

TEACHER SHORTAGE TASK FORCE

AUGUST 2019 UPDATE



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

INTRODUCTION

This report details recent work of the teacher shortage task force as well as future efforts addressing the continuing teacher shortage challenge in the state. Also provided in this document are related legislation and initiatives affecting the teacher talent pool.

PROBLEM

As Oklahoma pursues top ten status in education, prioritizing funding and resources to schools and educators is paramount for Oklahoma children to be successful. The deficit of such educational prioritization is now showing signs of much needed improvement. Such improvement includes two consecutive years of teacher pay raises averaging \$7,300.

Additionally, classroom resources, rich professional learning and teacher-leader career opportunities are still a focus of this task force. Investing in educators, whether monetarily or non-monetarily, promises to have a significant impact on school improvement, student success and teacher retention.

UPDATES OF TASK FORCE WORK

The task force met in November 2018 and April 2019 to pursue recommendations targeted toward teacher quality and teacher diversity. Three working groups evolved and met during spring 2019. Those working groups were (1) Career Changer alternative certification path, (2) Retired Teacher Corp., and (3) Best Practices for Districts.

- **Career Changer alternative certification path**

Literacy competency for those teaching PK-5th grades served as the framework for this discussion and ensuing recommendations. The leading concern was the access to students that emergency certified teachers have while still meeting competency requirements.

This working group identified a series of courses and experiences necessary for teachers **prior** to entering the classroom. Such courses include Literacy, Classroom Management, Child Development and Math.

An additional result of this working group was the tightening of the emergency certification applicant process.

Effective July 2019 - emergency certificate requests for an applicant who will teach pre-K through 3rd grade and who does not have a relevant degree or relevant work experience may be recommended for approval to the State Board subject to the following:

The individual must complete OSDE offered or approved literacy training on or before November 15, 2019. The emergency certificate will have an expiration date of December 31, 2019. If the approved training is completed by November 15, 2019, the certificate may be extended to June 30, 2020.

Applicants for an emergency certificate of an individual who will teach after November 2019 and/or who will not be able to meet the November 2019 training requirement, will be required to appear with the district superintendent at the State Board meeting to request the certificate.

Effective July 2020 – emergency certification requests for an applicant who will teach Pre-K through 5th grade will not be considered for recommendation to the State Board unless the individual meets at least one of the following criteria:

- Successful completion of an academic major in Early Childhood, Elementary Education or Child Development, or a closely related field
- Successful completion of an academic minor in Early Childhood, Elementary Education or Child Development, or a closely related field, plus documentation of 6 months relevant full-time work or volunteer experience
- Successful completion of a relevant Oklahoma Subject Area Test (OSAT)
- At least one year of closely related full-time work experience, such as
 - Serving as a teacher, teacher assistant or paraprofessional in the same grade range in an accredited public or private school
 - Working closely with young children in a professional setting
 - For Early Childhood emergency certification applicants, licensed work experience in an early childcare setting such as Head Start

- **Retired Teacher Corp.**

Task Force members, who are retired educators, will coordinate a retired teacher talent pool to be listed by region and published on the OSDE website. The intent is for districts to access the list and connect to retired teachers in their area as needed. Suggestions for the use of retired teachers include mentoring new teachers, part-time teaching, facilitating the Teach Oklahoma program, substitute teaching and reading buddies for students.

- **Best Practices for Districts**

Members of the task force in this working group collected district level best practices for support of new teachers and retention of veteran teachers. The below table represents some of the work being done in Oklahoma districts.

District	Supports Provided	Teachers Supported	District Leader
Mid-Del	OGET & OSAT test preparation workshops	Emergency Certified Alternatively Certified	Jason Perez
	Mentors	All new teachers	
Shawnee	OGET & OSAT test preparation	Early Childhood Elementary	April Grace Meggan Wilson
	Mentor stipends	All new teachers	
	Weekly collaboration teams with instructional coach support	All new teachers	
	Partner for certification course offerings at reduced cost and blended delivery	Emergency Certified Alternatively Certified	
	Teach Like a Pirate book study	All new teachers	
Putnam City	New Teacher Academy	All new teachers	Melani Mouse
	Mentor stipends	All new teachers	
	Instructional coach support	All new teachers	
Broken Arrow	Week-long orientation	Emergency Certified Alternatively Certified	Lori Kerns
	Mentors	Emergency Certified Alternatively Certified	
	Instructional coach support	Emergency Certified Alternatively Certified	
El Reno	Week-long orientation	Emergency Certified Alternatively Certified	Craig McVay
	Mentor stipend	Emergency Certified Alternatively Certified	
	Certification exam study tutoring	Emergency Certified Alternatively Certified	
Norman	New Teacher Liaisons meet monthly	All new teachers	Beth Albert
	Mentors meet monthly - 3 observations, 60 hours logged	All new teachers	
	Teacher Support Specialists provide feedback and Fast Track Classroom Management	Emergency Certified Alternatively Certified	
Yukon	Tiered curriculum support	All new teachers	Desarae Witmer; Jason Brunk
	Two day New Teacher Academy	All new teachers	
	The Beginning Teacher's Field Guide book study	All new teachers	
	1:1 mentor	All new teachers	
	Curriculum team members make in-person visit in September	All new teachers	

