



RESEARCH BRIEF

# Partnerships with Institutions of Higher Education for Teacher Recruitment

Thinking Beyond Student Teaching Agreements

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District Leadership Forum

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# 1) Executive Overview

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## Key Observations

**Partnerships between profiled school districts and institutions of higher education often begin as student teaching agreements and sometimes develop into more intensive partnerships.** Multiple catalysts can help develop these partnerships. These include a close proximity between both institutions, many strong interpersonal relationships, and the support of third-party organizations. The most intensive partnerships profiled share staff, invest significant resources into shared initiatives, and promote the long-term strategic missions of both organizations.

**Most intensive partnerships between profiled school districts and institutions of higher education involve frequent meetings and staff sharing agreements.** Contacts at **District A**, **District B**, and **District C** meet monthly with individuals at partner universities to institutionalize channels of communication, identify opportunities for expanded partnership, and review existing commitments. District B and their partner university share the cost of an administrator who serves as a liaison between the two organizations. This liaison travels to the university's main campus two or three times a year to attend faculty meetings and participates in monthly college of education meetings over the phone.

**School districts develop agreements with partner higher education institutions to provide professional development opportunities and alternative certification pathways to their employees.** Administrators at **District C** work with two partner universities to provide pathways for existing district employees with bachelor's degrees to become licensed teachers. The district funds credential programs for bilingual teacher candidates, special education teachers, and teachers from underrepresented minorities or ethnicities. In exchange for financial assistance, participants commit to work in the district for three or more years after completing the program.

**Districts offer specialized education classes to students interested in teaching that help those students explore teaching careers.** High school students at **District C** have the opportunity to participate in the district's teacher cadet program as juniors or seniors. The elective course provides opportunities for students to learn more about teaching, managing a classroom, and the education profession in general. **District B** also offers an education professions class to provide students with pre-college experiences in education. Both courses offer college credit opportunities to participating students.

**Recruiters at District B and District C emphasize focusing on local teacher prospects.** Administrators at District C explain that national recruiting is not often successful. The district primarily focuses on the recruitment and development of teachers locally. Recruiters from the district adopt personal and hands-on recruitment methods to target local prospects.

## 2) Partnerships with Higher Education Institutions

### Partnership Models

#### Partnerships between Profiled School Districts and Institutions of Higher Education Vary in Scope

Identified partnerships range from highly resource intensive, long-term commitments to informal agreements with few shared resources. The most intensive partnerships include shared staff, significant resource investments, and a long-term strategic mission for the partnership. **District C** holds partnerships with all 17 colleges of education in the state of Oregon that vary in scope and degree. The most intensive of these involve formalized agreements, resource sharing, and collaboration that extends beyond the teacher-training pipeline.

#### Higher Education Partnership Models at Profiled School Districts

##### Institutionalized, Multi-Initiative Partnerships

The partnership between **District A** and their nearby partner university features multiple staff shared between the two institutions, a stand-alone website, and multiple initiatives. These initiatives include academic outreach programs for students interested in education careers, dual credit education courses for high school students, teacher leadership programs, and professional development opportunities.

##### Outreach Partnerships

**District B** and their partner university share the cost of an employee who coordinates multiple partnerships between the two institutions. The district covers one-half of the position and the university covers the other half. The employee holds other district responsibilities in addition to their role in the partnership. The partnership helps local students pursue a degree in education by offering the first two years of the bachelor's degree from a nearby branch campus. The university also offers on-site professional development and alternative teaching credential courses to employees of the district through the partnership.

##### Multi-Institution Consortia

**District C** partners with three nearby universities. These partnerships focus on teacher training and preparation. Members of the consortia collaborate to improve opportunities for teacher training, professional development, and provide alternative teaching credential pathways. Members of the consortia also offer programs that encourage and assist students from minority backgrounds to pursue teaching careers.

##### Expanded Student Teacher Training Programs

The partnership between **District D** and their partner university focuses primarily on the student teaching experience. One element of the partnership includes a job guarantee and additional financial incentives for high achieving graduates of the college's teacher training program.

##### Traditional Student Teaching Agreements

Many school districts sign agreements with higher education institutions to host student teachers. These agreements detail basic administrative responsibilities of the university and the school district in the student teaching experience.

