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The data and the story: educator shortage in Washington State

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Executive summary

Is there an educator shortage in Washington State? Yes. The shortage, however, is complex, and cannot be described from just one perspective or one set of data. There is a shortage of teachers in certain content areas. There is a shortage of educators in certain geographic regions in our state. There is a shortage of educators who reflect the racial, ethnic, and linguistic demographics of our students.

This report provides data on indicators of the educator shortage in Washington State and highlights current approaches to addressing the educator shortage.

The Professional Educator Standards Board (PESB) has produced a series of reports and information relating to the educator shortage, from a 2012 report on educational staff associates (ESA) shortages, a 2014 look at best practices to improve recruitment and retention of underrepresented populations, to a 2015 report on the teacher shortage. In addition, PESB provides an annual federal report on educator shortage areas.

An in depth look at persistence data shows that teacher hiring activity has significantly increased in the last ten years while the number of completers of teacher preparation programs remains relatively stable. In addition, the number of limited certificates issued in the past six years has more than tripled while the Washington State student population has increased. The one-year, three-year, and five-year persistence of Washington State teachers is included in this report.

Along with an overall teacher shortage in our state, we are seeing an extreme shortage of teachers who reflect the diversity of our students. Only about 11% of our teachers are teachers of color, while almost 50% of our students are students of color. Discrepancies of representation between teachers of color and white teachers appear across the career continuum, from pre-service assessment, to hiring, to persistence. This report includes data on new teacher employment demographics and persistence for teachers of color.

Educator shortages can broadly relate to access to preparation programs and certification and interest and motivation in pursuing teaching.

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Improving access to preparation programs includes addressing testing barriers, facilitating a paraeducator career ladder, and addressing first tier and second tier licensure issues for teachers coming to Washington from out of state. Grow your own (GYO) initiatives play an important role;these include Alternative Routes to Certification, Educator Retooling Conditional Loan Scholarship, and GYO Regional Recruitment and Guidance.

Approaches to addressing interest and motivation in pursuing teaching include the GYO program Recruiting Washington Teachers (RWT); improving educator recruiting, induction, and retention; educator professional growth and leadership opportunities; and increased compensation.

Diverse students and educators are a tremendous asset to our state and workforce. We are committed to lifting up those assets, as well as addressing inequities, disparities, and barriers within the overall education system.

Often in discussions of educator shortage issues, there is a tension between addressing shortage from a standpoint of filling open positions, and addressing how we prepare and credential educators. We do not want shortage to compromise preparation and credentialing--thus, in addressing educator shortage in this state, we need to amplify our approaches, those described in this report and those still being developed.

Washington State has an opportunity to elevate our education system by supporting diverse pathways into education; strategic investment for professional development in the workforce; and policy change that prioritizes access and retention in the profession.

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1. Educator shortage: stories from the field.
    a. Liliya: Having my Credentials Evaluated Opened my Life
    b. From the community: Finding a teacher for a small rural school district
2. Indicators of an educator shortage: Data reflecting an educator shortage in our state.
    - Employment and Shortages
    - Shortage of teachers who reflect the racial and ethnic demographics of our students

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        - Preparing, Hiring, and Retaining Teachers of Color
        - Paraeducators in Washington State
        - Content area shortages
        - Brain Waste

3. Approaches to addressing the educator shortage: Current approaches and promising practices being taken to address the educator shortage.
   Teacher shortages can broadly relate to (a) Access to preparation programs and certification, and (b) Interest and motivation in pursuing teaching.

    a. Access to preparation programs and certification. Approaches to addressing access include:
        - Addressing testing barriers
        - Approaches to address the teacher shortage through Grow Your Own programs:
            - Alternative Routes to Certification; Educator Retooling Conditional Loan Scholarship; Advancing Equity Grant; Teaching Equity Grant Partnership; Regional Recruitment and Guidance
        - Approaches facilitating a paraeducator career ladder
        - Addressing first tier and second tier licensure issues for teachers coming in from out-of-state

    b. Interest and motivation in pursuing teaching. Approaches to addressing interest and motivation in pursuing teaching include:
        - Recruiting Washington Teachers (RWT): a Grow Your Own approach to address the teacher shortage
        - Recruiting and Hiring Educators
        - Induction and Retention
        - Educator professional growth and leadership opportunities
        - Compensation

4. Around the state

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Liliya: Having my Credentials Evaluated Opened my Life

My name is Liliya and I am from Ukraine. Ever since I was a child I have always loved the English language. The sounds and culture fascinated me so much that I started learning English at a young age (in addition to Romanian, Russian, and of course Ukrainian). I lived this passion all the way to the University of Moldova where I earned a degree in English and planned to become a teacher. Right after graduation, my husband and I were married in anticipation of the opportunity to immigrate to the U.S. with his family. We arrived in Seattle with no social network and uncertain how we would make a life for ourselves.

My love for English meant I was fluent and could find employment rather quickly but coming from a Soviet nation, where choices were often dictated, I was unaware of my career options. When I arrived, I was never asked about my education level by any of the immigrant assistance agencies and I never thought to question it. So I took the first job I could find at a fast food restaurant. Years went on and I continued working in fast food, doing what I needed to do to support my family. Yet my passion for English and education never went away. I had friends who encouraged me to “follow my dreams.” I saw no viable way out of my current situation until I learned of a nearby school district hiring interpreters. Although I speak Romanian, English, Ukrainian, and Russian I did not realize these were skills that were desirable to a school district and furthermore could gain me employment in the education field.

So I called the district every day until they finally hired me as an interpreter. This led me to later become a paraeducator.

I came alive when I was in the classroom with students. Although I experienced a lot of skepticism and bias around my abilities, some of my colleagues saw me as a natural instructor. When they learned of my degree from Moldova, they encouraged me to become a teacher. Even though the certification process is very expensive, my husband agreed that, after years of working in a low-wage job wasting my potential, it was time to pursue my dream. I was surprised to learn that my degree from Moldova was considered equivalent to a master’s degree in the U.S. Nonetheless, I worked to obtain my teacher certification and began teaching much sooner than I expected.

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After a total of 10 years teaching in the classroom, today I work as a district administrator to support English language learner students in one of the most ethnically diverse school districts in the country. I'm very fortunate for the support I have received that pulled me out of my fast food job and led me to a brighter future. I love the U.S. and the life my family has built here; we feel a deep desire to give back to the community that gave us so much. Yet I can't help but wonder about others like me – foreign educated immigrants – who were never asked about their education when they arrived, nor had the opportunity and support to realize their full potential ("Reducing Brain Waste…").

Insert citation here:

Reducing Brain Waste: Creating Career Pathways for Foreign-Educated Immigrants in Washington State. One America, 2015, weareoneamerica.org/wp-content/uploads/Brain_Waste.pdf.

From the community: Finding a teacher for a small rural school district

Located where the mountains run into an arm of the Puget Sound, getting to one small rural school district on the Olympic Peninsula is not easy. From one direction, the approach is a narrow road perched precariously where the mountains and water meet. On another side, the approach is across a long floating bridge which closes for marine traffic and stormy conditions.

The educator shortage in rural areas can be acute. Educators enjoy working in this particular school district, yet it can be hard to attract individuals to move to the community for a job.

Several years ago, the longtime Spanish teacher retired. The district posted the Spanish position … and it remained posted for two years without being filled.

What happened in the two years this position was open? A series of short and long term substitutes stepped in. Other teachers subbed during their planning period. Then, to keep continuity for the students, the principal herself took primary responsibility for teaching the class. A Spanish teacher was desperately needed--students, and student learning, was suffering.

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Finally, a candidate for the position was found. Born and raised in the community, he spoke Spanish, but didn't have a teaching certificate. The school district hired him on a conditional certificate, and he worked hard to establish rapport with the students and initiate classroom learning routines. He wanted to pursue a career in teaching, and by the next year he had enrolled in one of Washington State's Alternative Routes to Teacher Certification programs. This Alternative Route program offered a hybrid online instructional format, allowing for attendance for educators from rural areas. He has now earned his teacher certificate with endorsements in Spanish, English language arts, and bilingual education.

This teacher's community roots are strong, and he has tied his instruction to the local farming heritage. His students now grow a strain of indigenous corn specially bred for the area--and after growing it, the students themselves grind the corn and make homemade tortillas.

At the school's Dia de Los Muertos celebration, students shared emotional stories of loved ones, and food that they had both grown and cooked at school. The Spanish teacher and his class growing local corn has been a focal point of collaboration with the horticulture and foods teachers, and the work of these teachers and students was a highlight of a county farm tour.

Grow Your Own (GYO) approaches have made an impact: This new Spanish teacher teaches directly across the hall from a new special education teacher. This special education teacher was a longtime paraeducator in the school district and earned her teacher certificate while working as a paraeducator--this is her first year teaching.

The district's Spanish and special education positions are filled. However, the educator shortage continues. Several months into this school year, this small district has open postings for a kindergarten teacher, a math teacher, a paraeducator, a school psychologist, and a school speech language pathologist.

The data and the story: educator shortage in Washington State

Is there an educator shortage in Washington State? Yes. The shortage, however, is complex, and cannot be described from just one perspective or one set of data. There is a shortage of teachers in certain content areas. There is a shortage of educators in certain geographic regions in our state. There is a shortage of educators who reflect the

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racial demographics of our students.

Issues surrounding the educator shortage continue to be a top item in conversations around education policy both in our state and around the nation.

The first portion of this report, (1) Indicators of an educator shortage, focuses on the data reflecting an educator shortage in our state. In the second portion of this report, (2) Approaches to addressing the educator shortage, we look at current approaches and promising practices being taken to address these issues.

Interactive data displays:
To support education stakeholders, including districts, ESDs, and programs, in understanding and making use of data, the PESB has produced interactive data displays regarding a number of shortage-related topics. These displays of data by district can be found on the PESB website at https://www.pesb.wa.gov/district-info. Interactive district workforce information includes data on demographic hiring; in-district teacher persistence; use of limited certificates; and percent of students enrolled in courses with teachers out-of-endorsement.

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1. Indicators of an educator shortage

Perspective is important when considering the educator shortage. If a district is having problems filling a specific position, there is a local shortage. Districts hope for a number of high-quality candidates to select from in their hiring pool, while candidates are looking for open positions in their job type and preferred geographical location. Program providers look at information including what types of endorsements program applicants are interested in, as well as what percentage of their program completers are being hired. From a statewide workforce perspective, educator preparation program production and candidates coming from out-of-state are important considerations.

This report will examine data related to the following:

- Employment and Shortages
- Shortage of teachers who reflect the racial and ethnic demographics of our students
- Preparing, Hiring, and Retaining Teachers of Color
- Paraeducators in Washington State
- Content area shortages

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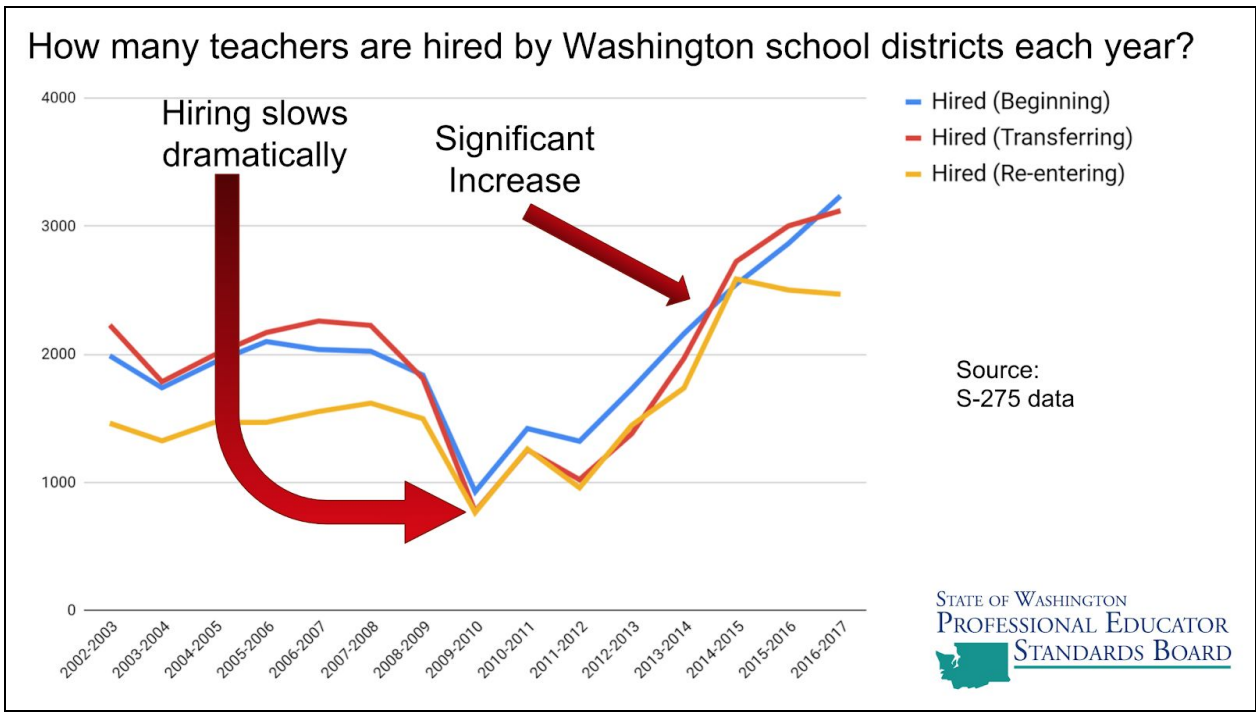
- Brain Waste

Employment and shortages

In the recession of 2009, hiring activity of teachers in Washington State dramatically slowed. Fewer teachers left the system, and fewer teachers moved between districts or schools (“Addressing the Recurring Problem…”).

That has changed. Hiring activity, particularly for beginning and transferring teachers, has significantly increased in the past ten years. Whereas previously there was a relatively high unemployment of graduates looking to become teachers, it now appears that most program completers looking for teaching jobs are finding positions. Those unable to find teaching positions contribute to district substitute pools. Increased hiring means these substitute pools are also diminished.

Figure 1: How many teachers are hired by Washington school districts each year?



Key to Figure 1:

- **Beginning** - An individual who is reported with less than 0.5 certificated years of

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experience.

- **Re-entering** - An individual who was not reported in a certificated capacity anywhere during the previous school year and has at least 0.5 certificated years of experience.
- **Transferring to district** - An individual who was employed in a certificated capacity in another Washington district, private school, another state, or foreign country during the previous school year and has at least 0.5 certificated years experience.

As seen in Figure 1, the hiring of educators re-entering the profession has slowed and even decreased since 2014. This is an indication that the supply of teachers interested in re-entering the workforce has dwindled--many of those interested in re-entering the workforce have already done so.

The same teacher hiring activity data can also be looked at in comparison to number of Washington State teacher preparation program completers each year. The number of teacher preparation program completers has remained approximately the same since 2010, during the time that the number of beginning teachers being hired has increased. Nationwide, the American Association of Colleges for Teacher Education (AACTE) reports an enrollment decline in teacher preparation programs (King).

Figure 2: Number of Washington State teacher preparation program completers versus number of beginning teachers being hired.

