

MUS Rural Educator Recruitment/Retention Taskforce

September 21, 2016

2-3 pm, Conference Call

Taskforce Membership:

Dr. Roberta Evans, University of Montana

Dr. Jayne Downey, Montana State University

Dr. Mary Susan Fishbaugh, Montana State University Billings

Dr. Vikki Howard, University of Montana Western

Dr. Carol Reifschneider, Montana State University Northern

Mr. Dennis Parman, Montana Rural Educators Association

Dr. Kirk Miller, School Administrators of Montana

Ms. Mandy Smoker Broaddus, Office of Public Instruction

OCHE:

Dr. John Cech, Deputy Commissioner, Academic & Student Affairs

Ms. Angela McLean, Director, AIMA & K-12 Partnerships

Notes:

1. Welcome from John Cech, OCHE:
2. Angela McLean, OCHE:
 - a. It's imperative that we mitigate teacher shortages in rural Montana
3. John Cech: Scope of Work for the Task Force:
 - a. We began with panel at MSU Northern
 - i. There is a recording of the panel; contact John Cech for access
 - b. BOR asked that we investigate rural teacher shortages
 - i. BOR and Commissioners want us to move quickly
 - ii. This group should focus on what MUS can do
 - iii. The Commissioner would like us to prepare to address the March BOR meeting in Helena
 - iv. Refer to attached documents requested by the Legislative Audit Division for figures of teachers in training and shortages
4. Mary Susan Fishbaugh, MSU-B:
 - a. We have consistent data about where student teachers were placed
 - b. The data makes sense given that there is more urban demand
 - c. 1/3 of our student teachers are placed in rural schools
 - d. Which brings up the question: What is the goal?
 - i. Billings has student teachers in Malta, reservations, etc.

5. John Cech, OCHE:
 - a. The goal: What ideas can we come up with as a task force to increase the opportunities for rural communities to secure the teachers they need?
 - i. Several districts are nearing a crisis situation with vacancies
 - ii. The BOR is looking to this task force to re-evaluate what we're doing and think creatively
6. Dennis Parman, Montana Rural Educators:
 - a. There has been placement in rural communities, but it's short
 - b. 70% of students are in urban areas, 30% in rural
 - c. But most schools are rural areas by number
 - d. If you can get someone in a rural community as a student teacher, the likelihood of them staying in that community is far higher
 - i. Housing is an issue
 1. 8 school districts have low or no-cost housing for teachers
 - e. The teacher shortage has to be addressed via a multi-faceted approach
 - i. We need to increase our pool of candidates
 1. Licensure changes
 2. University System initiatives
 3. Salary increases
 4. Loan repayment
 - f. The goal is to see those percentages increase; let's hope for percentages in the mid-30s
7. Mary Susan Fishbaugh, MSU-B:
 - a. Many students in our educator prep program are place-bound in Billings, they have homes, families
 - b. You can't count place-bound students toward people who will go out to rural areas
 - c. You need people who are young, single, etc.
 - d. We do have students in this category in Billings
 - i. They had 5 student teachers this spring that went back to the High Line after being at MSU-B
 - e. People who are in MUS from out of state are unlikely to student teach in rural Montana
 - f. Housing and loan repayment are pieces of the puzzle; recruiting students from rural areas who want to go back and teach in their home communities is a big piece too
 - i. 22 year olds like to be where the action is; that can draw them to cities
8. Angela McLean, OCHE:
 - a. We have opportunities through student teaching models like the one proposed by Howard at UM Western that would pipeline students into rural schools
 - i. Housing can help
 - b. MSU-B might need a different approach
 - i. Perhaps we need dual enrollment, educator prep
 - c. We might not want to use the same approach at all campuses; we want to think openly
9. Mary Susan Fishbaugh, MSU-B
 - a. MSU-B has a partnership with OPI and Special-Ed, which is focused on rural schools
 - b. The best results are with people who are from rural schools and want to go back to their home community to teach