##### Informal Advertising or Recruitment Agreements

All profiled school districts connect with universities and colleges to advertise open positions and recruit teacher candidates. Recruiters from these districts visit classes, distribute promotional materials, and attend education-centered job fairs at multiple institutions.

Resource-  
Intensive  
Partnerships

## Profiled School Districts Partner with Multiple Institutions of Higher Education

Contacts at **District A** explain that the district partners with multiple institutions of higher education to reduce the district's reliance on any individual institution and increase the volume of teacher candidates in the recruitment pipeline. Though the district holds multiple partnerships, their partnership with a nearby university **features** the most initiatives and collaboration.

### Characteristics of Partner Universities for Profiled School Districts<sup>1, 2</sup>

School District	Institution of Higher Education <sup>+</sup>	University Fall 2015 Undergraduate Enrollment <sup>+</sup>	Distance Between District and University	University Fall 2015 Graduates in Education <sup>**</sup>
<b>District A</b>	District A's Partner University	17,800	< 1 mile	270
<b>District B</b>	District B's Partner University 1	1,100	6 miles	37
<b>District B</b>	District B's Partner University 2	4,800	19 miles	483
<b>District B</b>	District B's Partner University 3	1,900	15 miles <sup>+</sup>	81
<b>District C</b>	District C's Partner University	25,100	5 miles <sup>+</sup>	1,375
<b>District D</b>	District D's Partner University	31,800	10 miles	184
<p>* Values are approximated</p> <p>** Includes non-teaching graduates (i.e., student counseling) and graduates from central and branch campuses.</p> <p><sup>+</sup> Partnership hosted at a local branch campus</p> <p>* Names of partner universities withheld to preserve anonymity</p>				

1) National Center for Education Statistics "IPEDS Data Center". Accessed Nov. 8, 2017. <https://nces.ed.gov/ipeds/Home/UseTheData>

2) Distance estimates generated using Google Maps. <https://www.google.com/maps>

## Student Teaching Agreements Provide the Foundation for Intensive Partnerships

Partnerships between school districts and institutions of higher education that are most intensive include student teaching agreements. Student teaching agreements helped begin and continue to play a role in the more intensive partnerships between **District B** and three regional universities. Student teaching agreements benefit both the district and university because universities need places for students to complete their student teaching experience, and districts need more teachers.

Student teaching agreements help begin a relationship between school districts and institutions of higher education, but other partnership elements may catalyze the development of standard relationships into more intensive partnerships.

### Catalysts that Develop Closer Partnerships between School Districts and Higher Education Institutions



#### Close Proximity

While profiled school districts hold student teaching agreements and advertise open positions with many institutions of higher education, the most intensive partnerships profiled occur with nearby institutions. The close partnership between **District A** and their partner university is possible in part because the two institutions are within walking distance of each other. Although **District B** is over 180 miles from the main campus of their partner university, administrators work with the university's nearby branch campus, which is only 5 miles from the district's administration building.



#### Interpersonal Relationships

Contacts at **District C** note that administrators must first develop strong interpersonal relationships with contacts at partner higher education institutions. Internal advocates play a key role in building faculty and executive support for further cooperation. Additionally, regular communication between contacts helps identify 'win-win' opportunities to grow the partnership.



#### Third Party Advocates

Foundations for a Better Oregon, a charitable foundation committed to improving the state's K-12 public schools, developed a pilot project called TeachOregon<sup>3</sup> to bring together school districts and higher education institutions in the state. One consortium developed through the project included **District C**. Although the Foundation's involvement ended in 2017, contacts at the district plan to continue these partnerships independently moving forward.

3) Chalk Board Project Initiatives "Past Projects." Accessed Nov. 13, 2017. <https://chalkboardproject.org/initiatives/past-projects>

## The Chalkboard Project's TeachOregon Pilot Program Identified 11 Lessons on Teacher Recruitment

The Foundation for a Better Oregon, a group of six charitable foundations, established the Chalkboard Project to improve education outcomes for K-12 students. The Chalkboard Project created TeachOregon in 2014 to help universities, community colleges, and school districts collaboratively redesign teacher preparation practices in Oregon. TeachOregon operated as a pilot for three and a half years.

