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# Grow Your Own Partnerships: Strategy for Addressing Teacher Shortages in Hard to Staff Schools, Districts, & Communities

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## INTRODUCTION: DESCRIBE THE GYO OFFERINGS IN YOUR STATE

- NAU's re-focused efforts on the development of partnerships with school districts began in AY 2013-2014
- Factors contributing to this renewed strategic focus included:
  - Increased attention and available data regarding Arizona's teacher shortage
  - Requests from school districts
  - New national accreditation standards requiring educator preparation providers to develop mutually beneficial partnerships with schools and districts
- NAU is committed to developing grow your own partnerships with school districts throughout the state and in particular high need school districts.

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## IDENTIFY STATE POLICIES, INCENTIVES, OR BARRIERS RELATED TO GYO INITIATIVES

- Currently no specific state policies, incentives or barriers related to the development of Grow Your Own partnerships

- Again, Arizona’s state teacher shortage is the primary purpose for focusing on the development of GYO partnerships

- NAU, as a public institution, see our role in helping to address the state’s teacher shortage as a priority

- Local initiatives such as the use of Title II monies or override initiatives are being used to support the GYO partnerships

- Local districts and county education departments are individually reaching out to institutions of higher education to establish collaborative partnerships

- NAU is in the process of seeking re-accreditation through the Council for the Accreditation of Educator Preparation (CAEP) and has prioritize efforts related to developing mutually beneficial partnerships with high need schools and districts

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## IDENTIFY THE BACKGROUND AND IMPETUS FOR PROGRAM CREATION

. Severe teacher shortage in Arizona as evidenced by surveys. Data for September 2016 Survey (N=130 districts/charter schools)

- 2,041 vacant (25% of positions)
- 1,831 filled using alternative methods (22% of positions), which included:
  - 733 pending certification
  - 367 emergency certified
  - 576 on a Teacher Intern Certificate
  - 155 from outside the U.S. on a H1B or similar type visa

465 teachers abandoned or resigned position within 4 weeks of the school year

(Arizona School Personnel Administrators Association, September 2016)

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## DESCRIPTION OF PROGRAM DESIGN INCLUDING THE ROLES AND RESPONSIBILITIES OF COLLABORATIVE PARTNERS

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- Our shared faculty member is actively recruiting new students
- **FOCUS - BUILDING PIPELINE OF FUTURE TEACHERS**
  - **Multiple initiatives to work with and recruit:**
    - community members
    - local junior and high school student bodies
    - community college students
    - para-professionals and other school employees interested in a teaching career
    - encourage the establishment of a program for future teachers through Career and Technical program
- Classroom space and technology permits the program to be accessed from multiple locations

## DISCUSSION OF PROGRAM ELIGIBILITY CRITERIA

- Students interested in the program need to meet catalog admission criteria set for the designated program
- NAU's initial teacher preparation programs are nationally accredited and are approved by the Arizona State Board of Education
  - Primary accommodation made is related to the time courses are delivered and the use of technology for delivery of instruction

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## DESCRIBE THE FUNDING MODEL FOR YOUR GYO INITIATIVE

### Funding Model

- Salary cost of anchor faculty member shared between school district and university; school district invoices university for an agreed upon amount
- Faculty role (half-time, .50 FTE) includes teaching one or two classes per semester and coordinating the program including recruitment and mentoring students
- District role (half-time, .50 FTE) includes working with 8<sup>th</sup> thru 12<sup>th</sup> grade students interested in teaching careers and other related duties
- Advantages of funding model
  - Shared cost enables university to offer program to smaller cohorts
  - Redirected district professional development funds to help support Grow Your Own initiative
  - Faculty member has feet in both worlds—knows the district and is entrenched in the university program

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## NEXT STEPS: ENSURING PROGRAM SUSTAINABILITY

### Building Capacity by...

- **Developing a 5 year strategic plan**
  - Planning for rotation of programs in various sites (long term)
  - Growing the size of programs to make partnerships financially feasible
  - Development and monitoring of program evaluation goals and research questions, including identification of obstacles for students
- **Pursuing external seed funding, major gifts, public funding and private foundation grants**
  - Help build case for additional funding through expanding awareness of the severe teacher shortage in Arizona and the importance of public institutions in supporting solutions for the shortage
- **Negotiate for increase internal university funds to support initiative**
- **Expansion and development of staff resources at the main campus and local sites**

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## KEY STRATEGIES OR OUTCOMES FOR THOSE WHO ARE CONSIDERING DESIGNING A SIMILAR INITIATIVE

- School district and university should determine how to focus recruitment efforts and base the program on the needs of the community such as:
  - Opportunities for recruitment of students
  - Professional development for teachers
  - Increased practicum
  - High teaching needs of the community
- Selection of faculty member who can function effectively in both environments, university and school district, such as having knowledge of local community, purposeful selection of strong mentors, and identify and take advantage of recruitment opportunities
- Good use of collaboration and technology --- including licenses for software available through the university and school district

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