- c. Student teaching to employment is a good model for students who can relocate
10. Kirk Miller, School Administrators of Montana:
- a. It would be good for us to know about place-committed students
 - i. How do these correlate with regional teacher education programs?
 1. MSU Northern had a program that was around for a long time, and now we have a big shortage along the High Line
 - a. Do we have the right alignment of education programs to ensure that kids are going back and serving all areas of Montana?
 - b. We need an understanding of recruitment and retention efforts like Rise for Montana
 - i. We need to find out about surveys that have been done that point to solutions in teacher retention
 - c. We need to be able to embrace that education is a career pathway
 - i. Educators Rising looks at these issues
 - ii. We need to establish a connection to the University System
 - iii. Where do you begin that process?
 1. Pathways of dual credit
 2. that lead to student teaching
 3. which lead to placement in rural areas
 4. which includes loan forgiveness
11. Mary Susan Fishbaugh, MSU-B:
- a. There are national efforts that are going into teacher recruitment
 - b. We need to see how these are applicable to Montana
12. Kirk Miller, School Administrators of Montana:
- a. There are national reports on teacher shortages and retention, BUT...
 - b. Rise for Montana
 - i. We need to look at Montana and the region and think less about nationwide
 - ii. Northwest Education Regional Lab
 1. Includes AK, WA, ID, OR, WY
 2. See what these states are doing
 - iii. National reports say that enough teachers are being prepared, but they're not going to the right areas
 - iv. Rise for Montana found different results for teacher retention than the Ingersall report
13. Jayne Downey, MSU:
- a. Local context is really important
 - i. It would be helpful to have concrete data about the nature of the crisis
 1. We know there is a shortage
 2. Are there specific disciplines, geographies that are lacking?
14. Kirk Miller, School Administrators of Montana:
- a. This group should try to compile this data
 - b. NW Education Lab is willing to do a survey in Montana
 - c. Rise for Montana has identified recruitment issues
 - i. Make licensure requirements as flexible as possible

1. Are we losing people due to burdensome requirements?
15. Jayne Downey, MSU:
 - a. Loan forgiveness can be a piece of the recruitment puzzle
 - b. Rural schools should qualify for loan forgiveness at the national level
 - c. How do we get that?
16. Dennis Parman, Montana Rural Educators:
 - a. Superintendents of rural schools don't know enough about loan forgiveness programs
 - i. It could be a great recruitment tool but they don't know about it
 - ii. Turnover of school leaders in the state is relatively high
 - iii. You need to have a constant reminder of the programs they can use for recruitment and retention
17. Vikki Howard, UMW:
 - a. Report on the calls she's fielded:
 - i. The need is across the board
 - ii. Don't try to recruit people who don't have exposure to rural areas
 - iii. Teach for America and such people leave
 - b. We need to rethink teacher education
 - i. We even see shortages in Butte
 - c. We would really need to reconsider the essence of teacher education and preparation
 - d. We need to be able to get the education post-bac to work for teachers
 - i. Shorter time to degree, less of a financial burden
18. John Cech, OCHE:
 - a. Online delivery of programs could help
19. Angela McLean, OCHE:
 - a. We should involve Tribal Colleges, rural community colleges in getting teachers in the pipeline
 - b. Question for Dr. Miller
 - i. Can we move forward on the data we have?
 - ii. Or do we need to collect more data?
 - iii. How long would it take us to get this data?
20. Kirk Miller, School Administrators of Montana:
 - a. We need to move beyond anecdotal information
 - b. Collect data from campuses about teacher satisfaction and what keeps teachers going
 - i. Rise for Montana has more info about current teachers, less on early career and students
 - ii. NW would continue to help
21. Mary Susan Fishbaugh, MSU-B: Next steps, review of topics:
 - a. **Where are there shortages?**
 - b. **What are the shortages?**
 - c. **What are we already doing?**
 - d. **What are the federal and state programs around loan forgiveness?**
 - i. **OPI might have some of this information**
22. Angela McLean, OCHE:
 - a. OCHE and OPI can provide a lot of this data

- b. **What efforts are currently going on in the MUS?**
 - c. **We should reach out to NW to get more data?**
 - i. **Many states in our region have the same issues**
 - ii. **This could complement, not replace our data**
23. Carol Reifschneider, MSU-Northern (Likely):
- a. **Further investigation of our current data is needed**
 - i. **Where are our students coming from?**
 - ii. **Where can we pick up recruitment efforts?**
 - 1. **Using this with younger recruits, students, not just with current teachers**
24. Dennis Parman, Montana Rural Educators:
- a. Shelby Public Schools offers a 5k signing bonus
 - i. It was not too effective
25. Kirk Miller, School Administrators of Montana:
- a. The group could conduct a survey of school district superintendents on what works in recruitment and retention
 - i. Starting new teachers at step 3 on salary schedule
26. Angela McClean, OCHE: Recap
- a. We have a couple of conversations going on:
 - i. One about retention incentives in Montana
 - ii. We're also looking for more data
 - 1. We need districts around the state to look into this
 - 2. **How are students receiving teacher education?**
 - 3. **What are the numbers in terms of place-based students?**
 - iii. Our campuses should inventory what efforts they're making around retention
27. John Cech, OCHE:
- a. Questions for the team to consider:
 - i. **What is the enrollment in each of our teacher education programs?**
 - ii. **What is the capacity?**
 - iii. **Can we grow those programs?**
 - iv. **How do we get that information?**
 - 1. **This information would need to come from the campuses**
 - b. Dan Kaiserski will conduct Doodle poll for next meeting via conference call
 - c. We may want to meet in person at some point
 - d. Create a space on our website to have the notes from these meetings available