TEACHER EXTERNSHIP UPDATE

The summer 2019 teacher externship program was the third year for OSDE to partner with businesses to offer a hands-on experience in a STEM-related field. The experience ranged from 20 hours to 4 weeks, and teachers were paid as they engaged with business partners to learn about potential career paths for their students. The seven Oklahoma businesses that offered the program included:

- Thick Descriptions
- Terracon
- Kimray
- OU Health Sciences Center, OKC
- OneNet
- AAON
- Teocalli

Two businesses (Thick Descriptions and Teocalli) are interested in offering a fall externship program. OSDE is working with these two businesses to establish programs in October 2019.



Second from left, Susan Whitehead and Cody Gervasi with the Kimray team

RELATED 2019 LEGISLATION

HB 1050: SUBSTITUTE TEACHERS

Increases the maximum number of days a substitute teacher can be employed during a school year. The number of days increases from 90 to 135 school days for a substitute and 100 to 145 school days for a substitute teacher holding an expired certificate or has a bachelor's degree.

HB 1228: PROFESSIONAL DEVELOPMENT

Requires a dyslexia professional development program be provided to educators once a year. The program is to include:

- Awareness of dyslexia characteristics in students
- Effective classroom instruction to meet the needs of students with dyslexia
- Review of available dyslexia resources for teachers, students and parents

HB 1781: STUDENT TEACHERS

Allows for paid student teaching internships, clarifying that students who have completed the minimum teacher internship requirement and received a salary are eligible to participate in a paid teacher internship program as developed by the Commission for Educational Quality and Accountability (CEQA)

HB 1905: TEACHER CERTIFICATION

Requires preservice programs to incorporate trauma-informed responsive instruction into existing coursework.

HB 2765: PUBLIC FINANCE

Makes appropriations to the various agencies of the executive, legislative and judicial branches of government.

- Provides an additional \$74,790,265 in operational dollars to the financial support of public schools (i.e., the state aid funding formula) for school districts.

SB 194: TEACHER CANDIDATES

Removes the requirement that teacher candidates enrolled in an institution within the Oklahoma State System of Higher Education in elementary and early childhood education programs approved by the CEQA to pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction.

SB 217: TEACHER CERTIFICATION

Requires the State Board of Education to approve providers for alternative pathways to teacher certification in a five-year pilot program.

SB 1048: STATE DEPARTMENT OF EDUCATION

Sets budgetary expenditure limits for the State Board of Education (SBE).

- Directs \$58,858,503 be appropriated to the SBE for the financial support of schools in HB 2765 be spent to provide compensation increases for certified personnel in schools.

OTHER RELATED INITIATIVES

TEACHER TABLE

Oklahoma is participating in a Teacher Table Initiative sponsored by the Council of Chief State School Officers (CCSSO). This state support plan is by invitation only; Oklahoma is participating with Arizona, Connecticut and Missouri over 18 months beginning in July 2019.

Teacher Tables are designed to convene leaders, influencers and decision-makers with classroom teachers. These alliances address state teacher shortage challenges and identify shared goals, strategies and measurable objectives to realize solutions.

EQUITY TASK FORCE

Superintendent Hofmeister formed an equity task force for the purpose of ensuring that a strong, well-rounded education is accessible to all of the nearly 700,000 students served. Recognizing the majority of Oklahoma public school students are non-white and less than 15 percent of the educator workforce identifies as non-white, racial and ethnic gaps between those who teach and those who learn are glaring.

The members represent education entities, non-profit organizations and advocacy groups who gathered for their first meeting in May 2019. They will propose recommendations in three working groups before their next convening in November 2019. The work of this task force dovetails nicely with the teacher shortage task force priority to address diversity in the state's teacher talent pool.

PL FOCUS

School year 2018-19 was full implementation in all districts of individualized programs of professional development known as PL Focus (Professional Learning Focus). The department of education tracked areas or topics of interest that individual educators chose, and the most popular three topics (per model) are depicted below.

MARZANO	TULSA	MCREL
1. Formative assessments to track progress	1. Discipline	1. Establishing culture
2. Closing achievement gaps using data	2. Explaining Content	2. Knowledge of Curriculum, Instruction & Assessment
3. Questioning techniques	3. Involving all learners	3. Change agency

The July 2019 EngageOK annual conference sessions were planned in accordance with selected topics and delivered at each of five sites in the state.