### Notable Teacher Recruitment Lessons from TeachOregon's Final Report<sup>4</sup>



Recruitment requires consistent interaction with students and faculty in K-12 programs and key individuals in the community. Districts should designate an individual to work with partners, focus on recruitment and maintain connections with prospective teacher candidates.



Recruiters should use multi-faceted marketing and social media programs that target culturally diverse students and their families in their native language to help them consider and explore teaching as a career.



Administrators should work to ensure mentor teachers view their role in shaping student teachers as highly regarded and valuable. Districts can provide additional preparation, financial incentives, and recognition to improve mentor teachers' attitudes.



Develop pipeline programs in middle or high school for prospective teacher candidates through teacher cadet programs, mentorships, summer internships, career and technical education programs, and dual credit courses.



Recruiters and administrators should develop relationships with community groups representing people of color and other underrepresented populations. These connections are necessary to recruit teachers whose cultural and linguistic diversity matches those of the students they teach.

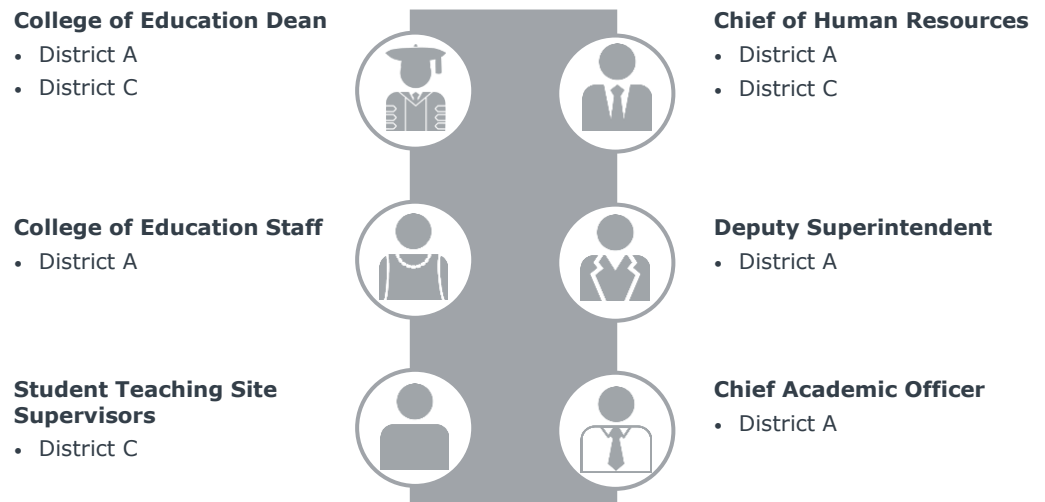
<sup>4</sup>) Chalkboard Project "Teach Oregon – Lessons Learned, Promising Practices, and Recommendations for the Future". Accessed Nov. 8, 2017. [https://chalkboardproject.org/sites/default/files/TeachOregon\\_ThreeYear\\_Mar2017\\_singlepg\\_0.pdf](https://chalkboardproject.org/sites/default/files/TeachOregon_ThreeYear_Mar2017_singlepg_0.pdf)



### Profiled Partnerships Feature Monthly Meetings between District and University Staff

Contacts at **District A**, **District B**, and **District C** meet monthly with individuals at partner universities to institutionalize channels of communication, identify opportunities for expanded partnership, and review existing commitments.

#### Monthly Partnership Meeting Attendees at Profiled School Districts



### Staff-Sharing Agreements Facilitate Communication and Cooperation

Partnerships that **District A** and **District B** hold with higher education institutions include staff shared between the school district and partner higher education institution. These staff sharing arrangements help institutionalize partnerships and facilitate collaboration between both organizations.

One example of this collaboration is the alignment of curriculum and student teacher evaluation methods between the District A and their partner university. The university evaluates student teachers with the same evaluation tool used by the district on full-time registered teachers. This alignment helps set expectations for teacher candidates according to real occupational standards and familiarizes students with the working experience in district schools.