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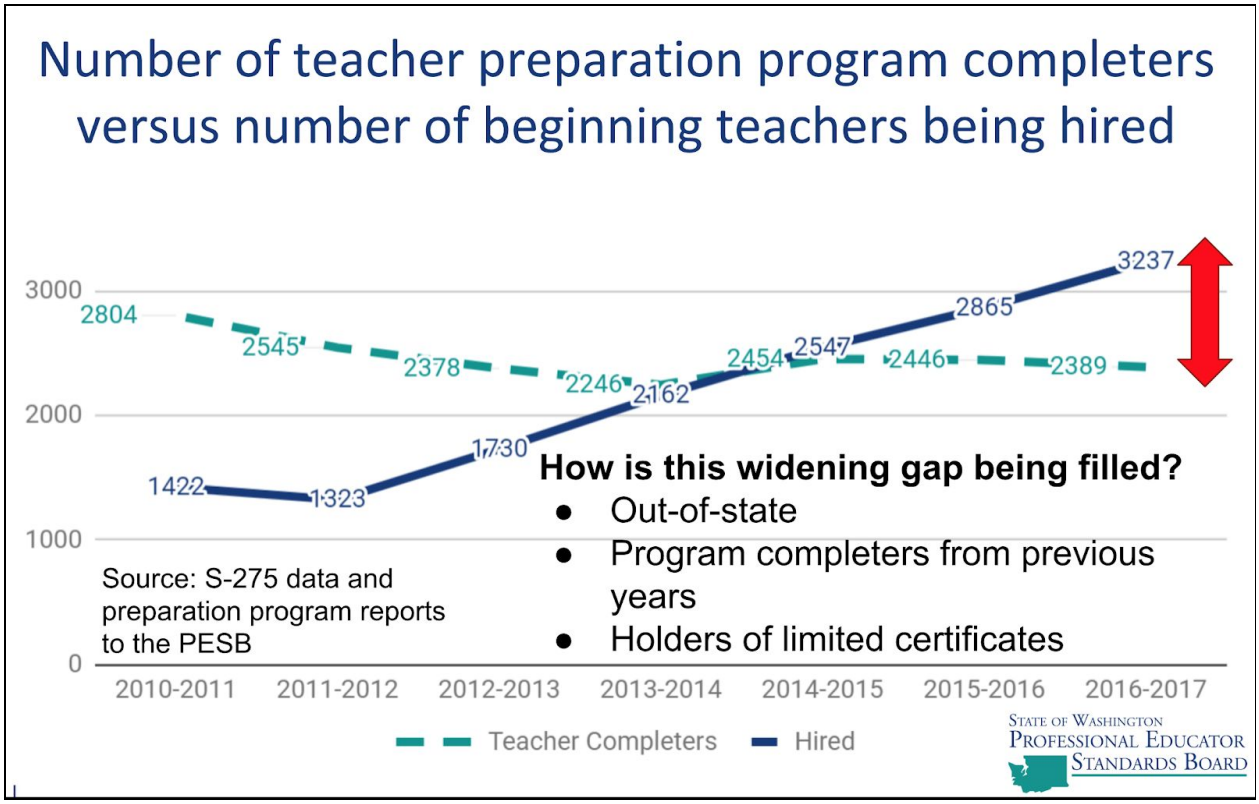

How is this widening gap between the number of program completers and the number of beginning teachers hired being filled? There are three possible sources for these teachers.

First, these teachers may be coming from out-of-state. PESB Washington Administrative Code (WAC) allows for acceptance of completion of every other state's approved teacher preparation programs towards our Washington State certificate. In addition, individuals who hold an out-of-state certificate plus three years of experience in the role may use that towards obtaining a Washington State teacher certificate. More information on Washington State certification for out-of-state individuals may be found in this section.

Second, these teachers may also be program completers from previous years who were unable to find employment in the year they completed their preparation programs, and are now entering the education job market.

Finally, beginning teachers being hired as indicated in Figure 2 may be employed under limited certificates, which may be issued at district request to individuals who have not completewd an educator preparation program. Limited certificates allow for hiring

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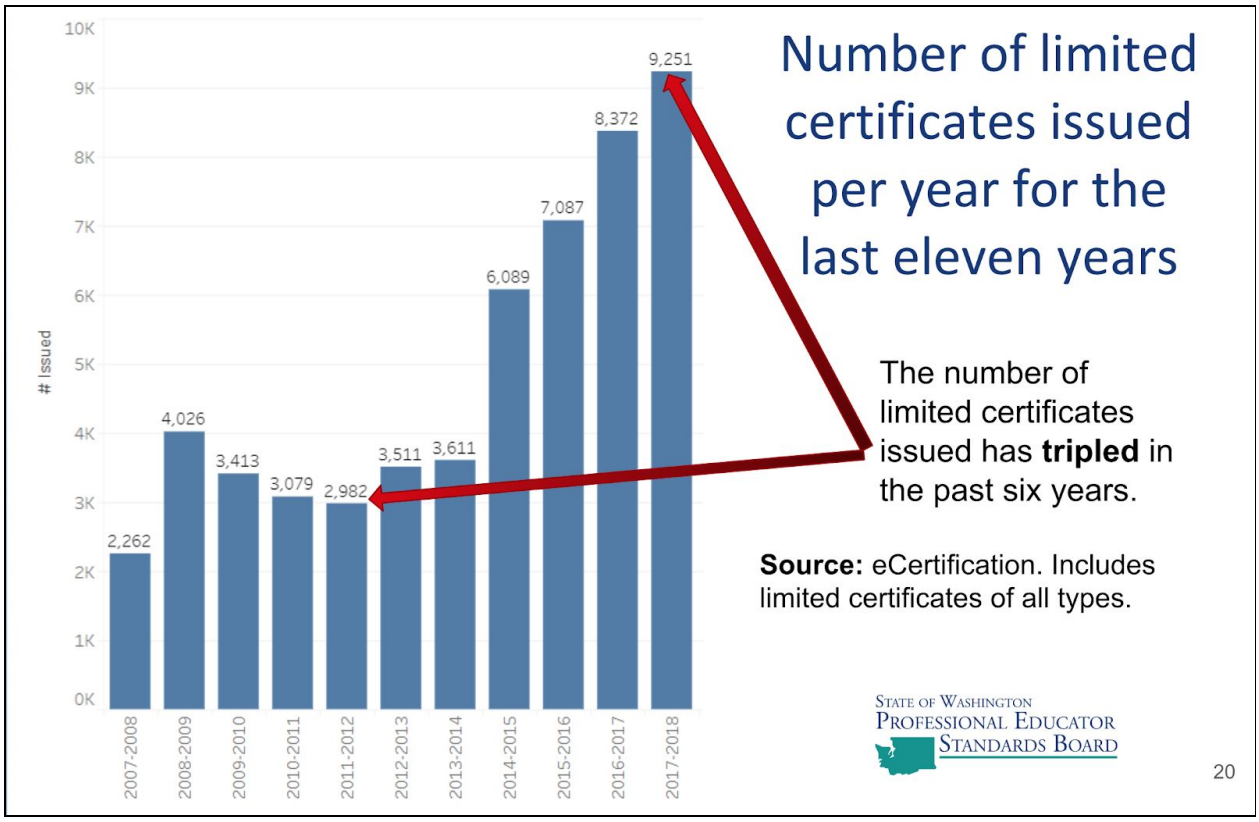
flexibility, and can act as entry points to the profession. Individuals in Washington State's Alternative Routes to certification programs are often employed under a limited certificate while they are completing an educator preparation program.

The number of limited certificates issued is one indicator of an educator shortage. The number of limited certificates issued has tripled in the the past six years.

Figure 3: Number of limited certificates issued per year.



As an ever-increasing number of teachers are being hired on limited certificates, at the same time, the number of students in Washington State is increasing.

The Washington State Caseload Forecast Council provides tracking and a forecast of students enrolled in grades K-12 in our state.

Figure 4: Washington State caseload forecast council, public education enrollment, grades K-12

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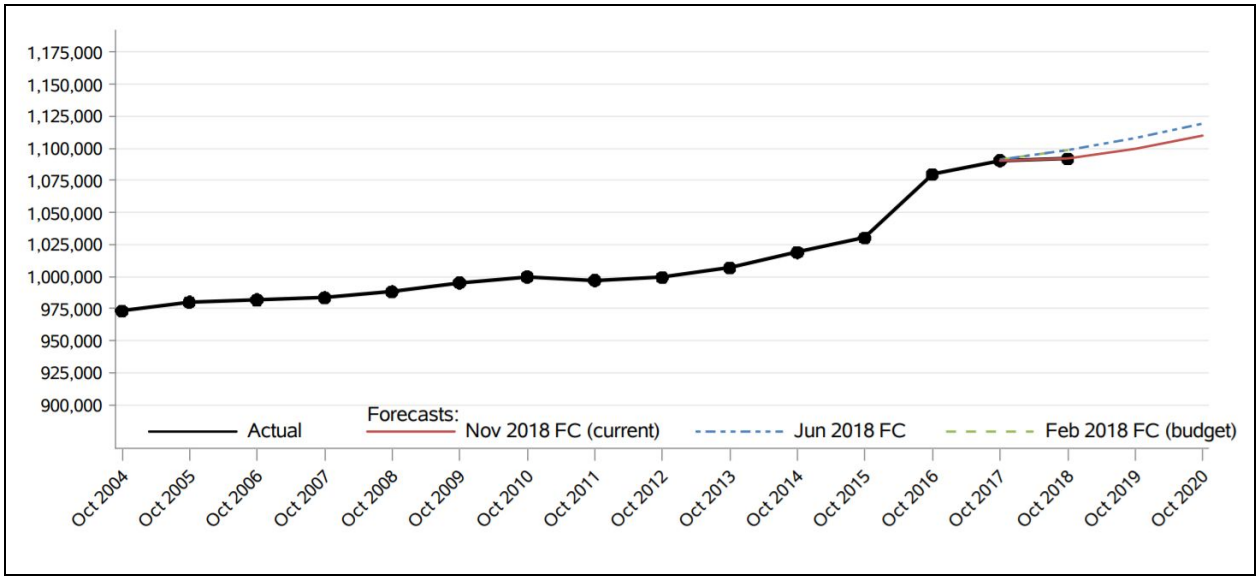

Persistence

One driver of the educator shortage is teacher attrition. Why does teacher turnover matter? High teacher turnover rates have a negative impact on student achievement, not just on students in the individual teacher's classroom, but also on all the students in a school. The greatest impact is seen on schools serving low-income students and students of color. In addition, schools are often chronically underfunded, and turnover necessitates spending on recruiting, hiring, and training when these funds could be spent elsewhere in the school (Barnes, et al.). Replacing a teacher who leaves a school district can cost as much as $20,000 in an urban area (Carver-Thomas and Darling-Hammond).

Persistence is one way of looking at teacher attrition. Persistence data answers the question, "What percentage of beginning educators are still employed one year, three years, or five years later?"

In this report, the overall approach to the calculation of persistence is through answering the question, "What percentage of beginning educators appearing in S-275 state personnel report data still appear one year, three years, or five years later?"

Persistence can be calculated on both a district and statewide basis. Figure 5 takes a statewide view of the workforce, showing the percentage of beginning teachers still teaching in the state one year, three years, and five years later.

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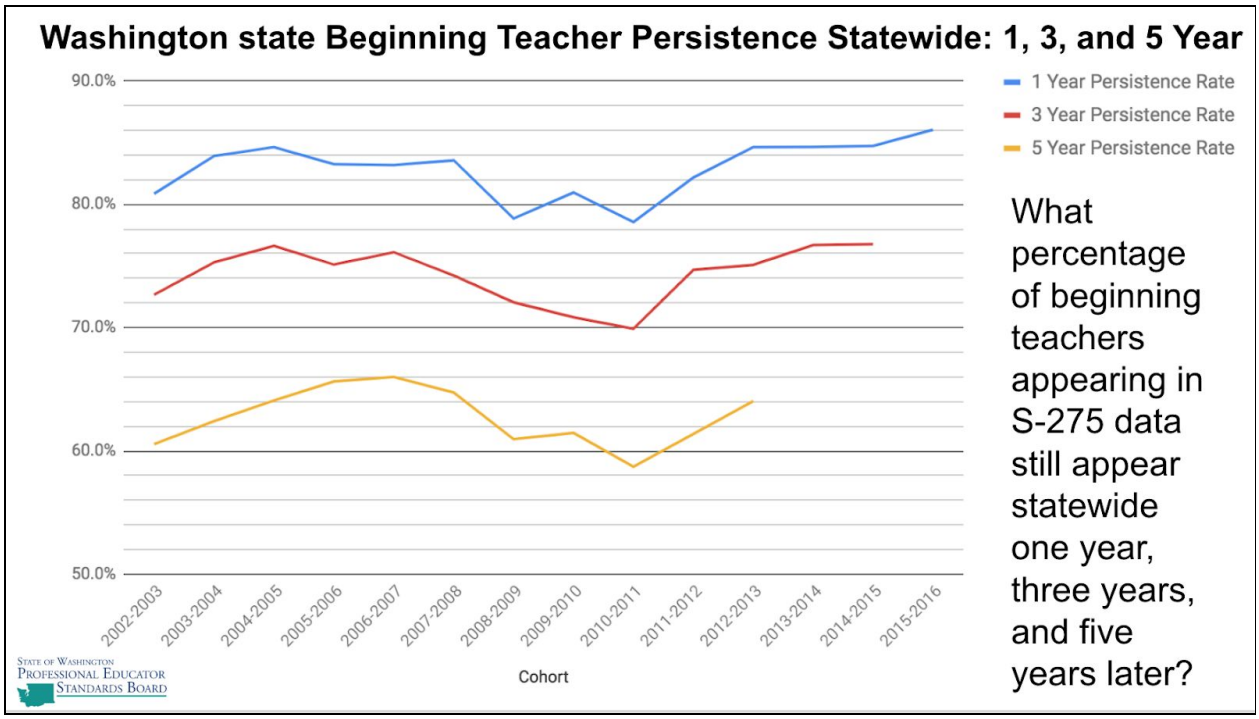
Figure 5: 1-year, 3-year, and 5-year Persistence of Beginning Teachers on a Statewide Basis



Approaches to addressing teacher retention can be taken on both a statewide and local district basis, so it is important to examine both statewide and local data. Figure 6 shows the three year persistence of beginning teachers in their initial district. Professional Educator Standards Board provides an interactive display of one year in-district persistence of beginning teachers at: https://www.pesb.wa.gov/district-info

Figure 6: Three year persistence of beginning teachers in their initial district

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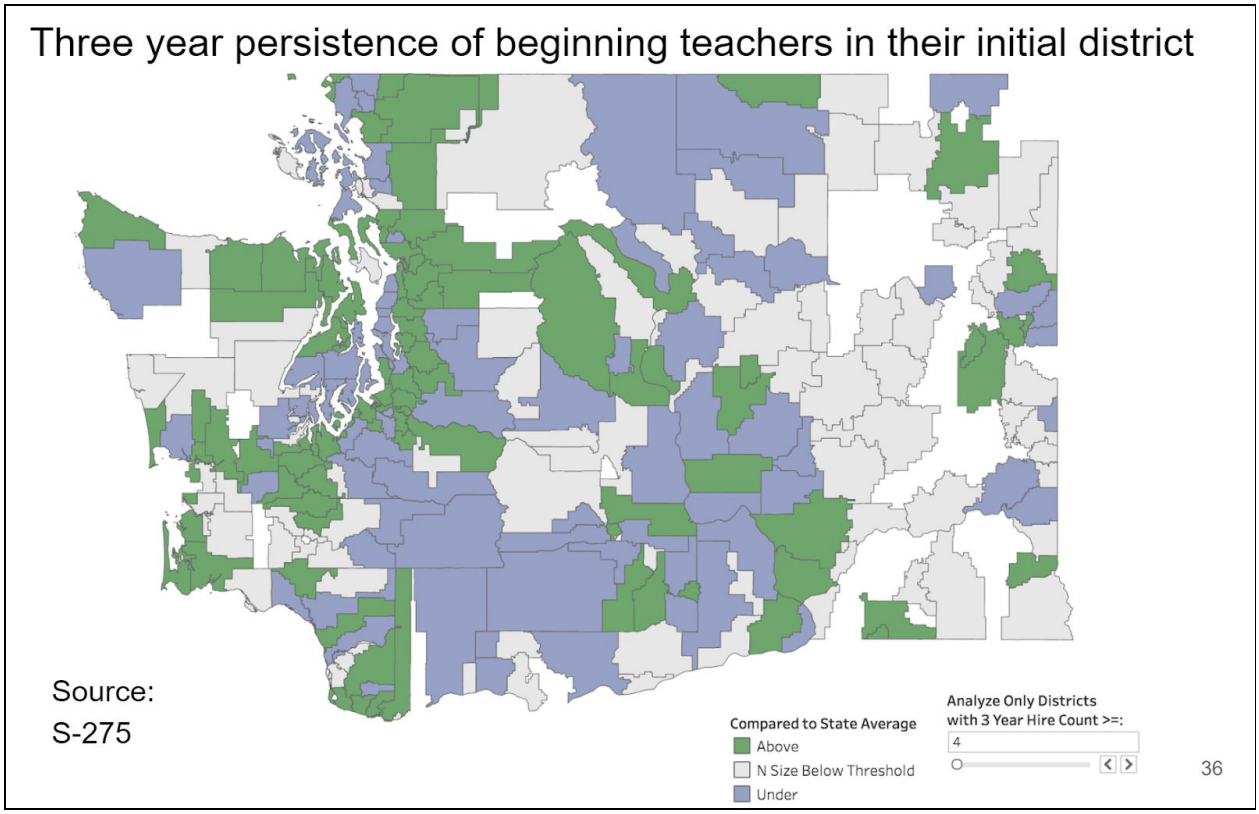

Shortage of teachers who reflect the racial and ethnic demographics of our students

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“It was always easy for me to see myself as a teacher because I could see my reflection in every teacher I ever had.
Diversifying the teacher workforce has to start somewhere, and it starts with my kids.”