EngageOK 2019

USDE APPROVED SHORTAGE AREAS

The following 13 areas are approved by the U.S. Department of Education enabling Oklahoma to receive federal funding for enhancement of the teaching talent pool.

Special Education	Mathematics	Business and Computer
Science	Social Studies	Arts and Humanities
Early Childhood	Counselor	Music
Health/PE	World Languages	
English Language Arts	Career and Technical	

TEACH OKLAHOMA

Sponsored by the Oklahoma State Regents for Higher Education, Teach Oklahoma continues to serve as a strong recruitment program for future teachers. The program targeting high school juniors and seniors had 276 students enrolled in 2018-19. Over 61 percent of the Teach Oklahoma high school graduating seniors planned to attend college. Twenty-nine percent of all Teach Oklahoma students plan to become teachers.

SPECIAL EDUCATION RECRUITMENT

School year 2018-19 was the second year to implement Project 616, a subject area certification reimbursement program allowing districts to reimburse teachers who take certification exams. Twenty-six districts took advantage of the program and 69 people were reimbursed for certification exams they took and passed.

TEACHERS OF WORLD LANGUAGES

The total number of guest teachers employed in Oklahoma in the 2018-19 school year was 39. Additionally, the chart below shows Native American Languages taught.

Number of Native American Languages	Teachers	Sites
8	32	34

The State Board of Regents awarded the World Languages Education Program Director at the University of Oklahoma a grant to use in conjunction with the Educators Rising program. The Director has applied for the grant for a second year to continue the program.

The University of Central Oklahoma has nine students at various stages of degree completion leading to a teaching certificate in World Languages Education. The University of Oklahoma has reported having 17 students at various stages of degree completion leading to a teaching certificate in World Languages Education. The Director of Foreign Language Education at Oklahoma State University has applied for an Oklahoma Teacher Connection grant starting in the fall of 2019. These endowment funds will be used to initiate a research and recruitment project in the top OSU feeder schools. OSU had two students graduate from the World Languages Education program, with three more in the pipeline.

TROOPS TO TEACHERS

Recruitment efforts through this grant-funded program are categorized by leads, registrants and hires.

Leads (May 2018 - May 2019)	Registrants (May 2018 - May 2019)	Teaching in districts (2018-19)
458	245	267

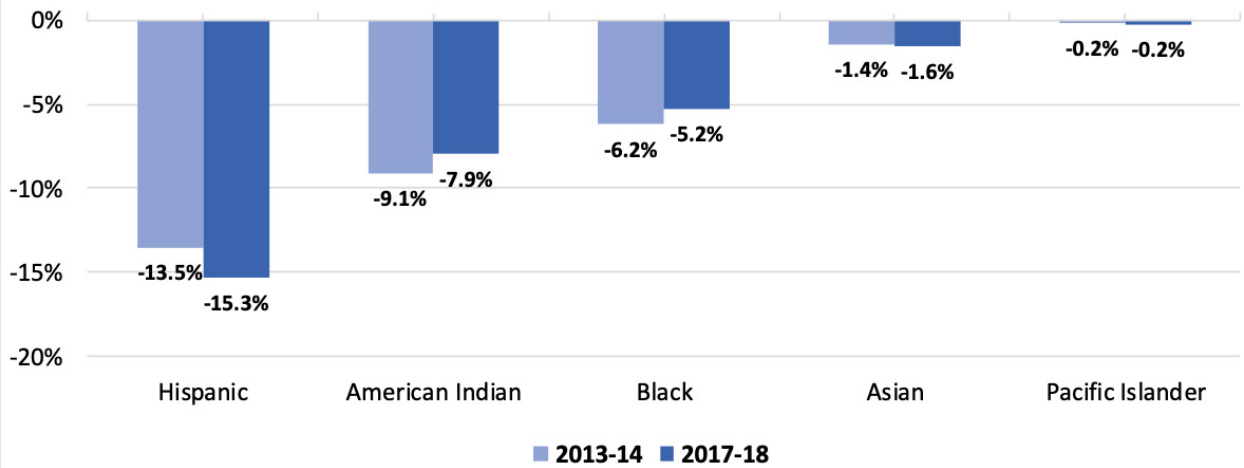
GRANTS

The State Department of Education was awarded the following federal grants in October 2018. Priorities in each of these grants address teacher training and professional learning intended to increase teacher retention.