## Two Examples of Staff Sharing Arrangements

### Sharing Teachers



**District A** places experienced elementary, secondary, and special education teachers on temporary assignments at their partner university. These shared instructors teach students in the college of education and offer insights about the skills and capabilities needed in new teachers. The presence of District A teachers in the college helps align its teacher-training curriculum to the district's needs and exposes teacher candidates to the district early in their education.

#### Agreement Details

- The college of education and district split salary and benefit expenses for these instructors.
- District A selects instructors through an internal hiring process overseen by the district's HR department. The university provides the interview and selection committee.
- Instructors serve for three years.

### Sharing Program Administrators



To strengthen and grow the partnership between **District B** and their partner university, the district and university jointly sponsor a dual-employee who serves as an Assistant Clinical Professor in the university's college of education and as an English Language Learning coordinator for the district. The dual employee serves as a liaison for student teaching candidates in the district, helps students enroll in the university's education programs offered through a local community college, and facilitates communication between the two organizations.

#### Agreement Details

- The employee works half-time for the district and half-time for the university.
- Institutions split salary and benefit expenses.
- Individual selected through coordination between university and district administrators.
- The employee holds an advanced degree.



### Administrative Approaches to Staff Sharing

**District B** and their partner university select one institution to cover the administration of all payroll and benefits for shared employees similarly to non-shared employees. Administrators bill the other partner for their share of salary and benefit expenses. This approach reduces administrative duplication and complication for the shared employee.

## Programs Targeted to Bilingual Students Helps Develop Spanish-Speaking Instructors

A scholarship program at one of **District C's** partner universities targets students who are bilingual in both English and Spanish, and whom aspire to become teachers. Staff at District C identify eligible students in the district and encourage them to apply for the program. Students accepted to the program receive academic instruction in both Spanish and English and receive mentorship and tutoring for academic examinations and teacher certification tests. According to its website, the program assures participating students a student teaching placement in home districts when possible.

### Summer Jobs as Student Financial Assistance



Scholarship funding for the program comes from both the district and the university. **District C** also guarantees summer job opportunities for program participants enrolled in college to augment other financial support they receive and provide relevant work experience. When possible, district officials work to employ participants from the program in the district's summer school program as teacher aids or other support staff. If these positions are not available, the district will still offer other jobs to the scholars (e.g., maintenance work, custodial services) to provide income opportunities.

Recruiters at the district maintain connections with participants in the program to encourage these students to prioritize student teacher placement in the district and ultimately to teach as fully licensed teachers in the district.

Although the first cohort of students in the scholarship program have not yet graduated from college, district contacts express optimism about the partnership's potential. The program includes over 100 students, and recruiters believe many will return to teach in the district.

## Mentorship Programs Help Disadvantaged Students Become Teachers

The dean of the college of education at **District A's** partner university established a mentorship program in 2000 to help increase the number of low-income, first-generation students who graduate from high school, gain access to higher education, and enter into an education profession.

Each year, counselors, teachers, and principals from participating Title I schools in District A recommend around 80 sixth-grade students to participate in the program. Students must exhibit an interest in attending college and entering the field of education to qualify for the program.

Program administrators assign college students attending the partner university as mentors to students in the program. Many of these student-mentors are also graduates of the program. The program provides mentorship to selected students throughout middle school, high school, and through college to support these students' needs and help them attain their goals.

In 2017, the program served 387 K-12 students and 131 university students, as well as 44 students at local community colleges.

## Statistics on the Mentorship Program Operated in *District A* Schools



### Participants

1,192

The **number of students** served by the program as of 2017.

95%

The percent of participants that are the **first generation** of their family to attend college.

75%

The percent of participants who qualify for **free or reduced lunch programs**.



### Outcomes

98%

The **high school graduation rate** for Spring 2016 program participants.

65%

All-time **college enrollment rate** for program participants.

82%

**College retention rate** for program participants (college retention rate calculates the percent of first-year students continuing to the second-year of college).

## Student Teacher Recruitment

### Sell the Benefits of District Employment through Positive and Informative Student Teaching Experiences

Contacts at **District B** explain that the best method to encourage prospective teachers to begin a career in the district is to provide a positive experience for student teachers. Recruiters at District B, **District C** and **District D** all actively recruit student teachers placed in their districts.



