (using student teachers) so that we can hook the new upcoming teachers and turn them into long term positions in the year after their paid internship
- Paying teachers to do their student teaching

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TARGET STUDENTS (11/115 – 10%)

- Posting at colleges
- Prospective teacher fair for student teachers, practicum students, and local individuals interested in returning to teaching
- calling universities directly
- more concerted effort to get student teachers to our district
- Work to encourage high school students to enter education
- We are also trying to reach out and establish relationships with potential graduates as early as their sophomore year of college
- We have contacted universities and colleges directly to see if there are any new graduates or students who might be doing their student teaching who are ready to teach in the classroom
- Increasing number of universities
- on-line presentations to groups at college campuses
- visiting Universities other than the recruiting fairs
- Increased number of fall campus visits

LOWER STANDARDS (7/115 – 6%)

- Accepted more years of experience for placement on the salary schedule
- Hiring candidates we would normally not hire because of limited options...
- Finding anyone qualified and send them through ABCTE to fill positions
- We are looking at long term subs due to not being able to get applications
- We are hiring para-professionals for open teaching positions
- We are keeping marginal teachers and working with them to improve where in the past, we would have let them go
- We are forced to hire less qualified individuals

START EARLIER (7/115 – 6%)

- We have made efforts to start our process earlier in the school year

- We are starting earlier in the year. We are prepared to offer letters earlier in the year
- Start early
- Starting earlier
- Hiring earlier
- recruiting year round
- Planning early, interviewing early

PROMOTE SCHOOL (5/115 – 4%)

- We have tried to sell the school, never worried about that in the past
- We now have more general publications selling the school, including a teacher packet with testimonials from our faculty
- We have made a more serious effort to promote our district
- Put together information packet to better market our district
- We have also tried to improve our presentation to teacher candidates

2) How does your school measure the effectiveness of its teacher recruiting methods? *Number of Teachers hired: 91, Other: 42, Number of Teacher Candidates Interviewed: 32*

NUMBER/QUALITY OF APPLICANTS (16/39 – 41%)

- How many applicants
- Number of applicants for each position and quality of applicants
- Number of applicants received or requested
- Number of applications distributed at the fair
- Number of candidates who want a job in our district
- Number of good candidates
- Number of openings left
- Number of qualified applicants
- Number of viable applications

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- The number of applicants we get for a specific job opening (which has been very sparse this year)
- Overall quality of education and training a teacher has had
- Quality of applicants
- Quality- we are small rural district - don't get a lot of applications
- Number of qualified candidates
- We look at both the quantity and quality of candidates, also feel that teacher candidates who have gone through an accredited program where they have received practicum and student teaching opportunities are stronger candidates
- Teachers who fit with our remote, small school, cross cultural communities

QUALITY OF TEACHING/RETENTION (10/39 – 26%)

- If those teachers have effectively taught the appropriate standards for their assignment by the end of their first year
- Number of teachers who remain past 5 years
- Quality of individuals hired
- Quality of interview pool and quality of hires (3)
- Quality of teachers hired and retained after three years
- Teacher turnover rate
- Teachers hired and retained
- The number of well qualified teachers, not just the number of teachers
- Number of teachers retained to the next year after hire
- Number of teachers who stay at least five years

OTHER (8/39 – 20%)

- We have seen a decrease in contacts made at the fairs
- State wide efforts with multiple districts
- We are very small, so it's an organic process. We are clearly getting fewer applicants than ever before
- We don't measure it currently

- We employ methods to retain teachers and have not needed to recruit
- We hire people but it is now 50/50 if they are endorsed or certified; we have to use alternative methods to get teachers into the classroom
- We review where we went, who was hired
- Caliber of candidates interviewed

FILLED POSITIONS (5/39 – 13%)

- Whether we fill all our positions with qualified candidates
- If we get the candidates we picked!
- Number of unfilled vacancies
- We hired 5 teachers this year, for the climate we are in we do pretty well
- Whether we fill all of our positions with high quality teachers

3) What contributing factions influence your current recruiting methods?

Vacancies: 134, Funding/Budget: 97, Technology: 26, Other: 11

“Other” contributing factions that influence current recruiting methods

- Candidates available for specific jobs
- Need to draw quality candidates
- Qualifications for some of our specialized teaching positions.
- Vacancies based on specific needs
- Highly qualified applicants
- Universities who have provided us with highly effective teachers, we reach out to the same universities to recruit similar teachers from their preparation programs
- Curriculum maps
- Teaching in our district is a great opportunity, we have a stable economy with cutting edge technology and plenty of jobs for candidates to start their careers
- We have used more technology strategies, including texting candidates / we have recruited on more websites



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Utah Universities Teaching Major Recruiting Practices

On Campus Recruiting

- Department representation at Major Fairs
- Campus Tabling/Info booth at student union
- Department presence at campus welcome events

Junior College Recruiting

- Weekly outreach & tabling at local junior colleges
- Community college recruiting events & major fairs

High School Recruiting

- Host high school recruiting event on campus
- High school visits
- Provide concurrent enrollment classes with local high schools for teaching majors

Department Recruiting

- Power of Teaching Lectures put on by BYU's McKay School of Education (bi-monthly)
- Dinner with a Principal
- Content professors encouraging students to pursue degrees in Secondary Education

Inter-department Recruiting (Collaboration)

- Open Major Advisement to steer undecided's to education
- Collaboration with Career Services
- Offering Education focused section of the Career Strategies course (BYU)

Multimedia

- Website
- Commercial Ads (TV, Radio, and Bus advertising)
- Recruiting videos
- College employment of student run blogs & social media sites

Highlighted Practices

SUMMER OF ACADEMIC REFINEMENT (SOAR)

- 5 day college preparation program with prepares and informs high school juniors with a multicultural background of the educational benefits and expectations at BYU. Objectives are:
 - Identify participants that are spiritually, academically, socially, and culturally prepared to benefit from and contribute to BYU
 - Educate participants about college life at BYU and MSS resources
 - Assist students in being competitive applicants to BYU

TEACHER RECRUITMENT PROGRAM

- The Teacher Recruitment Scholarship will provide scholarships to diverse high school graduates from the Davis, Canyons, Granite, Jordan and Salt Lake School Districts who are interested in becoming a teacher. (Recipients will be encouraged to return to their sponsoring district to teach after completing their degree.)
- Must be used to attend Salt Lake Community College (SLCC) for 4 semester, and then University of Utah for 2 years.

BYU CAREERS IN EDUCATION SERIES (Career Services, Education Student Services, and Educator Preparation Program)

- 6 - 1 hour lunchtime sessions (lunch provided) at the Student Center
- Participants: faculty; teachers, principals, district admin; student services
- Topics will relate to a teaching area along with the commitments of the BYU-Public School Partnership:
 - STEM / Civic Preparation & Engagement
 - Elementary & Early Childhood Education / Engaged Learning Through Nurturing Pedagogy
 - Special Education / Equitable Access to Academic Knowledge & Achievement
 - Education Student Services / Stewardship in School and Community
 - Administration & Higher Education / Commitment to Renewal
- Humanities & Physical Education / Utah Effective Teaching Standards