- Troops to Teachers – \$1,245,170 over five years
- Project GET FIT! - \$1,825,000 over 5 years
- Native Youth Community Partnership - \$3,992,364 over 4 years
- Project AWARE - \$8,616,110 over 5 years
- School Climate Transformation - \$3,729,615 over 5 years
- Oklahoma Prevention and Mental Health Project - \$148,661 over three years
- Oklahoma Violence Threat Assessment Project - \$249,684 over 3 years
- Oklahoma School Emergency Management - \$3,740,874 over 5 years

ADDITIONAL RESEARCH FROM THE OSDE SUPPLY AND DEMAND REPORT, DECEMBER 2018

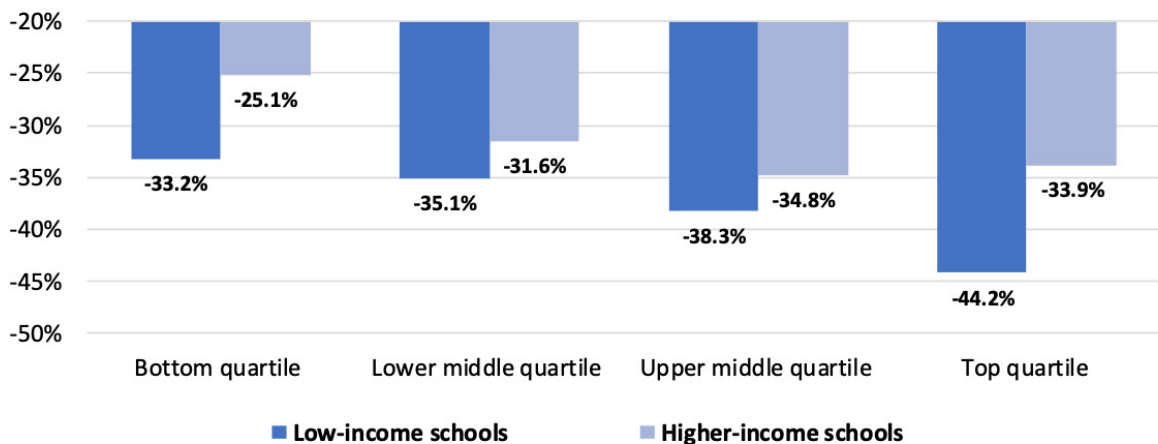
**Student-teacher racial disparity gaps in public schools
2013-14 & 2017-18**



Note: The racial disparity gap is the difference in the proportion of teachers and students as defined by Putman, Hansen, Walsh, & Quintero, 2016. Racial categories exclude persons of Hispanic ethnicity. People of Hispanic ethnicity are classified as such regardless of race.

- The Hispanic ethnic/racial group shows the largest gap in both years (2013-14 and 2017-18).
- The Hispanic gap has increased between 2013-14 and 2017-18 by 1.8 percentage points.
- In contrast, the gap for other minority groups (i.e. nonwhite) has decreased over the five-year period.
- Across schools, the typical minority gap rate is 40.0 percent.

**Student-teacher minority gap rates by school size and income status
2017-18**



Note: The minority gap is the difference in the proportion of minority students and minority teachers within each school. Higher-income schools are defined as schools where less than 50 percent of the students are economically disadvantaged, i.e., eligible for a free or reduced lunch.

- The typical minority gap rate across schools is 40.0 percent.
- Minority gap rates are consistently higher for low-income schools than for higher-income schools (2017-18).
- The quartile with the largest gap (10.3 percentage points) is the top (i.e., schools with the largest school enrollment), and it is closely followed (8.1 percentage points) by the bottom school size quartile

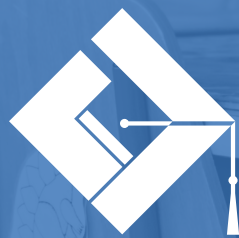
2017-18 CALCULATION OF DISPROPORTIONATE RATES OF ACCESS TO INEFFECTIVE, OUT-OF-FIELD OR INEXPERIENCED TEACHERS

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	0.08%	0.08%	3.57%	0.63%	22.08%	4.96%
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	0.00%		2.95%		17.12%	
Minority students enrolled in schools receiving funds under Title I, Part A	0.10%	0.09%	3.72%	0.72%	24.48%	7.32%
Non-minority students enrolled in schools not receiving funds under Title I, Part A	0.01%		3.00%		17.17%	

Note: The new definitions related to disproportionate access to educators, released in the Oklahoma ESSA Consolidated State Plan, are incorporated in this year’s calculations. Detailed information can be found on the [Oklahoma State Department of Education’s](#) website

NEXT STEPS

The OSDE wishes to continue seeking recommendations from this task force specifically targeted toward quality and diversity of Oklahoma’s talent pool. A teacher shortage task force working group will convene in Fall 2019 under the structure of a teacher table, allowing the opportunity to increase teacher participation as required by the CCSSO-sponsored initiative.



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