#### Student Teacher Information Sessions at *District D*

The recruitment team at **District D** meets with student teachers twice during their student teaching experience to provide helpful tips on interviewing and applying for jobs. During these informational sessions, recruiters also highlight open instructional opportunities available in the district and walk student teachers through the process of applying to the district. These sessions help convert interested student teachers into job applicants.

Contacts at District C note that student teachers consider their student teaching experience as representative of the district's work environment. Administrators ensure that mentoring teachers serve as positive role models who provide good examples of effective teaching to student teachers. The district includes hiring managers in the student teaching placement process. These hiring managers help maintain high standards for student teacher experiences. When hiring managers recommend against a student teaching placement, administrators at District C do not place student teachers with those mentors.

## Engage Human Resources Staff in the Student Teaching Experience

The student teaching supervisor at **District B** serves as a dual employee of both the district and university. This arrangement helps facilitate close coordination between district officials and the university to ensure that student teaching placements prepare students to become teachers and that their experiences encourage them to consider jobs in the district.

### Roles for Human Resources Staff in Student Teaching Experiences

#### Vetting Mentor Teachers



Hiring managers at **District C** evaluate mentor teachers and play a role in student-teacher mentor placements.

#### Periodic Check-Ins



Staff from human resources at **District D** work with the district's lead mentor teacher to check in with each student teacher to talk about their progress and identify areas where the district can provide more support.

#### Follow up with Promising Prospects



The human resources department at **District C** and **District D** tracks interactions with student teachers and coordinates outreach to promising candidates. Recruiters follow up in-person to encourage candidates to apply for open positions.

When recruiters at District D identify student teachers whom the district would like to hire, administrators work with their partner university to release these students from their student teaching obligation early. This early release allows the district to extend a job offer to the student immediately.

Alternative  
Certification  
Pathways

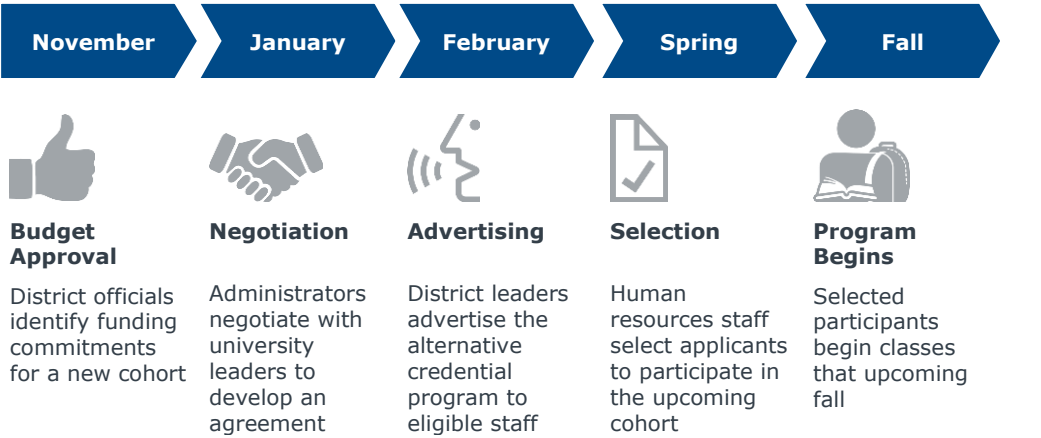
Use Higher Education Partnerships to Develop Alternative  
Certification Pathways

Administrators at **District C** work with partner universities to provide pathways for existing district employees with bachelor’s degrees to become licensed teachers. Administrators negotiate with university counterparts to secure group pricing for annual cohorts of district employees. University instructors teach courses in school district facilities after the school day to minimize disturbances to participants’ work schedule.

During the second year of the program, participants take a leave of absence from their professional duties to complete the student teaching experience. District C extends the existing health benefits for participants to prevent a lapse in health insurance coverage.

Administrators at District C allocate more than a hundred thousand dollars from the general fund to finance alternative teacher credential programs in the district. The district funds credential programs for bilingual teacher candidates, special education teachers, and teachers from underrepresented minorities or ethnicities. In exchange for financial assistance, participants commit to work in the district for three or more years after completing the program.