- Robert Hand, 2019 Washington Teacher of the Year and Recruiting Washington Teachers (RWT) Instructor

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Having a teacher of the same race can have an enormous impact on student outcomes. A March 2017 study, “The Long-Run Impacts of Same-Race Teachers,” found that black male students who had at least one black teacher in the third, fourth, or fifth grade, were significantly less likely to drop out of high school and more likely to aspire to attend a four-year college (Gershenson, et al.). This effect was especially

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pronounced for economically disadvantaged black male students. Another study found that when there is a demographic match between teachers and students, student attendance improves, and suspension rates decrease.

A diverse teacher workforce is necessary for all students. Gloria Ladson-Billings, professor of urban education at the University of Wisconsin-Madison, states:

> I want to suggest that there is something that may be even more important than Black students having Black teachers and that is White students having Black teachers! It is important for White students to encounter Black people who are knowledgeable and hold some level of authority over them. Black students ALREADY know that Black people have a wide range of capabilities. They see them in their homes, their neighborhoods, and their churches. But what opportunities do White students have to see and experience Black competence?

Former elementary school teacher, now assistant professor of sociology Terenda White says, “Administrators who are interested in increasing the number of teachers of color in their schools, therefore, must value these teachers not only for diversity's sake, but for the sake of teaching itself.”

Along with an overall teacher shortage in our state, we are seeing an extreme shortage of teachers who reflect the diversity of our students.

Figure 7: Percentage of students of color and percentage of teachers of color by district

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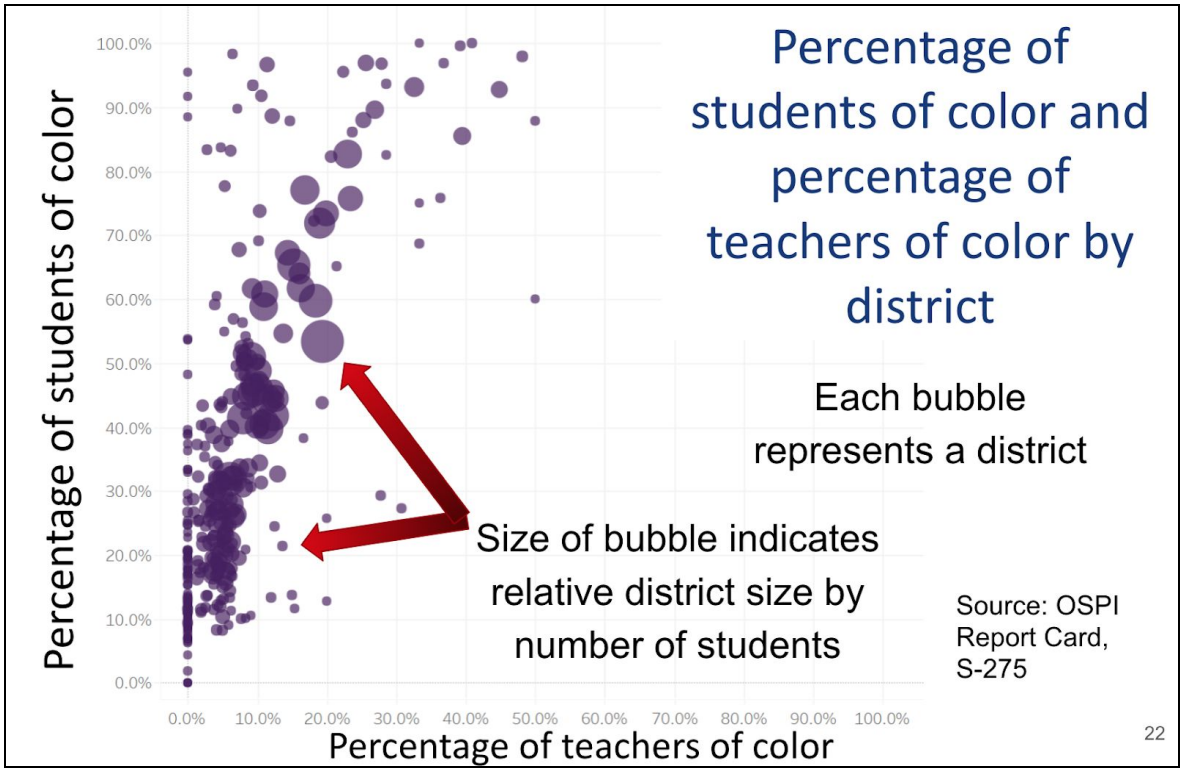

Figure 8 : Districts with a higher percentage of students of color than teachers of color.

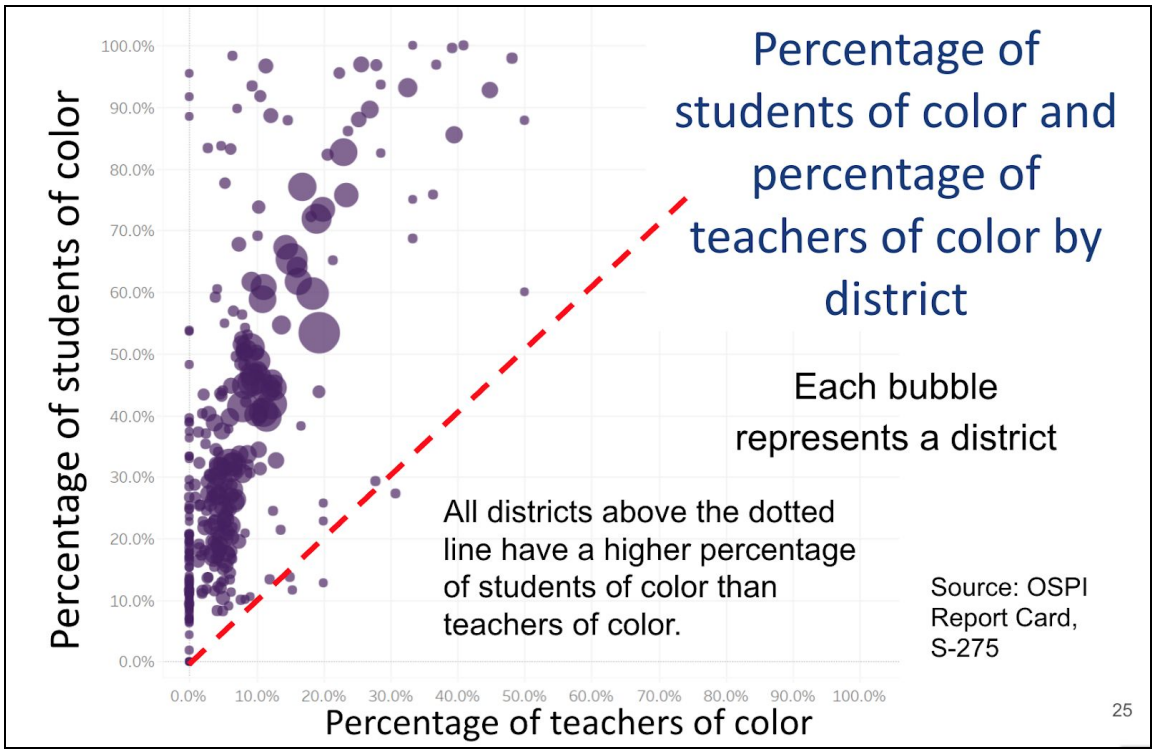

Figure 9: Percentages of teachers and students in Washington State by Race/Ethnicity

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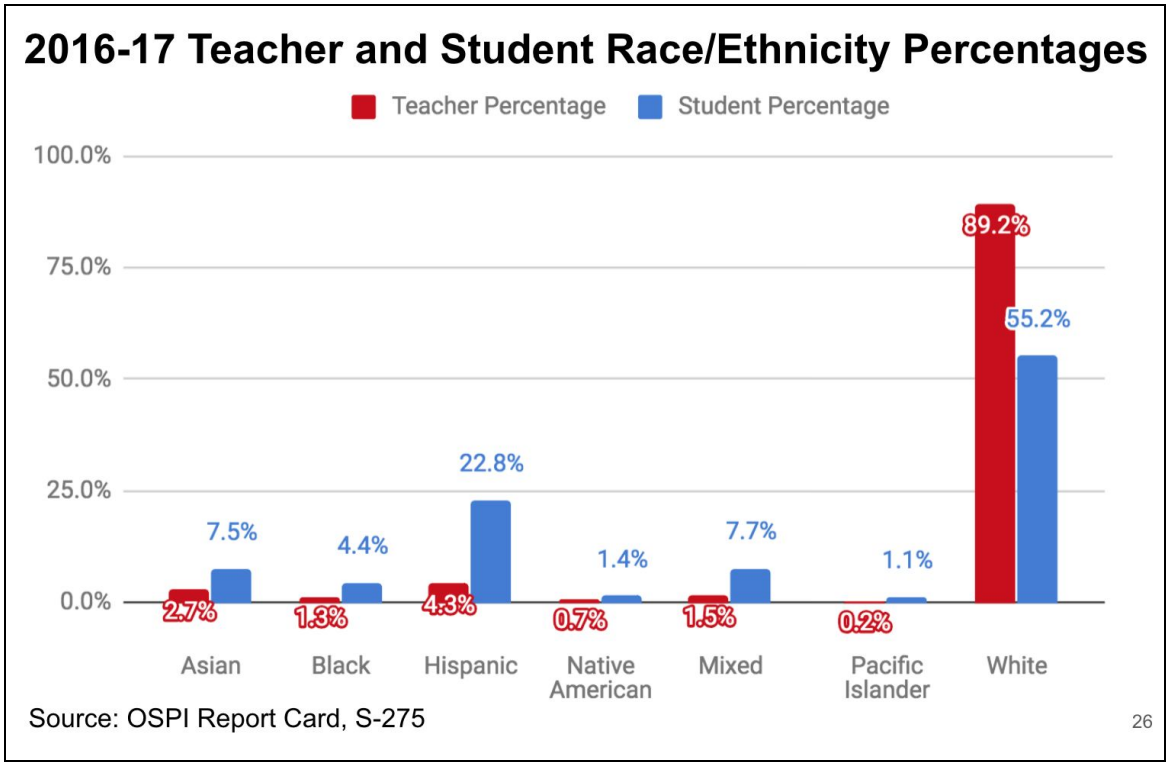

Preparing, Hiring, and Retaining Teachers of Color

The shortage of teachers who reflect the racial demographics of our students can be traced throughout the career continuum, from pre-service to hiring to retention.

In pre-service, we see a disparity between candidates of color and white candidates passing educator assessment exams. A basic skills test, the WEST-B in Washington state, is required for teacher certification.

During the 2016-17, 85% of candidates eventually passed all three required subtests (cumulative pass rates for reading, math and writing are 96%, 95% and 90% respectively). However, candidates of color were less likely to pass all WEST-B subtests than white candidates. For instance, while 91% of white candidates passed all three tests, only 60% of Hispanic candidates passed all three tests in 2016-17. More information regarding addressing testing barriers can be found in this section of this shortage report.

Figure 10: WEST-B cumulative pass rates by race/ethnic groups in 2016-17

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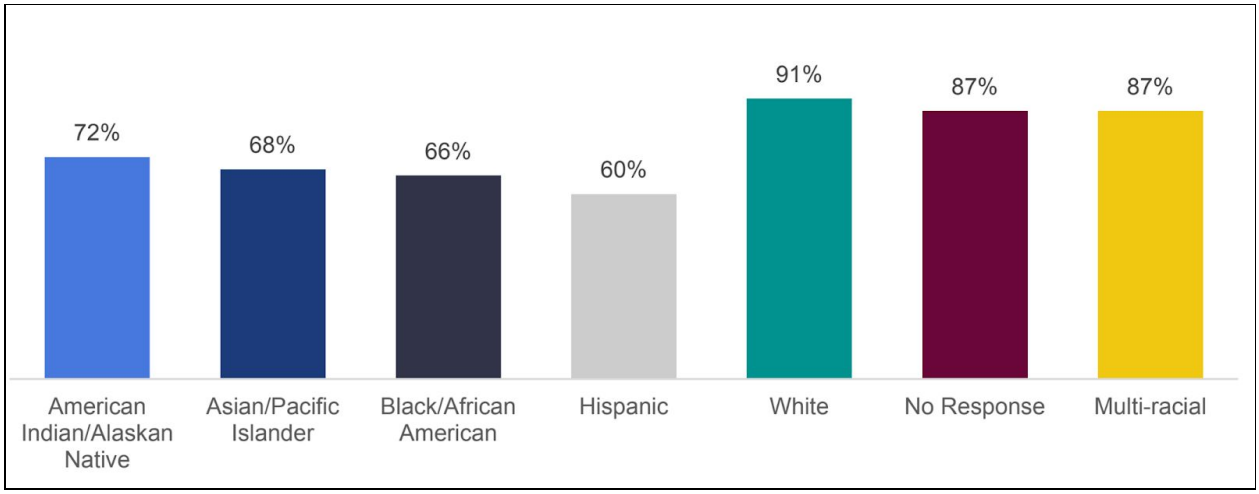
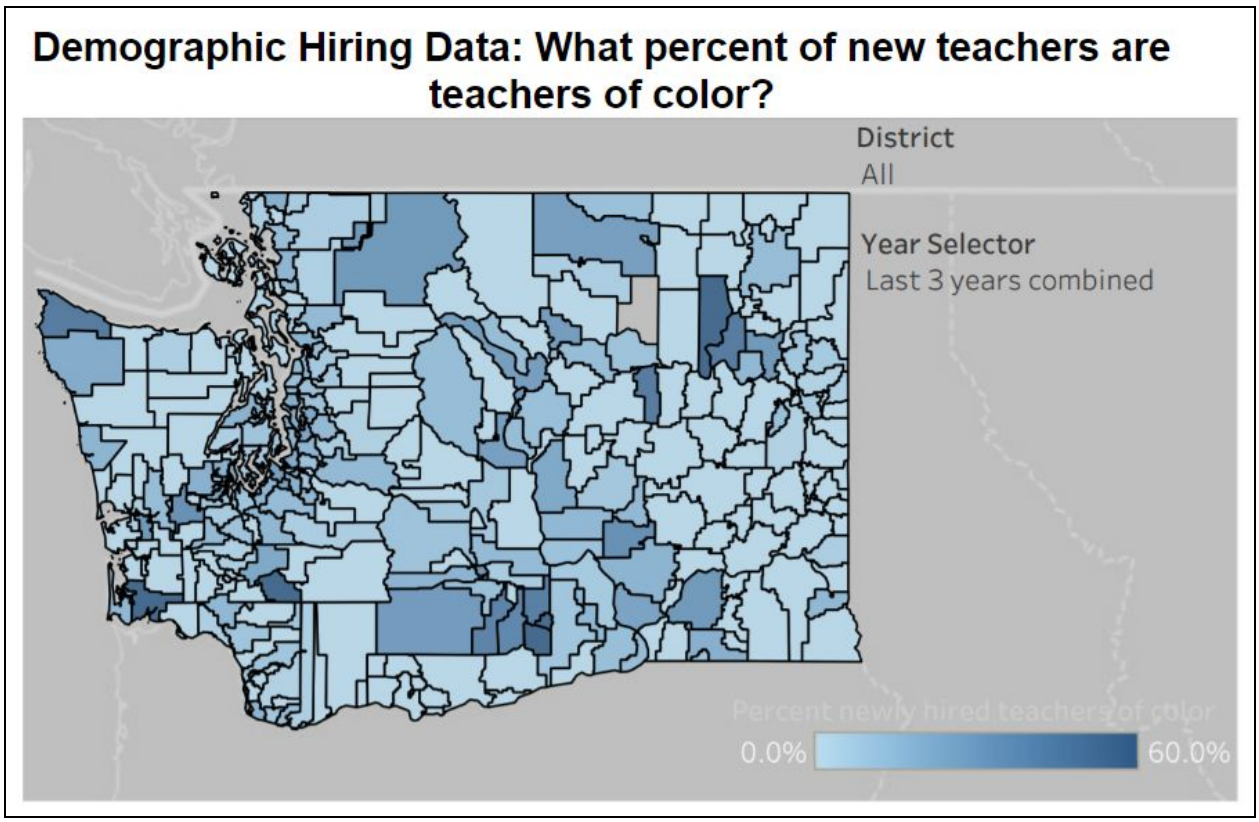


A relatively low number of new teachers of color are hired each year.

