

Attract Strategies Role Guide

	State education agency role	Educator preparation program/ community college role	District role
Grow your own programs	<ul style="list-style-type: none"> • Offer competitive grants to districts to establish Grow Your Own (GYO) programs in shortage areas, including special education. • Secure private funding to establish statewide or regional GYO programs in shortage areas, including special education. • Offer guidance or resource documents to educator preparation programs (EPPs) and districts to advance GYO programs in shortage areas, including special education. • Convene stakeholders (EPPs, local education agencies, rural associations, and others) to discuss local challenges, share priorities with each other and the state education agency (SEA), and create GYO partnerships. • Ensure that grants prioritize local needs or gaps by identifying those needs and gaps and offering priority points or similar strategies to target local needs. • Collect and share educator data that other stakeholders can use to inform GYO program development and changes. • Establish marketing materials for statewide use. • Establish standards for EPPs and curricula for education and training programs (for high school students), with an emphasis on shortage areas, including special education. 	<ul style="list-style-type: none"> • Provide on-site, in-district courses to paraprofessionals working toward certification in shortage areas, including special education. • Partner with districts to establish a GYO program for current EPP students, paraprofessionals, and future educators (high school students). • Offer dual credit for EPP courses—and potentially other core courses—in partnership with districts to expand recruitment, matriculation, and the pipeline of future teachers. • Work with districts—and the SEA as needed—to count classroom experience as a paraprofessional as field experience in the EPP. • Create marketing materials for use in districts that clearly define the path, costs, and next steps for educator preparation. • Determine if current pathway(s) to certification meet district staffing needs. If not, determine demand and look to revise the current model and/or embrace a new model. 	<ul style="list-style-type: none"> • Work with the SEA, local businesses, career and technical education specialists, and EPPs to develop a GYO curriculum. • Work with EPPs—and the SEA as needed—to allow classroom experience as a paraprofessional to count as field experience in the EPP. • Work with EPPs and community colleges to offer or expand dual-credit opportunities for educator preparation courses—and potentially other core courses—to increase the pipeline of future teachers.

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Alternative routes to certification	<ul style="list-style-type: none"> Establish a program review that focuses on the integration of evidence-based practices (EBPs), high-leverage practices (HLPs), and practice-based opportunities into coursework and field experiences that align with accreditation and program approval where possible. Conduct a survey to provide statewide data using shortage prediction models, with a specific emphasis on special educators across certification and licensure areas. Sponsor job fairs to recruit individuals into EPPs. Provide program guidelines and rubrics to ensure consistency in the quality of programs. Offer a transitional or provisional credential to individuals enrolled in an alternative program that will enable them to teach full time while they complete the program. Require that funding for alternative preparation programs be targeted toward shortage areas, including special education and/or dual certification in special education. Fund teacher and leader preparation academies that emphasize educator preparation for supporting students with disabilities (SWDs). 	<ul style="list-style-type: none"> Offer in-district training or supplemental coursework for untrained teachers—before they start teaching—that focus on the skills shown in research studies to improve learning for SWDs. Establish strong partnerships with districts to inform alternative teacher certification designs and evaluate effectiveness. Provide strong supervision and mentoring for participants during teaching. Recruit widely and screen and select candidates carefully. Offer peer support with webinars or communities of practice. Continuously assess candidates' performance throughout the program to determine fit. Obtain feedback from districts regarding program effectiveness. Establish educator preparation academies. Apply rigorous selection practices to alternative certification programs to ensure that the most qualified individuals are accepted into EPPs. 	<ul style="list-style-type: none"> Offer in-district training or supplemental coursework leading to certification in lieu of a full-time teacher preparation program. Partner with EPPs to establish coursework to get emergency teachers certified. Establish strong partnerships with preparation programs. Provide strong mentorship for participants during their teaching. Provide principal recommendation in the application. Provide EPP assessments of candidates' performance. Offer paid release days for teachers to attend courses and seminars. Establish educator preparation academies that focus on educator preparation to support SWDs.