Timeline for Alternative Certification Program Offerings at *District C*



Provide Administrative Support to Staff in Alternative  
Teaching Credential Programs

Contacts at **District A** note that pursuing an alternative teaching credential can be challenging for participating staff members. In addition to providing scholarships, administrators provide these participants with resources to help them balance work, life, and schooling pressures. Principals offer coaching and mentorship to staff involved in these programs.

School principals at **District B** also work with participants in alternative credential programs to help them balance their education and work obligations. The liaison between District B and their partner university helps direct participants to university resources.

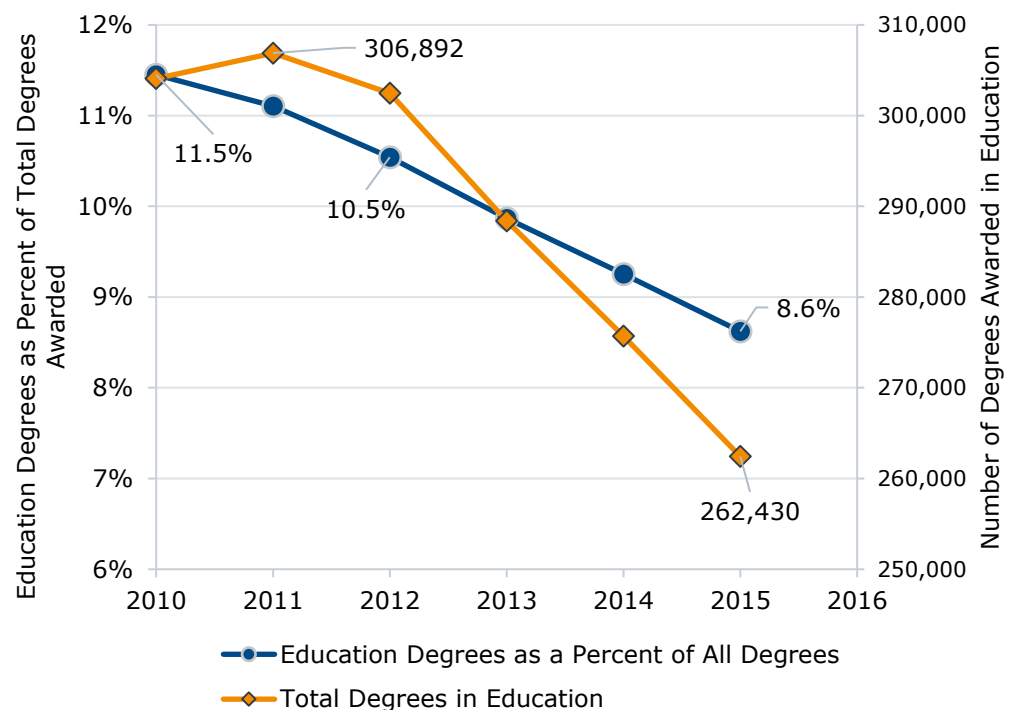
### 3) Additional Teacher Recruitment Strategies

#### Teacher Cultivation

#### Fewer Students Pursuing Teaching as a Career

In 2016, the number of college freshmen planning to major in education reached its lowest point in 45 years.<sup>5</sup> The declining number of students pursuing education careers has contributed to nation-wide teaching shortages. Helping local students interested in teaching attend college serves as one approach to bolster teacher recruitment pipelines. Between 2010 and 2015, the number of students graduating with degrees in education from four-year institutions of higher education fell by 13.7 percent.<sup>6</sup>

#### Fewer Students Graduating With Education Degrees



#### Offer Specialized High School Classes to Students Interested in Education Careers

High school students at **District C** have the opportunity to participate in the district's teacher cadet program as juniors or seniors. District leaders based the teacher cadet curriculum on a program developed by the Center for Educator Recruitment, Retention, & Achievement (CERRA) in South Carolina.<sup>7</sup> The elective course provides opportunities for students to learn more about teaching, managing a classroom, and the education profession in general. At District C, teacher cadets participate in hands-on experiences and interact with students, teachers, and administrators. The course also fulfills the requirements for an introductory education class at partner