Figure 11: What percent of new teachers are teachers of color? An interactive version of this data map is available at https://www.pesb.wa.gov/district-info.



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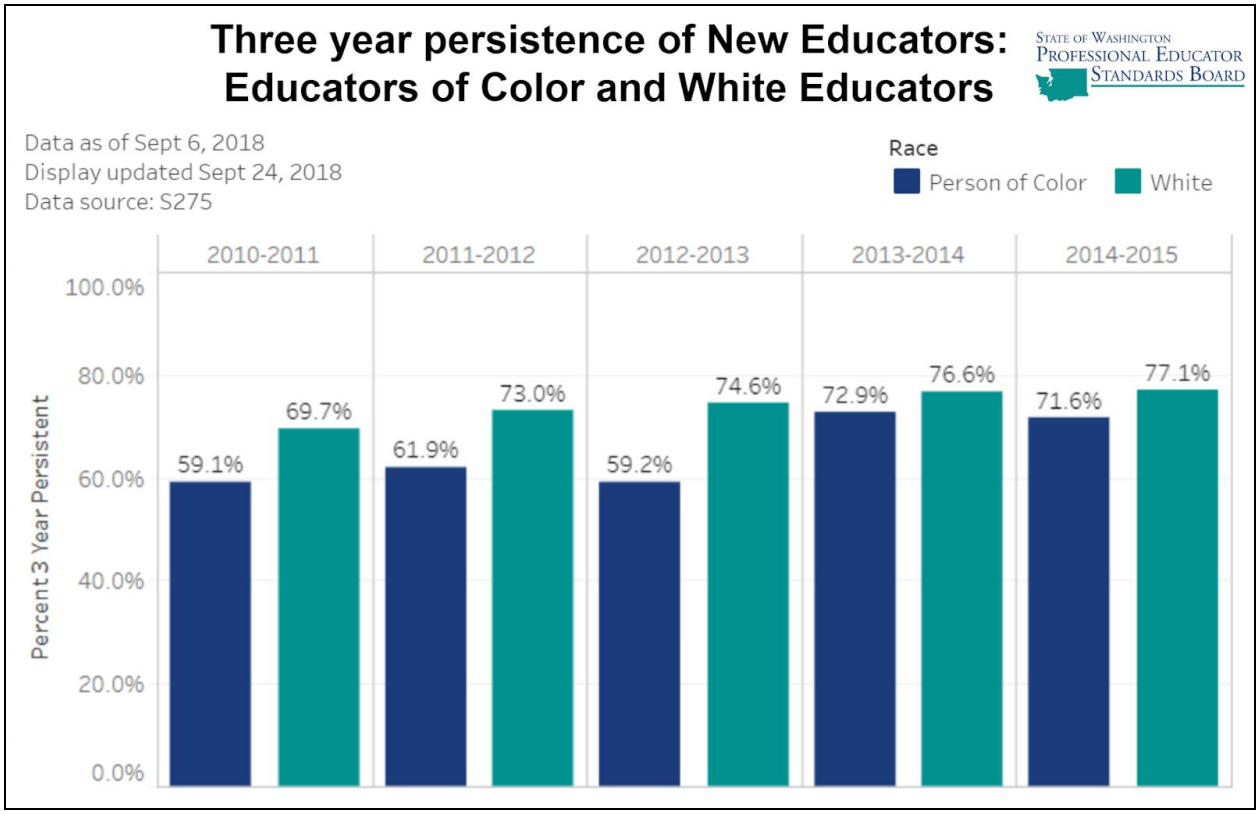
Persistence of educators of color is also lower than persistence of white teachers. Figure 12 shows the three year persistence of beginning educators: the percentage of educators of color and white educators still employed as an educator in the state three years later.

Figure 12: Three year persistence of Beginning Educators: Educators of Color and White Educators



What about the paraeducators?

Created in 2017, the Paraeducator Board establishes requirements and policies for paraeducator professional development certificates, and makes policy recommendations that will increase opportunities for paraeducator advancement through education, professional learning, and increased instructional responsibility. The Paraeducator Board is the first of its kind in the nation.

PESB and the Paraeducator Board recognize that high standards for all educators are essential to student success and achievement. To support our students, we must

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support our educators.

One charge of the Paraeducator Board is to make policy recommendations for a paraeducator career ladder that will increase opportunities for professional advancement, including career ladders for paraeducators to become teachers. Regarding paraeducators, New America noted that:

> These potential teachers represent an untapped pool of talent for helping ease the bilingual teacher shortage and increasing the diversity of the educator workforce, but getting them to the front of the classroom will require innovative pathways that can mitigate key barriers along the way. Teacher licensure proved to be one of the biggest obstacles faced by the multilingual paraprofessionals we spoke with.

Pathways to teacher certification, including the Alternative routes, can play a major role in paraeducator career ladders. Alternative route programs allow paraeducators to learn how to teach while teaching through learning onsite in schools.

It is important to examine data regarding paraeducators when reviewing teacher shortage and examining paraeducator career ladders.

Figure 13: Paraeducators in Washington State

Total number of paraeducators in 2016-17: **24,185**	
Number of new paraeducators:	
2016-2017	4800
2015-2016	4179
2014-2015	3972
2013-2014	3125

One year statewide persistence of new paraeducators is less than one year statewide persistence of new teachers. One year statewide persistence of new teachers is generally above 80%; this data can be found on p. ___ of this report.

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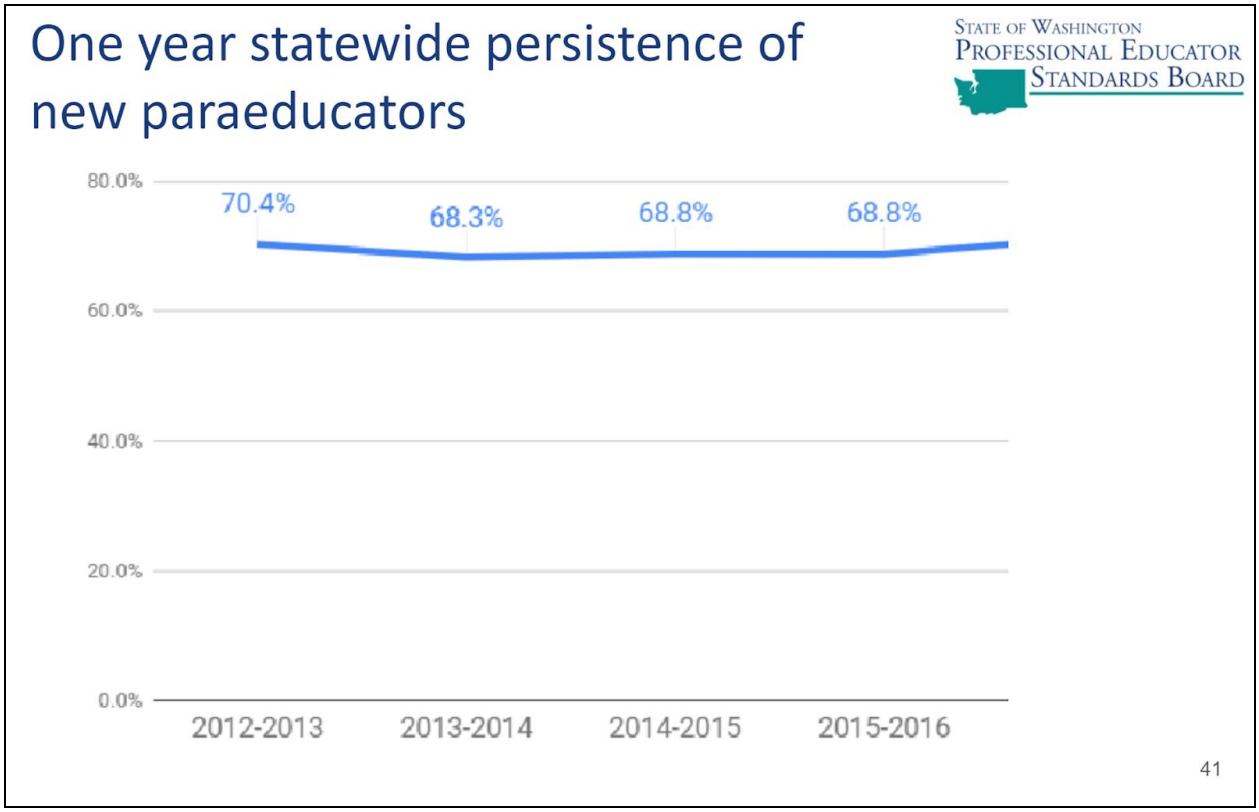
Figure 14: One year statewide persistence of new paraeducators



Content area shortages

Shortages can also be described by content area.

Limited certificates are one indicator of a shortage. When a district wishes to hire an individual, but the individual has not completed an educator preparation program, districts may request a limited certificate for that individual if certain requirements are met.

Conditional and emergency certificates are the only two types of limited certificates which are issued with an endorsement. Conditional and probationary CTE certificates have areas listed. Endorsements and areas on limited certificates can be a general indication of a shortage in that area.

Figure 15: Areas on limited certificates issued in 2017-18

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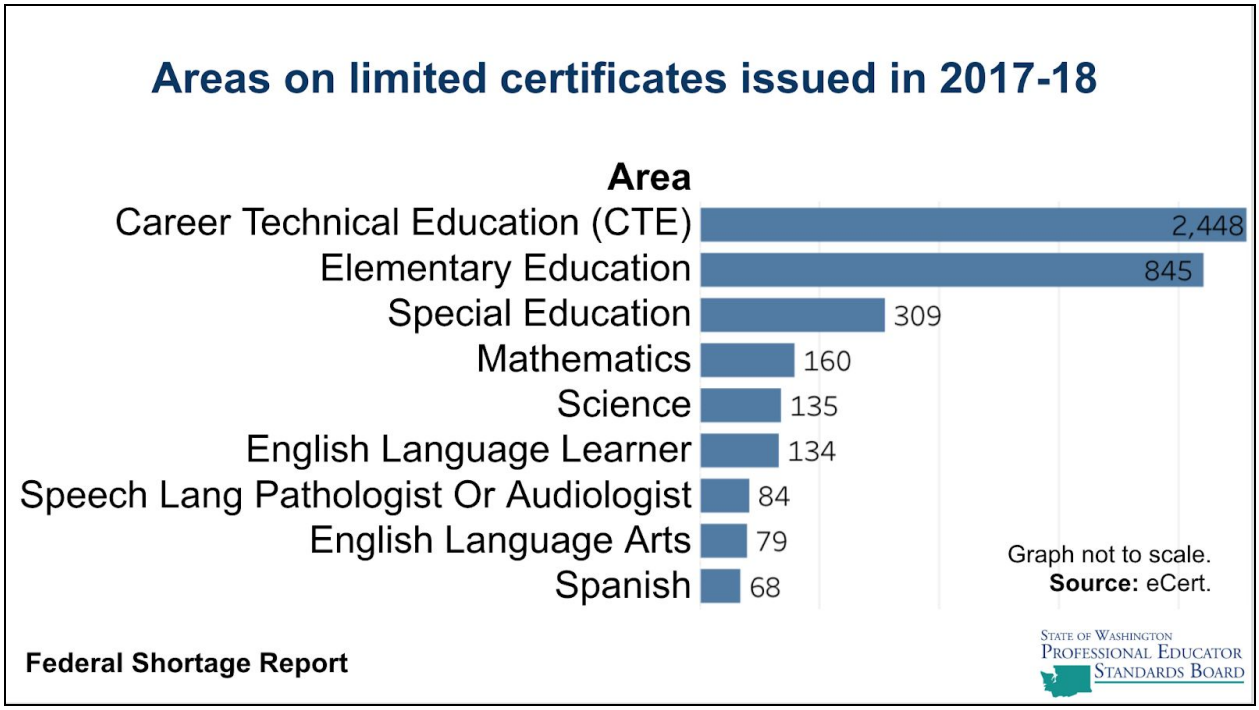

It is important to note that the numbers in the figure above are total numbers of certificates issued. Because there are a relatively large number of elementary education teachers in the state, the larger number of limited certificates with elementary education endorsements does not necessarily indicate a greater relative shortage of teachers in elementary education.

Career and Technical Education (CTE)

Career and Technical Education (CTE) courses prepare students to be college and career ready. With an emphasis on real world, real life skills, Career and Technical Education connects students to academics and training that will support their future success. In our state, districts and skill centers offer CTE career exploration services, CTE class offerings, and participation in student leadership opportunities. CTE teacher shortages are found nationwide.

2,448 limited CTE certificates were issued in Washington state in 2017-18. The high number of CTE limited certificates relative to the number of non-CTE limited certificates issued in various content areas in the same year in Figure 17 is an indicator of a CTE teacher shortage. This number also reflects that CTE limited certificates may be issued when individuals who hold teacher certificates or CTE teacher certificates teach outside

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of their area. Outside of CTE, an out-of-endorsement process, rather than a limited certificate process, is followed in these circumstances.

Limited certificates are issued at district request only--an educator themselves cannot initiate the request for a limited certificate. When requesting a limited CTE certificate, the district must verify that no person with CTE certification in the field is available--this indicates a shortage. Other requirements include creating a written training plan for the individual. The individual must complete 50 clock hours or the equivalent in credit related to CTE competencies--these 50 clock hours may be completed through enrollment in a preparation program.

Special Education

A shortage of special education teachers has been noted on a national level. Nationwide, special education teachers have a turnover rate that is 46% higher than that of elementary teachers. In Washington State, in the last four years, the overall student population has grown between 1.0% and 1.9% each year. During that same period of time, the number of students with disabilities has increased between 2.4% and 3.7% each year, with over 157,000 students receiving special education services in the 2017-18 school year.

While the number of students being served in special education has increased, there are also indicators of an increasing shortage of special education teachers. An increasing number of limited certificates have been issued each year over the past five years, and in this time, an increasing percentage of those limited certificates each year are issued with special education endorsements.

Figure 16: Percentage of conditional and emergency certificates with special education endorsements

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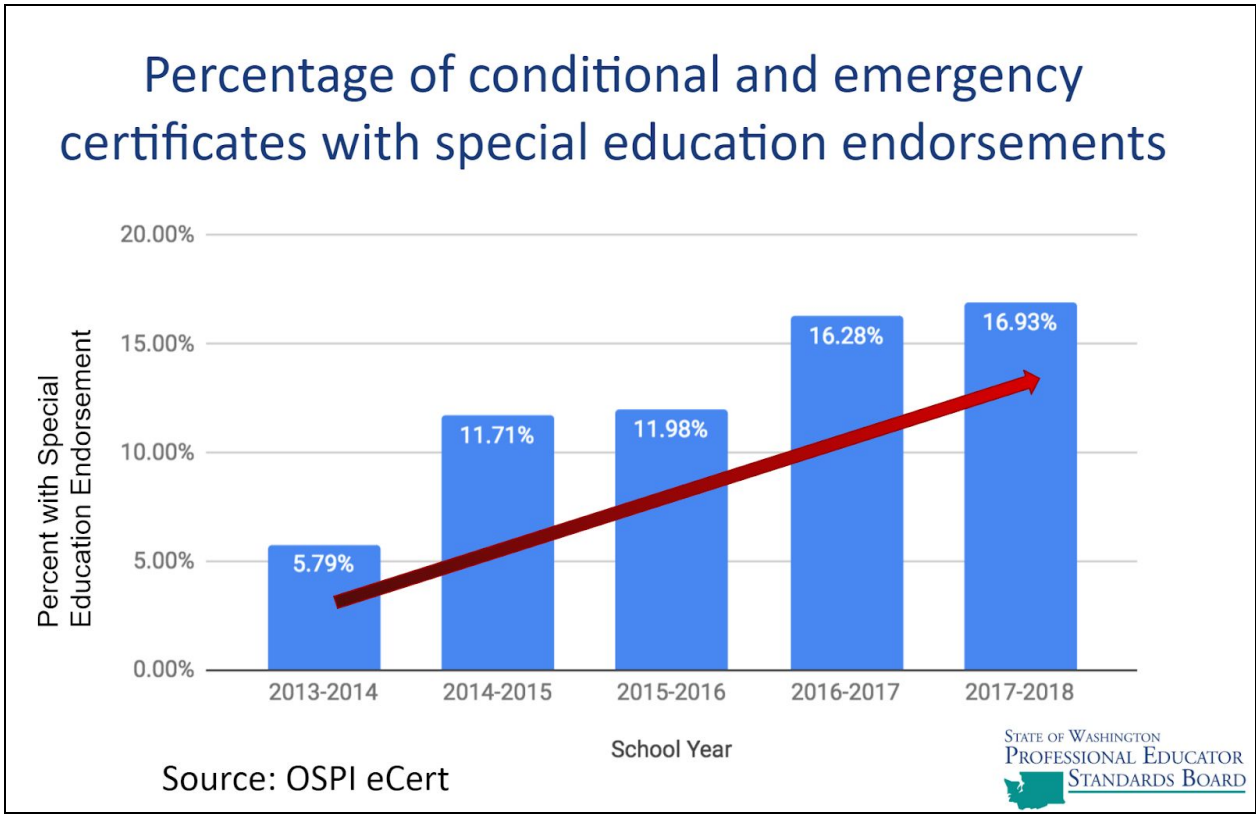

Math and Science

Math and science, as well as STEM (Science, Technology, Engineering, Math) are perennial areas of teacher shortage, with documented shortages across the nation. Math and science teachers have a turnover rate that is 37% greater than the rate for elementary teachers.