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Status of the profession	<ul style="list-style-type: none"> • Launch a public relations campaign to elevate the teaching profession, with an emphasis on critical shortage areas (e.g., special education). • Actively engage teachers’ unions and advocacy organizations in the public relations campaign. • Partner with EPPs and districts to identify faculty and educators to “champion” the public relations campaign. • Create clear pathways for teachers to grow professionally and move into leadership or teacher leader positions. • Actively engage advocacy organizations and the community. 	<ul style="list-style-type: none"> • Partner with SEAs and districts to launch a public relations campaign. • Highlight effective, diverse EPP graduates (e.g., by race, gender, ethnicity, age). • Actively engage advocacy organizations and the community. 	<ul style="list-style-type: none"> • Recognize effective teachers throughout the community. • Establish teacher leader roles. • Partner with SEAs and EPPs to identify effective teachers to “champion” the public relations campaign. • Obtain testimonials from effective, diverse teachers (e.g., by race, gender, ethnicity, age, pathway to teaching) as to why they stay in the profession. • Create clear pathways for teachers to grow professionally and move into leadership or teacher leader positions. • Actively engage advocacy organizations and the community. • Create overall professional working conditions (such as effective school leadership, positive working conditions, teacher support, responsibility, mentoring and induction program, and professional growth opportunities) that attract top candidates to a district.

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Incentives	<ul style="list-style-type: none"> • Work with state legislatures to offer loan forgiveness programs in shortage areas (such as special education) for hard-to-staff schools or districts. • Work with state legislatures to offer increased compensation in shortage areas such as special education. • Promote the portability of tenure across state lines. • Work with state legislatures to cover or reimburse a portion of tuition costs in exchange for teaching in high-need schools or subject areas such as special education. • Work with state legislatures to provide student assistance through service scholarships, low-interest loans, and work-study programs. • Work with state legislatures to offer state income tax credits to educators. • Work with state legislatures to offer college tuition assistance for the children of teachers. • Assist districts in working with teachers' unions to ensure that teachers' salaries are sufficient to achieve improvements in teacher recruitment, retention, and quality so that supply equals demand. • Actively involve teachers and other stakeholders in policy discussions and changes regarding teacher compensation. • Offer long-term teacher salary policies that are market sensitive, competitive, sustainable, and aligned with professional development, teacher evaluation, and hiring practices. 	<ul style="list-style-type: none"> • Identify funds to offset EPP enrollment costs. • Partner with districts to lower enrollment costs. • Partner with districts for dual-enrollment courses at the high school level. 	<ul style="list-style-type: none"> • Evaluate and strengthen teacher compensation packages to attract stronger candidates. • Offer payment for candidates in residency programs and/or student teaching. • Reduce class sizes for new teachers. • Align compensation systems to teachers' roles and responsibilities. • Pay teachers more for more demanding assignments (e.g., high-poverty schools, low-performing schools, teaching in a shortage field). • Provide service scholarships, loan forgiveness, or housing incentives. • Allocate resources and negotiate with teachers' unions to ensure that teachers' salaries are sufficient to achieve improvements in teacher recruitment, retention, and quality so that supply equals demand. • Actively involve teachers and other stakeholders in policy discussions and changes regarding teacher compensation. • Offer long-term teacher salary policies that are market sensitive, competitive, sustainable, and aligned with professional development, teacher evaluation, and hiring practices.

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Preparation program recruitment and selection practices	<ul style="list-style-type: none"> • Conduct and disseminate supply-and-demand studies, with a specific focus on shortage areas such as special education. • Work with legislators to offer loan forgiveness in shortage areas. • Use educator workforce data to identify and prioritize areas to target for pipeline development. • Increase efforts to attract diverse candidates. • Work with legislators to provide student assistance through scholarships, low-interest loans, and work-study programs. 	<ul style="list-style-type: none"> • Increase efforts to attract diverse candidates. • Use supply-and-demand studies to modify recruitment strategies and program offerings. • Cast a wide net, including targeting high school students, paraprofessionals, and mid-career professionals. • Evaluate the effects of recruitment efforts. • Ensure that the pool of teachers is competitive and demonstrates high academic achievement, among other qualifications, so that students are taught by the most qualified teachers. • Ensure that all teacher candidates have the dispositions necessary to become high-quality, highly effective teachers. 	<ul style="list-style-type: none"> • Use educator workforce data to identify and prioritize areas to target for pipeline development. • Increase efforts to attract diverse candidates. • Offer the SEA and EPP data on workforce needs. • Create messaging strategies to encourage individuals who are undecided about whether to return to the profession after some time out (e.g., maternity or paternity leave, retirement, or other reasons) to return to teaching. • Incorporate consideration of teacher leadership in the recruitment process (e.g., teacher leadership, diversity of expertise, differentiated staffing structures).

