

Teacher Recruitment and Retention: Then and Now

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Session Summary

This session will demonstrate how CSU, Stanislaus and the partner schools in the CREDE grant developed dialog and collaboration that impacted teacher recruitment, retention and quality.

The session will involve a brief discussion of changes in the recruitment and admissions process at CSU, Stanislaus and the impact of the grant on recruitment and retention of student teachers and teachers.

In addition, principals from the partner schools will share their views of the impact of grant activities on teacher recruitment, retention and quality in their schools and districts.

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Grant Activities Relevant to Recruitment and Retention

Recruitment of Candidates -

- Meetings/Orientation of Multiple Subjects Credential Program (MSCP) Candidates
- Scholarships Opportunities
- Training Opportunities
- Meetings w/ School Personnel

Retention -

- Scholarships
- Regular meetings with candidates
- Disciplinary & T Ed Faculty Subject meetings
- Candidate, Teacher, & Faculty CREDE Training & Coaching
- Student-teaching w/ CREDE-trained Master Teachers

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Impact of Recruitment and Retention Activities at CSU, Stanislaus

Recruitment Results

- Processes**
 - One-stop admissions sessions
 - Change in CSET requirements (2 of 3 areas)
 - Orientations by Depts. of Teacher Education & Liberal Studies
- Incentives**
 - Scholarships
 - Field experiences at schools with CREDE-trained master teachers
 - More CREDE Pedagogy Training & Coaching

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Impact of Recruitment and Retention Activities at CSU, Stanislaus

Recruitment Results

- Number of Scholarships
 - Prior to Grant = 14
 - During the Grant = 114 (14 +100 CREDE)
- Number of Candidates
 - Mean Prior to Grant = 407
 - Mean During the Grant = 409

Retention Results

- Completion Rates
 - Prior to Grant = 70.5%
 - Mean During the Grant = 59.9%
 - CREDE scholarship recipients = 98.0%

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Impact on Recruitment and Retention and CSU, Stanislaus and in Schools

Methodology

Design – Mixed Methods

Targets

- Three HR Directors, three Principals, 34 Master Teachers (MTs), 10 Student Teachers (STs)
- Three school sites in three school districts

Instruments

- Surveys for Student Teachers & Master Teachers
- Individual interviews with Principals & HR Directors
- Focus groups with Master Teachers

Timeline – Spring 2008

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Impact of CREDE on Recruitment

Median Survey Responses

Student Teachers

- Somewhat Agreed - CREDE had enabled collaborations to recruit teacher candidates

Master Teachers

- Agreed - Candidate interest in CREDE pedagogy is important in the selection process at this school.
- Agreed- Previous CREDE training would be important in the selection of a new teacher at this school.
- Somewhat Agreed - CREDE had enabled collaborations to recruit teacher candidates

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Impact of CREDE on Recruitment

Interviews and Focus Groups

HR Directors -

- One Director - One school hired CREDE teachers & recommended them to others
- Two Directors - Got to see STs and guest teachers and encouraged them to apply for openings
- Would hire CREDE teachers if there were openings

Principals -

- Used pool of STs to make selections
- Two schools: all teachers CREDE-trained, a hiring criterion
- One principal hired CREDE teachers & would hire more if he had an opening. Recommended STs to others

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Impact of CREDE on Recruitment

Interviews and Focus Groups

Master Teachers (MT)

- CREDE training was a criterion in selecting STs
- CREDE-trained STs fit well with the schools' philosophies: focus on language development, student engagement, collaboration
- CREDE-trained STs developed strong working relationships with the CREDE-trained MTs: collaboration, professional conversations
- In one case where the ST was not CREDE-trained, the MT had to be clear that CREDE was to be used in her classroom

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Impact of CREDE on Retention

Median Survey Responses

Student Teachers -

- Strongly Agreed - The project provided STs the necessary conditions for modeling, learning, and supporting effective teaching strategies for diverse learners.

Master Teachers -

- Agreed - The opportunity to receive CREDE training is an incentive to stay at a school.
- Agreed - Working with other CREDE trained teachers is an incentive to stay at a school.
- Strongly Agreed - Having access to STs who have received CREDE training is an incentive to stay at a school.
- Somewhat Agreed - The project enabled collaborations between CSUS and LEA to support and train teacher candidates to meet LEA short term and long term goals.

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Impact of CREDE on Retention

Interviews and Focus Group Themes

HR Directors –

- CREDE does not seem to play a role in teacher departures: factors include person circumstances, budgetary constraints, few vacancies

Principals –

- Two schools - being CREDE-trained or being willing to be trained was a condition for employment
- Principals encouraged CREDE STs to apply for positions
- CREDE-trained STs fit well with the schools' philosophies: focus on language development, student engagement, collaboration
- Principals observed teachers (& STs) more engaged in professional conversations in meetings & casual interactions

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Impact of CREDE on Retention

Interviews and Focus Groups

Master Teachers-

- Two schools – CREDE-trained STs deliberately matched to CREDE MTs
- In deliberate CREDE STs and MTs matches, the focus was on working relationships:
 - Matched philosophy of school and teacher
 - Had common vocabulary and conceptual base
 - Collaborated & shared ideas, planning
- **Beginning Teachers (BT)**
 - New BTs trained & coached by veteran CREDE MTs
 - BT's learned more about doing CREDE centers MTs
 - Coaches helped BTs focus improvement
 - Some BT's had no CREDE coaches, but had BTSA coaches

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Impact of CREDE Activities in Instructional Practice

Teaching Characteristic	Median Usage Times per week	
	Before CREDE	After CREDE
I have students work with others.	2-3	4-5
I implement activities which allow small groups of students and the teacher to produce products or new knowledge.	Once to 2-3	2-3
I engage students through dialog.	2-3	4-5
I plan and implement activities which engage students in sustained conversation, reading or writing.	Once	2-3 to 4-5
I focus on developing content appropriate vocabulary and language.	2-3	4-5
I plan and implement activities which draw from students' community and home experiences to help them apply new skills.	2-3	2-3
I engage students in challenging activities that require complex thinking.	2-3	2-3
I engage in conversations with students in which we relate students' formal, school knowledge to students' individual, community, and family knowledge.	Once	2-3

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Impact of Recruitment Activities in School & Districts: Reflections from Districts

- ❑ CREDE training and scholarships attracted students to CSU, Stanislaus
- ❑ It is easier to recruit teachers through CREDE and retain them. They want to be part of this exciting project.
- ❑ Teacher Characteristics CREDE vs NonCREDE
Common Purpose between all CREDE partners

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Impact of Retention Activities in Schools & Districts: Reflections from Districts

- ❑ Schools did recruit CREDE-trained student teachers for student teaching and teaching positions
- ❑ Teacher Efficacy and Competence
Professional ethics learned
Relationships between CREDE candidates, supervising teacher, and District Partners
- ❑ Teachers appreciate the retention activities. They feel they have become better teachers.
- ❑ Quality
Moral Dimensions of Teaching
Creativity and Teacher Professional Competence
Student Learning-Cause and Effect

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Impact of Retention Activities in Schools & Districts: Reflections from Districts

- ❑ Teachers become skilled at writing genuine student-centered lesson plans that engage & interest students.
- ❑ Teachers receive extensive coaching to improve their craft and become comfortable the CREDE model.
- ❑ CREDE-trained teachers more likely to get positions at CREDE schools.
- ❑ Through CREDE trainings teachers bond with colleagues.
- ❑ Teachers appreciate retention activities & feel they have become better teachers.

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