Among the approaches to addressing this STEM area teacher shortage are strategies that can tap into the talents and experience of more than 11 million highly educated and highly skilled foreign-trained professionals in the U.S. This includes 5.1 million individuals with STEM bachelor's degrees or higher, 1.3 million of whom are unemployed or out of the labor force.

Brain Waste

In all content areas of teaching, foreign-educated Immigrants are a valuable but underutilized resource for Washington State, and this is most striking for immigrants of color.

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The Migration Policy Institute describes this as “brain waste,” the number of college-educated immigrant and native-born adults ages 25 and older who are either unemployed or have jobs that are significantly below their education and skill levels. In our state, nineteen percent of the nearly 167,000 college-educated immigrants ages 25 and older in the civilian labor force in Washington State work in low-skilled jobs or are unemployed

PESB policy in WAC allows for evaluation of credentials earned in other countries, supporting these individuals in pursuing a career in teaching.

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2. Approaches to addressing the teacher shortage

An approach to the educator shortage

We’re trying to take the long view. For too long, at the state level and at the local level, we have been really focused on the short-term immediate crisis at hand. It’s not that we should ignore the immediate crisis at hand, but if we're constantly on that merry-go-round of engaging in crisis solutions, then we will never get our arms around the holistic issue of what is changing in our society in terms of attitudes? What is changing in our economy, and how are we going to be able to provide and deliver a comprehensive solution that will last beyond the next three to five years?

Representative Sharon Tomiko Santos
Insert citation here:

Teacher shortages can broadly relate to (1) access to preparation programs and certification, and (2) interest and motivation in pursuing teaching.

Approaches to the teacher shortage that address access to preparation programs and certification

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Addressing Testing Barriers

Through examining data and listening to the field, The PESB has found that testing is a gatekeeper to the educator workforce for potential candidates, especially candidates of color and bilingual candidates. To address this issue, the PESB formally called a work group to investigate testing barriers experienced by candidates of color and bilingual candidates, and develop recommendations for consideration by the PESB and the Washington State Legislature.

In their recommendations and associated report, the testing barriers work group called for the need to move away from using standardized tests as a single predictor of a candidate's knowledge and skills. The work group also considered research that points to standardized testing's inherent cultural and linguistic bias. As a result, standardized testing tends towards particular sets of knowledge and cultural norms, creating unfair advantages within the system. The recommendations call for a system that values all the skills that contribute to what makes a great teacher – including community knowledge, cultural responsiveness, social emotional skills, and ability to develop relationships with students and families.

The Professional Educator Standards Board is asking for a legislative change to remove the requirement of meeting a specific passing score in the WEST-B exam or alternatives. This will allow other, more equitable, ways of assessing basic skills.

Approaches to address the teacher shortage through Grow Your Own programs

One way to combat both the teacher shortage and, simultaneously, the diversity gap between students and educators is through Grow Your Own efforts.

Grow Your Own (GYO) programs are highly collaborative, community-rooted, and provide intensive supports including recruiting, developing, placing, and retaining diverse educators. GYO programs also work to dismantle institutional racism, work towards educational equity, and improve academic outcomes for all students.

PESB's goal is to support the efforts of districts, Educational Service Districts, and educator preparation programs with increasing the availability of qualified educators in districts' need areas, who also reflect the racial, ethnic, and linguistic diversity of Washington's students. PESB manages several GYO initiatives, including Alternative

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Routes to Teacher Certification, Recruiting Washington Teachers (RWT) and Recruiting Washington Teachers - Bilingual Educators Initiative (RWT-BEI), the Pipeline for Paraeducators Conditional Loan Scholarship, the Educator Retooling Conditional Loan Scholarship, as well as several pilot projects.

Alternative Routes to Teacher Certification: a Grow Your Own approach to address the teacher shortage

The Professional Educator Standards Board has made it a priority to provide Alternative Routes as an effort to end the teacher shortage and diversify the teacher workforce.

Alternative Routes support a partnership-centered approach and are the vehicle to produce educators who meet districts demands while addressing critical shortages. Alternative Routes directly impact the need for educators in early childhood, special education, and STEM, while prioritizing a more diverse workforce and creating the opportunity to “grow your own” paraeducators and limited certificate holders into fully certified teachers.

Bolstering access to Alternative Route programs through increased investment in Alternative Routes Block Grants will positively impact the future educator workforce by increasing geographic access to teacher preparation, establishing stronger recruitment networks within communities, strengthening the paraeducator to teacher pathway for high demand areas, and increasing pathways for community partnerships to grow their own teachers. Alternative Routes offer a number of flexible options towards full residency certification.

Through a legislative appropriation, since 2016, PESB has offered more than $1,800,000 in grants to school districts, higher education institutions, non-profit partnerships, and candidates who are implementing and participating in Alternative Route programs. These programs can produce highly trained teachers in geographic regions that need them most. With the current teacher shortage, more districts are recognizing the value of Alternative Routes' residency model, which in some cases allows districts to employ Alternative Routes candidates as teachers, or continue to employ them as paraeducators, while candidates complete their program. Districts are able to use Alternative Routes as part of their Grow Your Own strategic planning.

Through the Alternative Route Block Grant, programs have the capacity to create innovative designs and supports that lead our next generation of teachers to the front of Washington's classrooms. The block grant also serves as a means for programs to

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grow in locations that would otherwise remain undeserved. The combination of supports to candidates and through their district and preparation program cohorts makes the daunting task of teacher certification possible for more of Washington's candidates.

PESB is returning to the legislature this session requesting to grow the Alternative Route Block Grant as the demand has grown far beyond availability in all regions of the state.

The Alternative Route Block Grant is attractive to districts and regional partners because through it they can better respond to teacher shortages at the local level. Currently, districts are forced to use a patchwork of substitutes, conditionally certified teachers, paraeducators, and out-of-state recruits to fill the gaps in the teacher workforce. By addressing the individualized educational needs of a region and creating partnerships between districts, institutions of higher education, and community non-profit organizations, regions can better fill the gaps in their workforce.

Alternative Routes 1 and 2 are designed specifically for paraeducators and classified staff interested in pursuing a teacher certificate. Alternative Route 3 is designed for career changers, and Alternative Route 4 is designed for individuals currently employed in schools with a limited certificate. Learn more about each Alternative Route, and the overall initiative.

The PESB has seen a significant rise in applications to offer both new educator preparation programs as well as adding Alternative Route programs. Washington State statute, RCW 28A.410.290, allows for community colleges and non-higher education organizations to be providers of educator preparation programs. Since January 2016, the Board has approved thirteen educator preparation programs, ten of which are new Alternative Route programs.

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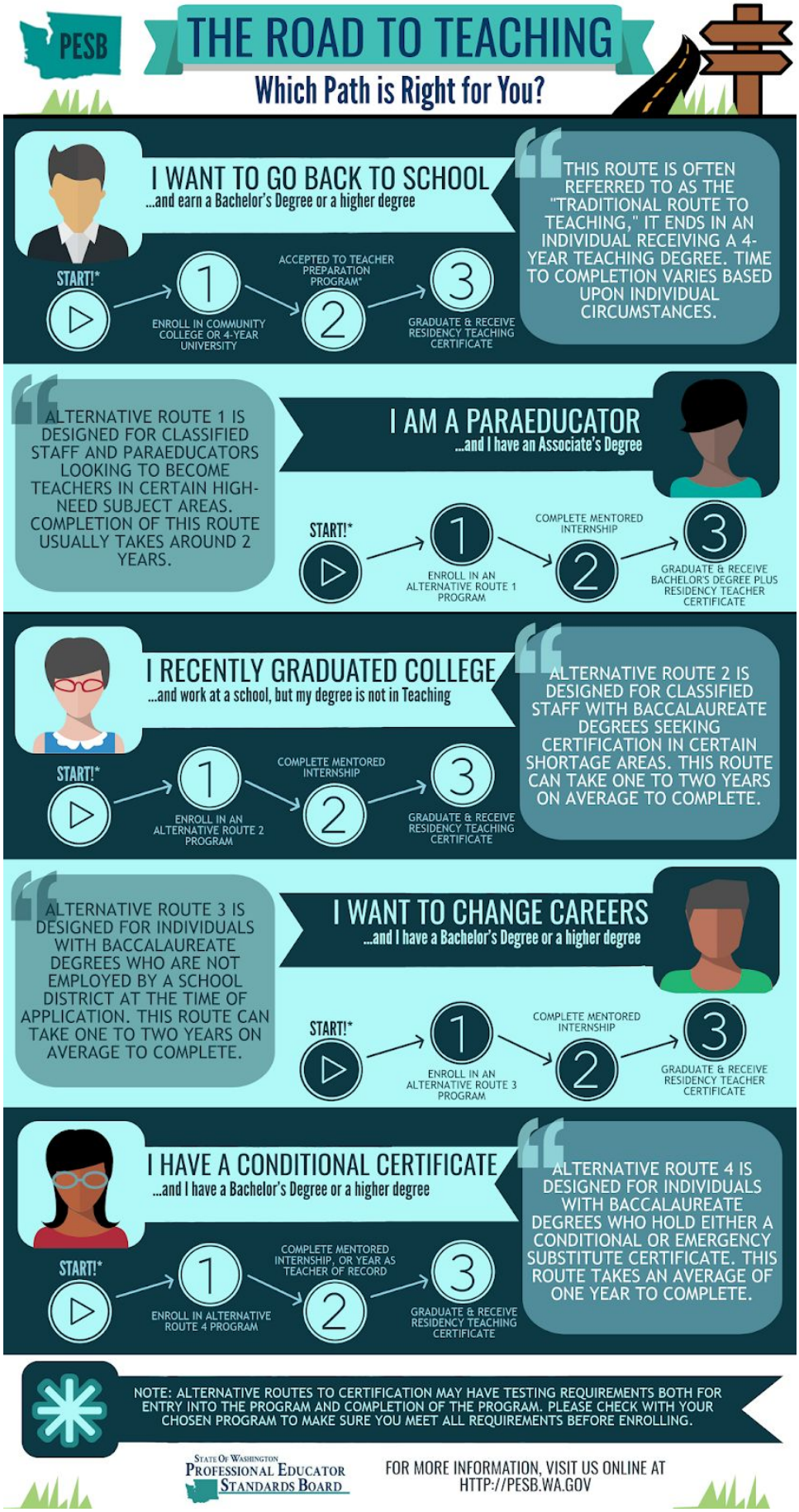
PESB
THE ROAD TO TEACHING
Which Path is Right for You?
I WANT TO GO BACK TO SCHOOL
...and earn a Bachelor's Degree or a higher degree
START!*
1
ENROLL IN COMMUNITY COLLEGE OR 4-YEAR UNIVERSITY
2
ACCEPTED TO TEACHER PREPARATION PROGRAM*
3
GRADUATE & RECEIVE RESIDENCY TEACHING CERTIFICATE
THIS ROUTE IS OFTEN REFERRED TO AS THE "TRADITIONAL ROUTE TO TEACHING," IT ENDS IN AN INDIVIDUAL RECEIVING A 4-YEAR TEACHING DEGREE. TIME TO COMPLETION VARIES BASED UPON INDIVIDUAL CIRCUMSTANCES.
I AM A PARAEDUCATOR
...and I have an Associate's Degree
ALTERNATIVE ROUTE 1 IS DESIGNED FOR CLASSIFIED STAFF AND PARAEDUCATORS LOOKING TO BECOME TEACHERS IN CERTAIN HIGH-NEED SUBJECT AREAS. COMPLETION OF THIS ROUTE USUALLY TAKES AROUND 2 YEARS.
START!*
1
ENROLL IN AN ALTERNATIVE ROUTE 1 PROGRAM
2
COMPLETE MENTORED INTERNSHIP
3
GRADUATE & RECEIVE BACHELOR'S DEGREE PLUS RESIDENCY TEACHER CERTIFICATE
I RECENTLY GRADUATED COLLEGE
...and work at a school, but my degree is not in Teaching
ALTERNATIVE ROUTE 2 IS DESIGNED FOR CLASSIFIED STAFF WITH BACCALAUREATE DEGREES SEEKING CERTIFICATION IN CERTAIN SHORTAGE AREAS. THIS ROUTE CAN TAKE ONE TO TWO YEARS ON AVERAGE TO COMPLETE.
START!*
1
ENROLL IN AN ALTERNATIVE ROUTE 2 PROGRAM
2
COMPLETE MENTORED INTERNSHIP
3
GRADUATE & RECEIVE RESIDENCY TEACHING CERTIFICATE
I WANT TO CHANGE CAREERS
...and I have a Bachelor's Degree or a higher degree
ALTERNATIVE ROUTE 3 IS DESIGNED FOR INDIVIDUALS WITH BACCALAUREATE DEGREES WHO ARE NOT EMPLOYED BY A SCHOOL DISTRICT AT THE TIME OF APPLICATION. THIS ROUTE CAN TAKE ONE TO TWO YEARS ON AVERAGE TO COMPLETE.
START!*
1
ENROLL IN AN ALTERNATIVE ROUTE 3 PROGRAM
2
COMPLETE MENTORED INTERNSHIP
3
GRADUATE & RECEIVE RESIDENCY TEACHER CERTIFICATE
I HAVE A CONDITIONAL CERTIFICATE
...and I have a Bachelor's Degree or a higher degree
ALTERNATIVE ROUTE 4 IS DESIGNED FOR INDIVIDUALS WITH BACCALAUREATE DEGREES WHO HOLD EITHER A CONDITIONAL OR EMERGENCY SUBSTITUTE CERTIFICATE. THIS ROUTE TAKES AN AVERAGE OF ONE YEAR TO COMPLETE.
START!*
1
ENROLL IN ALTERNATIVE ROUTE 4 PROGRAM
2
COMPLETE MENTORED INTERNSHIP, OR YEAR AS TEACHER OF RECORD
3
GRADUATE & RECEIVE RESIDENCY TEACHING CERTIFICATE
NOTE: ALTERNATIVE ROUTES TO CERTIFICATION MAY HAVE TESTING REQUIREMENTS BOTH FOR ENTRY INTO THE PROGRAM AND COMPLETION OF THE PROGRAM. PLEASE CHECK WITH YOUR CHOSEN PROGRAM TO MAKE SURE YOU MEET ALL REQUIREMENTS BEFORE ENROLLING.
STATE OF WASHINGTON PROFESSIONAL EDUCATOR STANDARDS BOARD
FOR MORE INFORMATION, VISIT US ONLINE AT HTTP://PESB.WA.GOV

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Educator Retooling Conditional Loan Scholarship

The Educator Retooling Conditional Loan Scholarship allows in-service teachers to receive financial assistance for the cost associated with adding a shortage area endorsement to their teacher certificate. This program allows individual educators and districts to meet shortage needs (both geographic and subject area) with experienced educators. Endorsements may be in a subject or geographic shortage area, including the following:

- Bilingual Education
- Computer Science Education
- Early Childhood Education
- Elementary Education
- English Language Learner
- Environmental and Sustainability Education
- Mathematics
- Science
- Special Education
- District shortage area
- Other shortage areas as determined by PESB

Currently, the state need is greatly outpacing the availability of funding. In the 2017-2018 fiscal year, even with limited promotion (due to a small funding pool), PESB received 161 applications. Of the 161 applications received, PESB was only able to award 47. ESDs, districts, and current educators could all benefit from the expansion of Retooling funding.