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District recruitment and hiring practices	<ul style="list-style-type: none"> • Conduct and disseminate supply-and-demand studies, with a specific focus on shortage areas (e.g., special education). • Offer incentives for retired teachers to return to the profession. • Work with legislatures to enact legislation that <ul style="list-style-type: none"> • allows flexibility in district recruitment. • permits retired teachers to receive a salary without any reduction in Social Security and Medicare benefits. • provides housing assistance to public school teachers. • offers state income tax credits. • offers college tuition assistance for the children of teachers. • Set state-level recruitment targets based on appropriate goals, monitor progress, and use data to judge where the state has been successful and where it needs to improve. • Encourage diverse partnerships between EPPs and districts. • If possible, provide state-level technological support for recruitment and hiring processes (e.g., overviews of district and school characteristics, job hub). 	<ul style="list-style-type: none"> • Communicate with districts regarding candidates approaching graduation, including those certified in shortage areas such as special education. • Use supply-and-demand studies to modify recruitment strategies and program offerings. • Assess district hiring rubrics to help in program design. • Partner with districts to apply for Teacher Quality Partnership Grants. 	<ul style="list-style-type: none"> • Establish strategic recruitment systems that engage top candidates through outreach using technology. • Simplify and streamline hiring processes. • Set early staffing decision timelines (voluntary transfers, resignations, and hiring) to ensure selection from among the strongest candidates. • Develop a recruiting and screening process to identify high-quality personnel, including those with experience teaching SWDs. • Use online recruiting and hiring options to reach a larger pool of candidates. • Hire based on fit, not on word of mouth. • Establish high and unyielding standards in identifying teacher candidates. • Use available tools to evaluate district hiring practices. • Develop a rubric for candidate evaluation to ensure that candidates are measured based on a consistent standard aligned to the role(s). • Create opportunities for professional growth (e.g., teacher career ladders, teacher leadership opportunities). • Evaluate the effects of recruitment efforts. • Offer incentives for retired teachers to return to the profession. • Revise timelines for voluntary transfers or resignations to identify hiring needs early. • Reduce teaching loads for new teachers. • Set district recruitment targets aligned to appropriate goals to maintain continuous improvement, monitor progress, and use data to judge where the district has been successful and where it needs to improve.

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Credential reciprocity	<ul style="list-style-type: none"> Establish reciprocity agreements across states, especially for shortage areas (e.g., special education). Acknowledge tenure status and years of experience worked in other states, especially for shortage areas (e.g., special education). Establish cross-state teacher pension portability. Participate in the Interstate Agreement of the National Association of State Directors of Teacher Education and Certification. Provide incentives to attract National Board–Certified Teachers. 	<ul style="list-style-type: none"> Familiarize faculty with any unique requirements (e.g., additional coursework, classroom experience) in the Interstate Agreement and/or reciprocity agreements with other states. 	<ul style="list-style-type: none"> Provide incentives for National Board–Certified Teachers. Provide documentation of teaching experience and educator effectiveness/evaluation results to the state licensure department.

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Workforce diversity	<ul style="list-style-type: none"> • Initiate culturally responsive hiring practices within the SEA. • Use an understanding of where the pipeline is growing to close diversity gaps. • Cover or reimburse a portion of tuition costs in exchange for teaching in high-need schools or subject areas. • Modify admission policies and student financial aid to high-quality EPPs, making it more affordable for candidates from minority backgrounds. • Establish teacher residencies. • Provide ongoing mentoring and support. • Provide additional funding and grants for EPP candidates and teachers to further develop their multicultural awareness. 	<ul style="list-style-type: none"> • Initiate culturally responsive hiring practices. • Determine where the pipeline is growing as a way to identify and close diversity gaps. • Increase the pipeline of a diverse educator workforce. • Establish teacher residencies. • Provide ongoing mentoring and support. • Establish conditional admission policies for evaluating candidates, using a set of special criteria. • Develop course articulation agreements with community colleges (e.g., 2+2 programs). • Conduct information sessions about EPPs in a variety of settings. • Require training in multicultural awareness. 	<ul style="list-style-type: none"> • Initiate culturally responsive hiring practices. • Use an understanding of where the pipeline is growing to identify and close diversity gaps. • Increase the pipeline of a diverse educator workforce. • Provide ongoing mentoring and support. • Partner with EPPs to establish teacher residencies. • Develop relationships with additional diverse potential applicant pools and document these relationships. • Emphasize the elimination of bias. • Consider partnerships with residencies, community colleges, and other organizations as an approach to recruit diverse candidates in addition to district-EPP partnerships.



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