5) Flannery, Mary Ellen, "Survey: Number of Future Teachers Reaches All-Time Low" NEA Today. March 15, 2016. Accessed Nov. 16, 2017. <http://neatoday.org/2016/03/15/future-teachers-at-all-time-low/>

6) National Center for Education Statistics "IPEDS Data Center" Completion Data, All Degrees, Four-Year Public and Private Non-Profit Institutions. Accessed Nov. 16, 2017. <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

7) Teacher Cadets "Teacher Cadets Overview" CERRA.org. Accessed Nov. 14, 2017 <https://www.teachercadets.com/teacher-cadets-overview.html>

institutions. Administrators hope to expand the teacher cadet program into a full career and technical education (CTE) pathway in the future.

CTE class teachers at **District B** observed that some students involved in the childcare CTE pathway offered at the high school also expressed interest in teaching careers. As a result, the high school established an education professions class to provide pre-college experiences in education and help students transition into college education curriculums.

### Readily Available Curricular Elements for Education Professions Courses at *District B*



#### Attend Professional Development Workshops

Students participating in the class periodically attend professional development workshops offered to teachers in the district. These students work alongside participating teachers to gain an understanding of how teachers approach learning situations and continue training.



#### Classroom Shadowing

Instructors take groups of between 6 and 12 students to a district elementary school two or three times a semester to shadow classes and observe teacher behavior in classroom settings.

## External Recruitment

### Consider Direct Outreach to Grow Talent Pipelines for Hard-to-Fill Positions

The talent recruitment team at **District A** includes a recruiter tasked with direct outreach to prospective candidates. Human resources staff refer hard to fill positions to this individual for additional outreach.

This recruiter uses online databases (e.g., Career Builder, LinkedIn) to identify potential candidates and reaches out by phone or email to quickly gauge interest in the job. This position is not a full-time responsibility. Direct email and phone recruitment tasks represent only about half of the designated staffer's functions.

### Establish a Physical Recruiting Presence Locally and at Partner Institutions

Recruiters at **District D** use job fair attendance as one method to find and recruit teacher candidates. The district hosts a large job fair at the end of each school year targeted at experienced teachers and new teachers considering the district. District representatives also attend education-centered job fairs at partner colleges and other institutions of higher education in the area. Additionally, recruiters attend community job fairs and participate in online job fairs hosted by Educationweek.



#### Same-Day Job Offers

Recruiters at **District C** organize their job fairs so that administrators can screen, interview, and extend job offers to promising candidates the same day.



Contacts at **District C** explain that the recruitment team visits every partner university in the region and speaks to every class possible. District recruiters attend job fairs at colleges and the Oregon Education fair in addition to hosting their own job fair.

## Tailor Teacher Recruitment Strategies by Proximity

A local recruiting strategy may be more important when recruiting teachers than when recruiting for other professions. A study by Michelle Reininger of Stanford University finds that teachers are more likely to be living locally eight years after their high school graduation compared to other college graduates across a variety of occupations.<sup>8,9</sup>

Administrators at **District C** explain that national recruiting to candidates without strong existing ties to the area is not often successful. Thus, the district primarily focuses on recruiting and developing teachers locally.

## Segmented Recruitment Strategies at *District C*

### Local Prospects

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Recruiters adopt highly personal and hands-on recruitment methods to target local prospects. Building relationships with prospects help drive conversions.

#### Example Strategies

- Positive student teaching experiences
- Helping non-licensed district staff pursue teaching licenses
- Personal referrals

### Regional Prospects

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Recruiters use social media and website referrals to target regional prospects. This recruitment segment primarily relies on advertising and name recognition.

#### Example Strategies

- Targeted social media posts
- Visits to regional job fairs and colleges of education

### National Prospects

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Recruiters do not spend much time recruiting nationally. Contacts explain that most teacher candidates from outside of the area reach out to the district themselves and often move to Oregon for reasons other than a teaching job.

### International Prospects

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The school district holds partnerships with some international schools. District human resources staff occasionally participate in these international partnerships.