This is particularly true as changes in state regulations, RCW 28A.180.040, now require Transitional Bilingual Education Program (TBIP) funded staff to hold at least a bilingual or English language learner endorsement. RCW 28A.180.040 now states “Beginning in the 2019-20 school year, all classroom teachers assigned using funds for the Transitional Bilingual Instruction Program to provide supplemental instruction for eligible pupils must hold an endorsement in Bilingual Education, or English Language Learner (ELL), or both.” In order to be sure districts can make use of TBIP funding and support English learner students, the state must support individuals with the financially burdensome process of retooling their endorsements.

Learn more about the Educator Retooling Conditional Loan Scholarship.

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Pilot to Policy Grant: Advancing systemic equity
PESB has provided a two year grant for teacher preparation programs of up to $10,000 per year to implement systemic changes in their programs. Grantees participate in a work group with the charge of developing and implementing best practices for recruiting and retaining candidates of color and producing culturally responsive educators. Also, grantees focus on advancing racial equity and community engagement both within their programs and at the state level by providing recommendations and feedback regarding related state Cultural Competency Standards.

Teaching equity Grant Partnership:
PESB continues to partner with the Washington Education Association (WEA), Highline College, and the Center of Excellence for Careers in Teaching to provide small grants of up to $5,000 for programs and districts to host teaching equity events, and to incentivize partnerships for grow your own programs.

GYO Regional Recruitment and Guidance
PESB is currently piloting a regional GYO Regional Recruitment and Guidance program which we hope to scale in the coming year. This program cultivates future teachers of color for hard to fill positions within the communities in which candidates already live, by ensuring those interested in becoming an educator have the ongoing support they need to become certified. The current pilot, a privately funded Gates Foundation effort, ends June 31, 2019. The pilot supports seven districts in the Roadmap region (Auburn, Federal Way, Highline, Kent, Renton, Tukwila, and Seattle) in identifying a strategy to build an educator workforce that is representative of the student population the districts serve, and developing individuals to teach in district identified high need subject areas. Collectively, the districts have asked the Puget Sound ESD to assist in coordination, tracking, and advising of GYO candidates on their behalf.

In partnership with Gates, four Diversifying the Educator Workforce (DEW) events were held to bring together stakeholders from districts, educator preparation programs, community, funders, and state to discuss and identify connections to attract, prepare and retain a more racially and linguistically diverse educator workforce in Washington. Amaya Garcia, deputy director for English learner education with the Education Policy program at New America, attended the October 2018 DEW event and stated:

> Washington is helping lead the way for other states interested in creating multiple pathways into the teaching profession to help address shortages and increase the diversity of the workforce.

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Building upon the privately funded pilot project, The Grow Your Own Regional Recruitment and Guidance initiative would be a new state program, bringing together regional partnerships of preparation programs, school districts, Educational Service Districts, and community organizations. This would support P-12 students, parents, community members, emergency substitutes, and paraprofessionals in communities across the state to become certified teachers.

PESB has engaged three strategies to advance this work.

1) Statewide and regional Diversifying the Educator Workforce events promoting advocacy, best practices, and research dialogue.
2) Facilitating regional collective impact work to discuss issues of equity, community engagement, shared leadership, data use, and local context as actions supporting the efforts for diversifying the educator workforce.
3) Supporting district infrastructure for Grow Your Own programs, to better track participants; gather recruitment, development, and retention data; and evaluate efforts.

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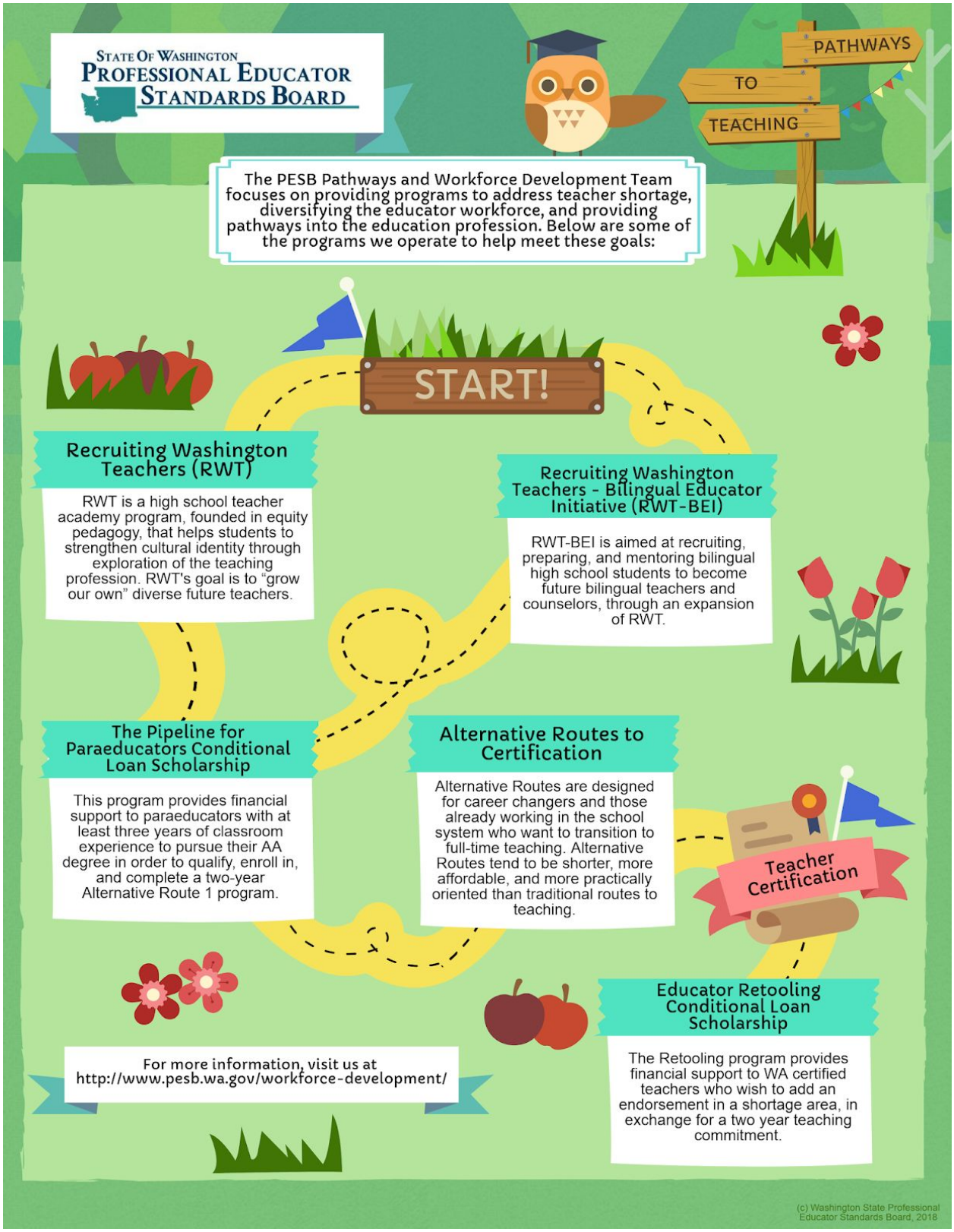
STATE OF WASHINGTON
PROFESSIONAL EDUCATOR STANDARDS BOARD
PATHWAYS TO TEACHING
The PESB Pathways and Workforce Development Team focuses on providing programs to address teacher shortage, diversifying the educator workforce, and providing pathways into the education profession. Below are some of the programs we operate to help meet these goals:
START!
Recruiting Washington Teachers (RWT)
RWT is a high school teacher academy program, founded in equity pedagogy, that helps students to strengthen cultural identity through exploration of the teaching profession. RWT's goal is to "grow our own" diverse future teachers.
Recruiting Washington Teachers - Bilingual Educator Initiative (RWT-BEI)
RWT-BEI is aimed at recruiting, preparing, and mentoring bilingual high school students to become future bilingual teachers and counselors, through an expansion of RWT.
The Pipeline for Paraeducators Conditional Loan Scholarship
This program provides financial support to paraeducators with at least three years of classroom experience to pursue their AA degree in order to qualify, enroll in, and complete a two-year Alternative Route 1 program.
Alternative Routes to Certification
Alternative Routes are designed for career changers and those already working in the school system who want to transition to full-time teaching. Alternative Routes tend to be shorter, more affordable, and more practically oriented than traditional routes to teaching.
Teacher Certification
Educator Retooling Conditional Loan Scholarship
The Retooling program provides financial support to WA certified teachers who wish to add an endorsement in a shortage area, in exchange for a two year teaching commitment.
For more information, visit us at http://www.pesb.wa.gov/workforce-development/
(c) Washington State Professional Educator Standards Board, 2018

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Approaches facilitating a paraeducator career ladder

"The job of the Paraeducator Board is to ensure Paraeducators have professional status. We are also creating a career ladder, and designing pathways if paraeducators choose to become teachers."

- Mandy Manning, 2018 National Teacher of the Year and Paraeducator Board Member

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Statewide standards-based training for all paraeducators will improve classroom support for all students. The Paraeducator Board is committed to ensuring all paraeducators in Washington receive professional status through the certificate program. Ensuring that paraeducators receive the training and support they need to be successful in the classroom will have a positive impact on school outcomes, culture, and community.

There were 24,185 paraeducators in Washington State in the 2016-17 school year. A 2017 PESB survey Washington State paraeducators had almost 5,000 respondent. 37% responded “yes” to the question, “If you had all the support you needed, would you be interested in pursuing full certification as a teacher?” 10% of the paraeducator survey respondents were currently pursuing certification as a teacher. 63% of paraeducator respondents indicated that they are not sure who to talk to about becoming a teacher.

One example of a program supporting paraeducators to become teachers is the Bilingual Teacher Fellows program, developed through a partnership between Highline Public Schools and Western Washington University. This program prepares bilingual paraeducators to earn their teaching certificate.

Not all paraeducators wish to become teachers, but given the number that do, it makes sense to put supports in place. These are educators already in our schools and in our communities.

Pipeline for Paraeducators Conditional Loan Scholarship

The Pipeline for Paraeducator Conditional Loan Scholarship Program provides financial support for paraeducators interested in transitioning to teaching. The program awards eligible experienced classified instructional staff with financial assistance to earn their associate’s degree. Earning an associate's degree enables candidates to enroll in, and complete, a two-year Alternative Route 1 program in the pursuit of a residency teaching

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certificate. Each year of the conditional loan is forgiven for two years teaching service in a Washington public school.

Recent surveys show paraeducators are increasingly interested in becoming certified teachers; however, not all paraeducators have the required associate's degree for a Route 1 program, or bachelor's degree for a Route 2 program (the two Alternative Routes designed specifically for paraeducators). The Parapipeline Program ensures that more of Washington's paraeducators are able to climb the educator career ladder, should they choose to do so. During the 2017-2018 fiscal year, PESB was able to award 16 applicants. With more preparation options available around the state, and the development of the Paraeducator Board, demand for this pathway will continue to grow.

Learn more about the Pipeline for Paraeducator Conditional Loan Scholarship Program

Addressing first tier and second tier licensure requirements for teachers coming in from out-of-state

One source of educators for Washington are educators coming in from out-of-state--current policy has streamlined the pathway to licensure for these individuals. Washington State provides broad access to certification for out-of-state educators.

PESB WAC allows Washington to recognize every other state's approved educator preparation program and degree from an accredited institution towards meeting requirements for state certification.

When an educator comes in to our state, there are generally assessments they need to complete. These educators are issued a one-year temporary permit, allowing them time to complete the assessments while they are working in the classroom. Out-of-state educators seeking Washington certification may use passing scores from their state's aligned teacher certification exams to meet Washington's basic skills or content knowledge assessment requirements.

Prior to this past year, all teachers in Washington State, including those coming in from out-of-state, were required to achieve second tier licensure through ProTeach or an alternative within a certain number of years. Only two other states had second tier licensure equivalent to Washington State--this meant that out-of-state educators, even if they had been teaching for many years, were required to complete this additional

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licensure process.

Policy has changed: second tier licensure is now optional for all educators in Washington State, including those coming in from out-of-state. This has greatly eased the process for out-of-state teachers.

Approaches to the teacher shortage that address interest and motivation in pursuing teaching

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Recruiting Washington Teachers (RWT): a Grow Your Own approach to address the teacher shortage

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These are students of color who never saw themselves reflected in the classroom … those kids that I'm talking about are there right now, looking forward to a teaching career.

Robert Hand
Recruiting Washington Teachers educator
Mount Vernon High School
Washington state Teacher of the Year

The RWT program started out of a need to provide leadership opportunities for a group of students that didn't necessarily have anything available to them, particularly when it came to curriculum with high expectations, with audacious goals, with provided support. We looked to create something that provided that opportunity for students. So that's where it stemmed from, from a big need.

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Michael Sampson
RWT teacher and curriculum coauthor
Bilingual education teacher at Burlington Edison High School

Recruiting Washington Teachers and Bilingual Educators Initiative

The Recruiting Washington Teachers (RWT) program is a collection of curriculum and resources for high school teacher academies, originally created through legislative action in 2007 (RCW 28A.415.370) and legislative proviso in 2014 (ESSB 6002). RWT's overarching goal is to "grow our own" diverse group of future teachers who more closely reflect the population of today's children and youth. RWT is founded in equity pedagogy and helps students to explore cultural identity and educational opportunities through the lens of the teaching profession. The Recruiting Washington Teachers – Bilingual Educators Initiative (RWT–BEI), created in 2017 through HB 1445 (Concerning dual language in early learning and K-12 education), is aimed at recruiting, preparing, and mentoring bilingual high school students to become future bilingual teachers and counselors in the state of Washington. RWT-BEI is taught using the RWT curriculum, with the addition of specific resources to support students on their journey to becoming bilingual teachers.

In order to support scaling this work around the state, in February 2018, PESB released free, online professional development modules for the Recruiting Washington Teachers (RWT) program. Any Washington State teacher now has access to the Canvas-hosted professional development, meant to support teachers in exploring the core concepts and structures of RWT. The modules were developed through a grant funded partnership with the Center for Strengthening the Teaching Profession (CSTP), who worked with Washington teachers to examine the curriculum and use their expertise to make this resource as meaningful as possible to Washington educators. PESB is now piloting micro-credentials based on this professional development in order to support growing the program.

In the fall of 2017, through a competitive grant application process, RWT-BEI pilot sites were created for both the 2017-2018 and 2018-2019 school years. These sites develop best practices and resources to share across the state, supporting growing our own future bilingual educators from our classrooms. RWT-BEI classes incorporate the seal of biliteracy into their teacher academy work.

Both RWT and RWT-BEI are important pieces of strategic career connected learning

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and GYO initiatives; however, creating and running these programs can be expensive for districts and their higher education partners. With additional financial support from the state, more high school students can be provided with the opportunity to explore a teaching career.

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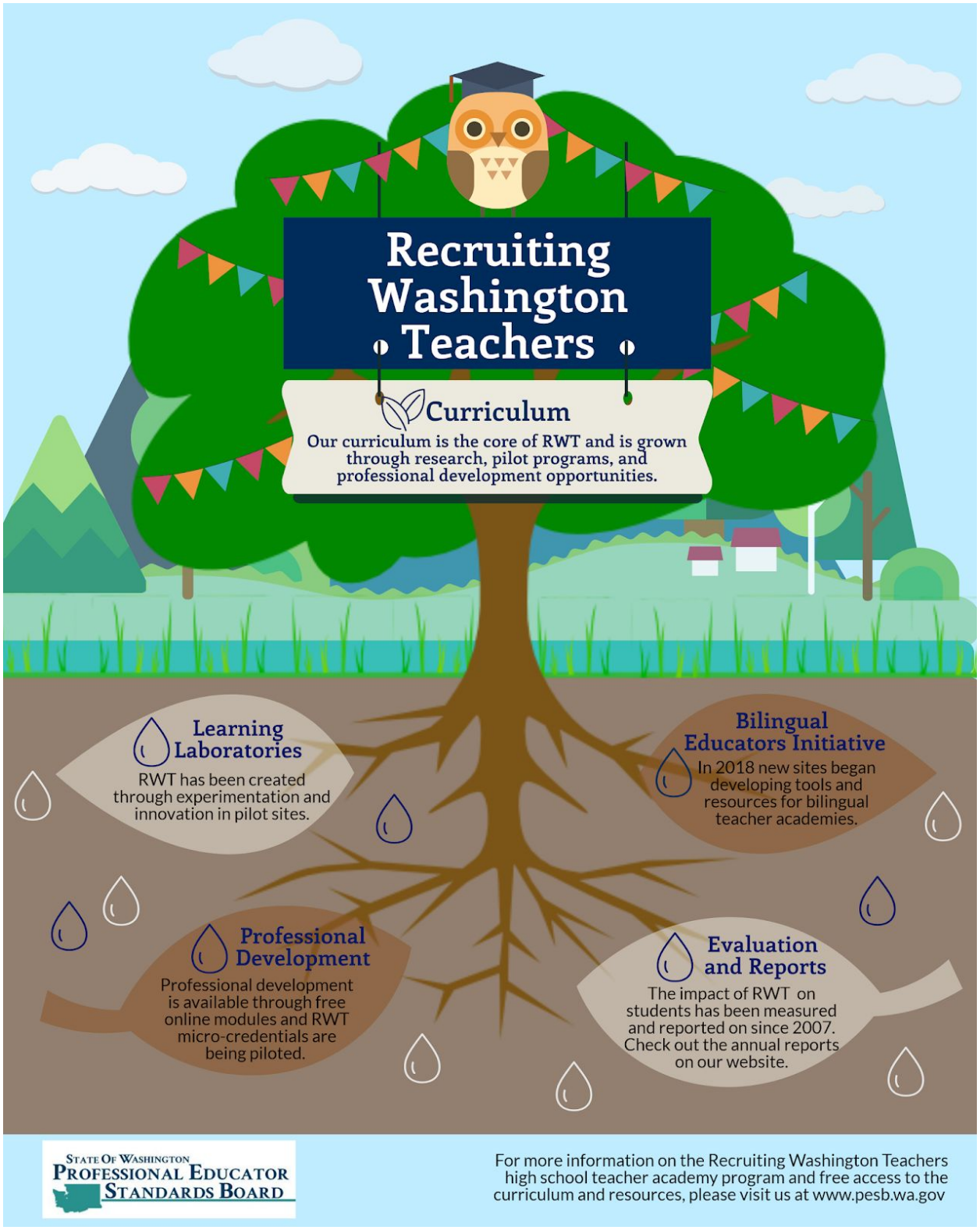
Recruiting Washington Teachers
Curriculum
Our curriculum is the core of RWT and is grown through research, pilot programs, and professional development opportunities.
Learning Laboratories
RWT has been created through experimentation and innovation in pilot sites.
Bilingual Educators Initiative
In 2018 new sites began developing tools and resources for bilingual teacher academies.
Professional Development
Professional development is available through free online modules and RWT micro-credentials are being piloted.
Evaluation and Reports
The impact of RWT on students has been measured and reported on since 2007. Check out the annual reports on our website.
State Of Washington
Professional Educator Standards Board
For more information on the Recruiting Washington Teachers high school teacher academy program and free access to the curriculum and resources, please visit us at www.pesb.wa.gov

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Recruiting and Hiring Educators

Identifying and cultivating educators is a key step in addressing the educator shortage. In the opening story to this report about the rural school, the individual who became the successful Spanish teacher had been living in the community: what was required was identification of this individual by the school district, and a pathway to state teacher certification. Successful cultivation of educators to meet local and regional shortages sometimes means the order of preparation may be malleable--the individual might be employed first, then concurrently prepared. In this case, the individual was hired by a district, and then prepared in an Alternative Route program while working as a teacher.

Recruitment of potential future educators can start early. The Recruiting Washington Teachers program targets high school students. At the college level, undergraduates are still making decisions about their future. New America described presentations at a recent PESB Diversifying the Educator Workforce (DEW) conference:

> Educator preparation programs in the state presented on work they are doing to support the recruitment and retention of racially and linguistically diverse teacher candidates. Nat Reilly spoke about the Future Woodring Scholars Program at Western Washington University that is “basically RWT for first year college students.” The program pulls together cohorts of first year students who are interested in majoring in education and are selected based on eligibility criteria such as first generation college student, student of color, eligible for Pell Grants, male and others.

On behalf of the Professional Educator Standards Board, the Regional Education Laboratory of Education Northwest (REL Northwest) conducted a research scan, “Human Resources Practices for Recruiting, Selecting, and Retaining Teachers of Color.” The research scan includes practices are drawn from research written between 2000 and 2018 that describe strategies to support education HR professionals and administrators in their efforts to diversify their workforce. This research scan is found in Appendix ____.

Figure 17: Framework for Human Resources Practices for Recruiting, Selecting, and Retaining Teachers of Color. Regional Education Laboratory of Education Northwest.

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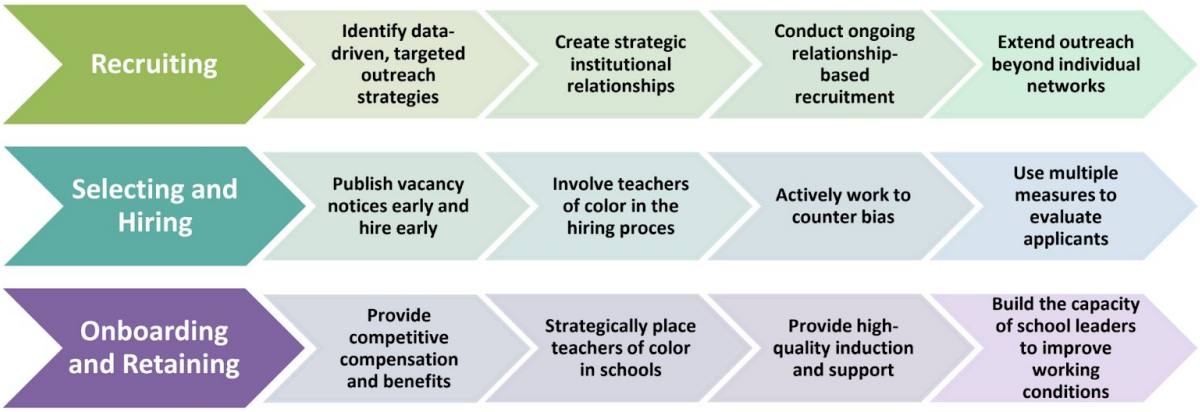

Induction and Retention

Turnover is a major driver of the teacher shortage. A 2017 study found that, “Unlike Finland and Singapore, where 3–4% of teachers leave the profession each year, usually for retirement, in the United States annual teacher attrition is about 8% and accounts for roughly 90% of the demand for new teachers.”

In Washington State, our data in Figure 12 of this report shows that teachers of color have a lower persistence rate in the profession than white teachers. In “Understanding Teacher Retention and Mobility in Washington State,” Elfers, Plecki, and Windekens report, “Nearly 60% of Washington teachers are located in the same school after five years, and this retention rate has changed little in nearly 15 years. Of the remaining teachers, 14% move to other schools within their district and 7% relocate to another district within the state.”

Strategies for teacher retention found in the REL Northwest research scan, “Recruiting, Selecting, and Retaining Teachers of Color,” include competitive compensation and benefits; and strategically and intentionally placing teachers of color in schools, considering the organizational conditions of the school, the strength of the school’s leadership team, and overall fit, as well as how assignments are aligned with new hires’ content expertise. Other strategies include implementing high-quality induction and early support for new teachers of color; and building the capacity of school leaders to improve working conditions.

Induction is a key stage in an educator’s career. The OSPI Beginning Educator Support Team (BEST) program, operating since 2013-14, provides induction support for first and second-year teachers. The goals of the program are to increase both the efficacy and

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the retention of novice teachers using research-based practices in hiring, orientation, mentoring, and mentor and new teacher professional learning. In 2017-18, it served about 76% of first year teachers (and about 63% of second year teachers). A study completed by the University of Washington's Center for the Study of Teaching and Policy in 2017 found 94% retention of first-year teachers in districts implementing the BEST program with fidelity, compared to 90% in those who were not doing so.

For additional information about the program and publications, see the BEST website: http://www.k12.wa.us/BEST/

PESB and OSPI have partnered in a process to design human resources trainings. Online models of the curriculum and strategy have been developed. These trainings include basic cultural competency standards of practice, support around practices to diversify the workforce, and guidance for culturally responsive professional development. PESB has created the content and strategy for this work and is currently working with an advisory group to support a train the trainer model. This work is intended to equip HR professionals with tools and resources that will help them to address educator shortage through effective tools for selection, onboarding and retention that are culturally responsive and prioritize educator and ultimately student needs. Plans also include the development of an in-person training team for the future best practice seminars. With support from the Legislature, the training has emerged as a way to move education Human Resource practices to a model that focuses on workforce development.

Find out more about PESB and OSPI collaborative human resource training opportunities.

Educator professional growth and leadership opportunities

Providing support and growth opportunities across the career continuum is one approach to addressing the teacher shortage. Teacher leadership provides teachers the opportunity for influence beyond their classrooms, and can take a variety of forms. Opportunities for teacher leadership have been found to be critically important to recruiting and retaining the most effective and accomplished teachers. Among math and science teachers, a lack of teacher influence over decision making was among the top reasons stated for leaving a position.

In nationally representative survey data analyzed by the Learning Policy Institute, the reasons teachers most frequently cited for leaving their jobs were:

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- Dissatisfaction with testing and accountability pressures (listed by 25% of those who left the profession).
- Lack of administrative support (listed by 21% of those who left the profession).
- Dissatisfaction with the teaching career (listed by 21% of those who left).
- Dissatisfaction with working conditions, including large class sizes (10%) and lack of other resources and facilities (9%).

Addressing these working conditions is one approach to address teacher turnover. For example, Ingersoll found that teachers in schools with higher levels of leadership support, classroom resources, schoolwide influence, or classroom autonomy all had significantly lower turnover.

In “Mitigating teacher shortages: Teacher Leadership,” the Education Commission of the States notes that educators, “who have opportunities to share their expertise experience
greater job satisfaction and are more likely to stay in the profession.”

Opportunities for growth across the career continuum often open up access to teacher leadership roles. Optional second tier licensure in Washington State provides growth opportunities for educators.

Washington State teachers and school counselors are able to obtain and renew a second tier professional certificate through National Board Certification from the National Board for Professional Teaching Standards (NBPTS). School psychologists can obtain and renew a Washington State professional certificate through the Nationally Certified School Psychologist (NCSP) credential from National Association of School Psychologists (NASP). Washington State school speech language pathologists and audiologists may renew their state certificates with an American Speech Language Hearing Association (ASHA) Certificate of Clinical Competence (CCC).

In 2007, the Governor initiated and the legislature funded a $5,000 bonus for NBPTS National Board Certified Teachers (NBCTs). To encourage NBCTs to teach in challenging schools, state policy makers enacted an additional $5,000 bonus for NBCTs who teach in these schools. Challenging schools are those with a high percentage of free and reduced priced meals. A conditional loan is available to support educators pursuing NBPTS National Board certification. OSPI manages the National Board bonus and conditional loan programs.

Three organizations in Washington state, the Center for Strengthening the Teaching

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Profession (CSTP), OSPI, and the Washington Education Association (WEA), often partner around National Board issues, including providing support for National Board candidates, and providing teacher leadership opportunities for NBCTs.

Another example of an opportunity for teacher leadership across the career continuum is through The Fellows' Network, a group of instructional leaders convened by the Office of Superintendent of Public Instruction (OSPI) and the Association of Educational Service Districts (AESD). Fellows support district and community implementation of state learning standards in mathematics, English Language Arts (ELA), and science, and the Early Learning Guidelines. Approximately 1,100 educators are participating in the 2018-19 Fellows' Network.

This professional learning and leadership development program allows for deeper and expanded learning in the topics of: leadership, content area knowledge, adult learning, change management, equity, use of data and analytics, and student growth. Each school year, Fellows participate in four one-day convenings led by ESD Regional Coordinators. Each Fellow prepares and executes an action plan to apply their learning in a job-embedded setting. Districts support the participation of their Fellows by providing release time, substitutes, and travel support. After three years, Fellows have the option to become Emeritus Fellows and remain connected to the network, with opportunities to provide leadership in local, regional, and/or state initiatives.

Compensation

Increasing teacher compensation has a positive impact on attracting teachers, retaining teachers, and even bringing teachers back who have previously left the profession.

This year has seen a major shift in compensation for Washington State teachers. Headlines this past fall read, "Many teachers getting double-digit, up to 20 percent, raises." Dramatic salary increases were seen both for beginning teachers, and for teachers across the career continuum. Many of these changes stemmed from the passage of EHB 2242, and a Washington State supreme court ruling on the McCleary case regarding a paramount duty of the state to amply fund education.

The impact of these compensation changes on the educator shortage will be important to track in the upcoming years.

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Around the state:

State government, institutions of higher education, school districts, community-based organizations, businesses, foundations, parents, families, and other community members all play a part in addressing educator shortage.

PESB has worked over this past year to cultivate and convene leaders around the state discussing educator shortage and teacher diversity. Over the past several years, we have convened several work groups as well as conferences focused on educator diversity and teacher shortage.

This year, in November, we convened several events addressing educator shortage. PESB, in partnership with the Bill & Melinda Gates Foundation, convened an October DEW meeting focusing on statewide strategy for diversifying the educator workforce through discussions on research, best practices and advocacy. Goals were to further articulate a system for success around diversifying the workforce in Washington and create opportunities to align efforts across partners. PESB hosted weeklong events that included: an educator preparation program Advancing Equity meeting; Educator Preparation Alternative Routes Program meeting; New America national group gathering; National Governors Association educator diversity meeting; and coordinated site visits at Highline School District and Highline College.

In our work across the state, here are some common themes we have seen for how to address educator shortage in the Washington State community.

- Career connected learning starting in high school
- Strategic planning to address educator shortage and workforce diversity
- Advancing equity in educator preparation
- Starting and sustaining grow your own programs
- Partnerships to retain diverse educators

Organizations across the state shared the approaches they are taking in response to the educator shortage. This section spotlights a few shared topics and approaches to address educator shortage in the state.

Highlights of what we've learned from the DEW convenings: advancing equity in educator preparation:

Of the stakeholders brought together by the DEW convenings, 66% indicated they are in the midst of advancing the work to diversify the teacher workforce, 24% said they are

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just getting started, and about 8% felt confident in their efforts to do the work. This speaks to the importance of continuing to provide opportunities that support and encourage organizations to continue this work.

Educator preparation programs participating in the Pilot to Policy: Advancing Systemic Equity grant, and districts participating in the GYO Regional Recruitment and Guidance program provided breakout sessions and shared their efforts to advance equity. They talked about their next steps in committing to this work:

> "Our department has made several curricula changes in our coursework and also explicitly talks about issues of race. We will be updating our department's equity action plan."
>
> "My organization is committed to this work and we are working with state departments and districts across the county on equity and increasing the pipeline of effective teachers and principals."
>
> "As a university, there are many steps we're taking and many more we need to take in order to diversify the workforce. It's a complex and ongoing project."
>
> "As a teacher prep program, we are committed to continuing our work with district partners to identify strong potential teachers, recruit them into our teacher education program, and to provide a rigorous and powerful preparation program supporting them throughout their experience."

Preparation program approaches to address educator shortage:

Preparation providers are employing many strategies to address educator shortage. Through Alternative Routes and other shortage focused programs, preparation providers are meeting district demand through embedding preparation in the district, in order to tie educator production with district needs. In some cases, this means modifying the recruitment of candidates and structure of preparation to include those already working in districts and career changers.