8) Reininger, Michelle "Hometown Disadvantage? It Depends on Where You're From: Teachers' Location Preferences and the Implications for Staffing Schools". 2011. Accessed Nov. 9, 2017. <https://cepa.stanford.edu/sites/default/files/Reininger%20HA%20EEPA%202012.pdf>

9) 14Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J "The draw of home: How teachers' preferences for proximity disadvantage urban schools." 2005. Accessed Nov. 9, 2017. <https://cepa.stanford.edu/content/draw-home-how-teachers%E2%80%99-preferences-proximity-disadvantage-urban-schools>

## Invest in a Professional Social Media and Online Recruiting Presence

Administrators at **District C** dedicated funds to develop an employment website to attract potential candidates. The website features an attractive visual design, multiple interactive elements, a promotional video from the local tourism promotion agency, and information about the district. Contacts explain that the money and time invested in the website has reaped dividends by allowing the district to build a brand and engage many potential applicants.

Recruiters at the district also devote money to targeted social media outreach and advertisements. Contacts at District C report that these targeted initiatives have yielded successful results.

## Hiring and Retention

### Budget Shortfalls Limit Hiring Benefits and Signing Bonuses

Contacts at **District D** note that before 2008, administrators offered signing bonuses to newly hired teachers. These bonuses of up to \$1,000 helped cover moving expenses and served as a recruitment tool. As district budgets have tightened, district leadership eliminated these payments. Across all profiled school districts, only **District C** still offers a signing bonus to teachers as a recruitment tool.

#### Housing Assistance Programs for Teachers

**District C** and **District D** provide teachers with some housing assistance. Both programs provide state financial assistance to help teachers purchase a home. Depending on state funding, this assistance may include lower interest rates and assistance with loan down payments. The state program provides up to \$7,500 in assistance for down payments and closing costs and an interest rate below market values.<sup>9</sup>

### Provide New Teachers with Extensive Support and Coaching

Newly hired teachers in **District D** participate in an extended onboarding program to track their progress through the first few weeks and support teachers as they transition into their classrooms. Human resource staff also connect with new teachers to check in on their progress and satisfaction with their new job after the onboarding process. Staff coordinate with teacher mentors, building administrators, and human resources administrators to support these new teachers and provide resources to help them adjust to their new position.

10) Nevada Housing Division "Home is Possible for Teachers" NV.Gov Accessed Nov. 14, 2017 [https://housing.nv.gov/programs/FTH/Home\\_is\\_Possible\\_for\\_Teachers/](https://housing.nv.gov/programs/FTH/Home_is_Possible_for_Teachers/)

Administrators at **District B** employ an instructional coach for each of their schools to support all teachers and help inform teaching methods throughout the district. These coaches provide essential pedagogical support to district teachers, and the position also provides a path for teachers to grow their careers. District leaders hire these coaches from among the best of district teachers and pay for these positions with Title I funding. Instructional coaches work with greater autonomy compared to other district employees but also closely collaborate with principals and administrators to identify problems and develop solutions.

## 4) Research Methodology

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### Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What formal partnerships have contact districts created with institutions of higher education to recruit teacher talent to their districts?
- How do contact districts initiate and maintain these partnerships?
- What are the specifications and structures of partnership agreements?
- What are the obligations of parties involved in these partnerships?
- What resources do contact districts commit to these partnerships?
- How effective are the partnerships between contact districts and institutions of higher education for recruiting and retaining teacher talent?
- Do contract districts use university partnerships to recruit/target teachers from underrepresented minority groups?
- What benefits or incentives do contact districts provide to teacher prospects through these recruitment programs?
- What obligations do contact districts place on teachers recruited through these programs?
- Overall, what recruitment practices do districts identify as most effective for recruiting teacher talent?

## Project Sources

The Forum consulted the following sources for this report:

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## Research Parameters

The Forum interviewed school district leaders involved in the administration of partnerships with institutions of higher education.

### A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Total Students (K-12)	Classroom Teachers (FTE)
<b>District A</b>	Nevada	-	-
<b>District B*</b>	Arizona	4,900	260
<b>District C</b>	Oregon	35,000+	1,700+
<b>District D</b>	Florida	100,000+	6,800+
* Combines a high school district (Grades 9-12) and primary school district (Grades K-8)			