Many preparation providers are advocating for changes to make teacher preparation more accessible. One method has been attempts to address testing barriers for candidates. Largely preparation providers agree that changes need to be made to our current educator preparation testing model. As is, this test disproportionately acts as a barrier for candidates of color. PESB has introduced a legislative request to address this

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issue after extensive work with the field. Additionally, in the last five years, more educator preparation programs have been initiated at the bachelor's degree level--creating opportunities for those just starting college or those with an associate's degree to reach their goals of teacher certification with a direct path. Programs that provide a master's degree or post baccalaureate certificates allow candidates who have already completed a bachelor's degree to build on that education and experience without having to start over. All these options build stronger relationships with a more diverse pool of candidates.

Many colleges are expanding their offerings in rural communities and in suburban areas. Colleges are co-locating with other colleges to increase enrollments and, in particular, increase enrollment percentages of candidates from underrepresented populations. Preparation providers look to further prioritize student support services and partner with programs that provide candidates exposure to the field of teaching. Colleges are partnering with Recruiting Washington Teachers high school teacher academy programs, recognizing that these students need enhanced support services but come with in-depth exposure to the teaching profession.

Additionally, community colleges have developed and are now offering bachelor's degrees, increasing access in areas of great shortages of teachers. Community colleges have prioritized first generation college students, paraeducators and early learning employees becoming teachers. Community college teacher education programs can offer support services that effectively meet the needs of first-generation applicants through pathways for professional and technical associate degrees. Programs focus on high need endorsement areas, including developing bilingual, special education and early learning endorsed teachers. These programs work closely with districts to develop educators to address regional educator shortage through a bachelor's degree in teacher education in the local community.

Many Alternative Route preparation programs ask districts to collaboratively select candidates with them. Districts then have a voice in identifying their highest shortage areas and supporting their strongest classified staff members. From there, programs use job-embedded student-teaching paired with in-person or online courses to certify effective teachers, trained for work in specific districts and their high-needs areas. These programs are aimed at paraeducators and those with conditional certificates employed within the partner districts, or career changes from outside the education field.

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Some preparation programs are making more flexible learning structures including course modules offered online; on-the-job, personal, mentor-based instruction; face-to-face seminar meetings; as well as peer learning in cohorts. Program are offering part-time opportunities, programs on nights and weekends and flexible residency-based programs.

Districts addressing the educator shortage
Small and large districts across the state address the shortage with approaches including residency based educator preparation programs, supporting candidates by connecting them with the right preparation program and providing job embedded support and development.

The Seattle Public Schools Classified to Certificated Program supports paraprofessional employees who would like to become certificated employees in specific, targeted high-needs areas.

Highline School District and Western Washington University's Woodring College of Education. This program is designed to prepare a cohort of bilingual paraprofessionals to earn their teaching certification. The partnership is funded by Washington's Alternative Route Block Grants program which supports university/district partnerships in the development of alternative route teacher preparation programs. Bilingual fellows are provided with scholarships to cover nearly the full tuition costs of the two-year program, ongoing mentorship from faculty and mentor teachers, full-time employment as paraprofessionals for the duration of the program, and coursework offered on-site at Highline in a cohort model.

> "This program came about and I applied for it specifically because it was a bilingual program. I am trilingual…and it was something very unusual for me to have an Asian teacher and I thought that [it] would be really cool for me to be able to provide a service [bilingual teachers are a shortage area], just be in a position where I could be bilingual, communicate with students and parents especially in two languages."

Districts also use the Recruiting Washington Teachers (RWT) program and curriculum resources for high school teacher academies with the overarching goal to "grow our own" diverse group of future teachers.

One technique employed by the Tacoma and Renton School District RWT programs is to address shortage of paraeducators is to prepare students for, and assist them in

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taking, the ParaPro assessment. The test is one way to meet minimum employment requirements to be a paraeducator; passing the test became a requirement for all new paraeducators in 2018. According to the 2017-18 RWT site progress reports, both Tacoma and Renton school districts supplemented the cost of the test for interested students. Tacoma had 12 of 25 students (48%) pass, and Renton had 14 of 14 students (100%) pass. The students who passed the ParaPro test will be able to apply for paraeducator positions in any district in Washington State, allowing them to work as paraeducators while attending college. Both district offices have also guaranteed former RWT students an interview if they choose to apply.

Burlington-Edison and Mount Vernon school districts employed a different technique with similar goals through the Maestros Para el Pueblo program. Both high schools collaborate with Skagit Valley College and Western Washington University to help students navigate the transition into higher education. Maestros Para el Pueblo ensures continued programmatic supports in a post-secondary setting through resources such as a cohort model and assigned academic advisor.

Insights from state agencies, community partners, and professional associations:

The Professional Educator Standards Board (PESB)

PESB programs are highlighted throughout this report as strategies that address educator shortage through providing candidate scholarships but also candidate navigation and support to become a teacher. The Professional Educator Standards Board (PESB) is committed to advancing initiatives that ensure equity in educator preparation, pathways, and address workforce shortages. **Diverse students and educators are a tremendous asset to our state and workforce**. We are committed to lifting up those assets, as well as addressing inequities, disparities, and barriers within the overall education system.

Strategies that the PESB employs to address the educator shortage are found throughout this report, and include:

- Legislatively funded grants, including the Alternative Route Block Grant; Paraeducator Pipeline Conditional Loan Scholarship;Retooling Conditional Loan Scholarship; Advancing Equity grant and work group; The Recruiting Washington Teachers – Bilingual Educators Initiative (RWT–BEI); the Teaching Equity Grant Partnership
- The GYO Regional Recruitment and Guidance program
- Human Resource trainings

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The Office of the Superintendent of Public Instruction (OSPI)
OSPI engages in a number of approaches to address the educator shortage. Approaches highlighted in this report include the OSPI Beginning Educator Support Team (BEST) program; PESB and OSPI collaborative human resource training opportunities; the National Board bonus, challenging schools bonus, and conditional loan programs; the OSPI and AESD Fellows' Network; and the Educator Workforce Development Work Group.

ESD 113 developed an education personnel cooperative: EdJobsNW, which is now available to districts statewide. Member districts have an online platform for applications, as well as support for both the central office staff and the job applicants. EdJobsNW represents member districts at 18 career fairs each year and assists with finding candidates for hard-to-fill positions. https://edjobsnw.org/

Teach For America Washington: Teach For America Washington recruits outstanding and diverse leaders who they believe have demonstrated evidence of the values and leadership necessary to expand opportunity for children. They welcome an average of 30 new teachers to the state of Washington every year, the vast majority of whom receive their teaching certificates through a partnership with the University of Washington's U-ACT program. Corps members teach in high-need public schools throughout the Greater Puget Sound area, as well as South Central Washington. More than 330 alumni of the program are currently teaching across Washington state. https://www.teachforamerica.org/where-we-work/washington

The Martinez Fellows, Technology Access Foundation:
The Martinez fellows and alumni are focused on diversifying the educator workforce and encouraging supporting students of color as they become teachers and in the field. The Martinez fellows work with partnering colleges of educations to provide supports for candidates of color in their programs. The participating colleges provide scholarships for the candidates in their programs. 98% of fellows completed their master in teaching programs with 92% work in Title I or poverty impacted schools, and 95% of fellows remain in education after the first 3 years. Here are what alumni of the program have to say:

> "So far the fellowship has been a great way to connect with other teachers of color and talk about what we see happening in our school setting. The sessions that are offered throughout the school year are beneficial in which we can then go back to our classroom/practice and implement new learning to become a

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better educator. I am really appreciative of everything that is being done to continue this fellowship thriving!!"

Juanita Tellez
Juanita is currently teaching second grade, and is starting the National Board certification process this school year.

"The fellowship is helpful because I am able to get Nationally Board certified with fellow colleagues and receive support through professional development opportunities to help me in education."

Elizabeth Capetillo
Elizabeth is currently teaching sixth through eighth grade English language learners. Her future plans are to become a National Board Certified Teacher, then continue to work on creating opportunities for English language learning and migrant families.

Washington Student Achievement Council (WSAC):
WSAC recently submitted a legislative report highlighting results from the first cohort of the Teacher Shortage Conditional Grant, and related recommendations.

Washington State is experiencing a shortage of teachers in particular geographic and subject areas, along with a lack of workforce diversity. To address these problems, the Washington State Legislature passed a bill in 2016 establishing the Teacher Shortage Conditional Grant (TSCG) program (E2SSB 6455, RCW 28B.102.090). The purpose of the TSCG program is to encourage individuals to become teachers by providing financial aid to candidates enrolled in the state's approved teacher preparation programs. In exchange for receiving the grant, recipients must teach at a Washington preK-12 public school for two years, or fulfill the obligation in half the time by serving in a shortage area. TSCG addresses college affordability barriers, prioritizes support for individuals from groups that are traditionally underrepresented in the teaching workforce, and incentivizes teaching in shortage areas.
https://wsac.wa.gov/sites/default/files/2018.TSCG.Report.pdf

WSSDA
WSSDA used the anecdotal data gathered from principals across the state and disaggregated by ESD region to demonstrate continued challenges, especially in regions where policy makers have expressed skepticism about a shortage. WSSDA has several legislative positions that suggest strategies for tackling challenges related to educator shortages. These include policy levers such as educator compensation,

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conditional scholarships, grow-your-own approaches, and addressing challenges in the state's certification system to ease the process for out-of-state candidates.

Washington Association of Colleges of Teacher Education (WACTE):
Approaches to addressing the teacher shortage vary widely by institution and geography. Institutional approaches generally include raising scholarship dollars, streamlining programs, and developing closer partnerships with districts.

In 2016 WACTE conducted a survey of all member institutions regarding (then) current capacity and future capacity (with and without added resources). Results indicated WACTE institutions had a total of 2500 "open" seats available for immediate enrollments in teacher education. In light of the increase of base salaries in the state, WACTE plans to resurvey member institutions to obtain current information on the number of "open seats" available in teacher education programs. http://www.wacte.org/

Association of Washington State Principals (AWSP)

In support of principals and the principalship in the education of all students, AWSP is intentionally confronting the educator shortage by way of our two primary strategic plan goals:
Goal 1: Equity

A. Lead on diversity & equity issues for historically underserved populations.
B. Use an equity lens to best serve all our members.

Goal 2: Principal Support

A. Work to create longer principal tenures within their buildings (reduce "the churn" – only 1:4 principals remain in their building after five years).
B. Shape the role and responsibilities of the principal. Make the job as fulfilling and sustainable as possible.

To these ends, and with the educator shortage and recruiting and retaining educators of color in mind, AWSP conducted a survey in the fall of 2017 about the teacher and substitute shortage. Survey results were incorporated into our 2018 legislative platform which included specific requests regarding support for educators (future and current) related to mentor programs, internships for future administrators, and professional learning for all roles in K-12. The survey and feedback from our members also resulted in the creation of our second annual Future School Leaders Day and the establishment of Future Educators Month.

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Furthermore, AWSP continues to engage stakeholder groups in Washington to work collaboratively on growing and highlighting the profession and building the pipeline of future educators. Efforts include strengthening partnerships with educator preparation programs and participating in OSPI's Educator Workforce Development Group to address the problem of educator shortage. Also, in partnership with the Center for the Improvement of Student Learning, AWSP is providing resources to principals regarding Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS). Both MTSS and PBIS have been shown to significantly reduce maladaptive behaviors and increase positive culture and climate in schools. In addition to the overall benefits of MTSS and PBIS, teacher retention is higher in schools that have higher prosocial student-behavior and a positive culture and climate.

AWSP and our affiliate, the Association of Washington Student Leaders (AWSL) continue to maintain a sharp focus on equity as it pertains to the educator pipeline. In addition to strategically planning with PESB to develop innovative ways to diversity the educator workforce, AWSP co-leads an annual Equity Conference, a state-wide Diversity and Equity Committee and facilitates both a Leaders of Color and a Latinx breakout session during our summer conference. We also sponsor a Seattle-based leaders of color affiliate group, provide equity-centered professional learning for over 200 committee and Board members and provide resources and publish blogs, magazine articles and AWSP TV segments focused on equity-related topics such as:

- Racial Literacy
- Bias
- Stereotype Threat
- Micro-aggressions
- Gender Fluidity

Currently, AWSP is in the process of updating our Leadership Framework with an emphasis on embedding equity-centered rubric language within each Component. Additionally, AWSP recently secured a $500,000 grant from the Gates Foundation to work with a subset of highly effective leaders over a period of two-years for the purpose of eliminating isolation gaps, reducing inequitable systems and increasing the statewide sharing of best practices. This cohort will be comprised of K-5 school leaders within the Road Map Project region with the goal of establishing a Networked Improvement Community and building statewide leadership capacity.

The AWSL has spearheaded a number of important equity-centered efforts including a graduate-school, credit-based, partnership with the Association of Washington

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Businesses, collaboration with Career Connect Washington to encourage students to choose education as their profession and a partnership with Centralia College East to offer challenge-course internships as part of the teacher education program. CEDARS Course Number 19151 allows High School students who serve as camp counselors at AWSL's Cispus and Chewelah Peak to be eligible for a .5 university credit towards an education degree. Additionally, AWSL recruits Junior Counselors at the Mt. Baker Leadership Camp to join the Senior Counselor staff as teachers. AWSL's junior counselors comprise a diverse group of students who are provided ongoing support as they consider teaching and school leadership as viable career options. AWSL is sponsoring 15 high school students of color to attend AWSP's Future School Leaders Day. All 15 students have served as peer mentors in AWSL's leadership programs and will receive continued support and guidance as likely candidates for a career in education. Lastly, AWSL's In the Loop publication has recently embarked on a six-month journey to provide resources designed to encourage and guide state-wide educational equity work.

Washington Association of School Administrators

The Washington Association of School Administrators (WASA) is an organization for professional administrators committed to developing competent, ethical, and visionary leaders. One of the primary goals of the association is to cultivate transformative, equity-driven leaders to ensure each student in every school and community is college, career, and life-ready. In order to reach that goal, WASA engages in actions that attract and retain effective leaders who represent the student demographics of the state. Specific activities addressing the educator shortage, most notably serving under-represented groups, include:

- conferences for women who are aspiring to and/or currently in central office administrator positions;
- support for a fledgling association for Latinx administrators;
- support for networks of leaders of color;
- a scholarship for under-represented educational leaders pursuing graduate studies that prepare for central office leadership positions; and
- development of an aspiring superintendents' academy in collaboration with the Educational Service District network.

WASA is a staunch advocate for building an effective educator pipeline and the role it plays in ensuring that the best interests of all students in the state are met.

State Board of Education

The Board supports recruiting and retaining educators and administrators who represent the diversity of the students served, and innovative educational leaders who

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are committed to eliminating biases, barriers, and opportunity gaps. The board supports increasing investments and professional development to address the needs of diverse learners, including expansion of dual language and immersion programs beginning in elementary school, and continuing through high school. The SBE promotes policies and innovations that support a positive learning environment, to create the conditions for the success of every student. Students need to be empowered to pursue their own individualized education pathways, including career-connected learning opportunities, with the guidance and support of educators.

Conclusion

Educator shortage is a critical issue--it impacts almost every aspect of the education system in our state. Often in discussions of educator shortage issues, there is a tension between addressing shortage from a standpoint of filling open positions, and addressing how we prepare and credential educators. We do not want shortage to compromise preparation and credentialing--thus, in addressing educator shortage in this state, we need to amplify our approaches, those described in this report and those still being developed.

It is through a combination of good policy, incentives and partnerships that we will move the needle on educator shortage. Washington State has an opportunity to elevate our education system by supporting diverse pathways into education; strategic investment for professional development in the workforce; and policy change that prioritizes access and retention in the profession.

Diverse students and educators are a tremendous asset to our state and workforce. We are committed to lifting up those assets, as well as addressing inequities, disparities, and barriers within the overall education system.

Understanding regional data, and the differences in educator shortage across regions, will allow us to develop targeted approaches and cultivate the people who will be able to fill our shortage areas. The role of educator credentialing, and pathways to educator certification, are key.

Supporting our students means investing in our educators. This can happen through:

- Supporting students through high-quality paraeducators
- Growing our own educator pathways
- Eliminating testing barriers

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With this charge, we can collectively address shortages while at the same time increase teacher diversity in the profession.

Appendix A: *Research Scan: Human Resources Practices for Recruiting, Selecting, and Retaining Teachers of Color*. Regional Education Laboratory of Education Northwest (REL Northwest)

Appendix B: Data caveats and methodologies

Appendix C: Works Cited