

## ATTRACTING TEACHERS INTO OUR CLASSROOMS

### Compensation

- Establish compensation and benefits for public school teachers that attract beginning teachers and encourage teachers to stay in the profession over time.
- Reverse the recession-era budget language that caps state funding for support staff and return to funding those positions to at least the rate of prevailing practice. (Current funding ratio is 4.27 support positions for each instructional position.) This will offset local expenditures that are well above the required local effort, freeing local dollars for salary improvements.
- Reverse the practice of using a linear weighted average when calculating prevailing practice for teacher salaries. This practice underestimates the actual costs.
- Implement and support student loan reform legislation in Virginia, including the Student Loan Bill of Rights and the Student Loan Ombudsman.
- Expand loan forgiveness and incentive programs for students who choose to teach. Offer incentives to enter the teaching profession.
- Expand the Virginia Teaching Scholarship Loan program and initiate supports so that new teachers can fulfill the service requirements.
- Develop a system of state-funded supports for teacher candidates during their semester of student teaching. Paid, full-time clinical placements and housing allotments should be considered (teacher residency model).

### Preparation and Support

- Ensure that the competencies included in the Profile of a Virginia Leader and Profile of a Virginia Educator are reflected in Virginia's educator preparation programs.
- Conduct a statewide audit of "grow-your-own," career pathways, and other incentive programs and provide state funding to expand them.
- Initiate multiple options for accreditation of Virginia's teacher education programs, allowing for options that respond to the teacher shortage and offer opportunities to diversify the teacher pipeline.

### Working Conditions

- Establish a state clearinghouse of teaching opportunities with a common application for all school divisions to use.
- Establish compensation and benefits for public school teachers that attract beginning teachers and encourage teachers to stay in the profession over time.
- Establish opportunities for teachers to grow in their profession and experience leadership roles without having to move directly into school administration.
- Provide an administrative framework for school leaders to support effective teaching and learning as opposed to monitoring compliance responsibilities.



## IMPROVING TEACHER INDUCTION

### Compensation

- Expand the Virginia Teaching Scholarship Loan program and initiate supports so that new teachers can fulfill the service requirements.
- Identify dedicated and sustainable funding for incentive programs for high-need subject areas and schools.

### Preparation and Support

- Update teacher preparation programs to reflect the Profile of a Graduate and the needs of modern learners.
- Conduct a thorough review of statutes and guidelines governing mentorship programs for both teachers and administrators. Determine the degree to which these statutes and guidelines are grounded in research.
- Revise the guidelines as needed to ensure that mentoring and coaching for teachers and administrators reflect evidence-based practice.

### Working Conditions

- Connect experienced and effective teachers, who hold renewable contracts, with new teachers, as mentors during the new teacher's probationary period. A reduced teaching load should be provided the new teacher and the mentor to protect time for observations, reflection, and guidance.
- Incentivize school divisions to maximize quality professional development opportunities that are job-embedded and encourage peer-to-peer support throughout the school year.
- Establish avenues for new teachers to develop professional relationships with those outside of their classroom and in the larger school community.
- Implement more effective mentoring opportunities for new school administrators so that they are prepared to offer instructional support to their teachers.
- Update the staffing standards in the SOQ to reflect research-based practice rather than prevailing practice or currently funded levels.

## IMPROVING TEACHER RETENTION

### Compensation

- Improve salary structures that disincentivize mid-career teachers from remaining in the profession.
- Establish opportunities and additional compensation for teachers to grow in their profession and experience leadership roles without having to move directly into school administration.

### Preparation and Support

- Update the teacher evaluation model to reflect the Profile of an Educator and research.
- Create evaluation models for teachers and administrators that emphasize growth and are competency-based.
- Increase the number and scope of evidence-based professional development opportunities for both teachers and school leaders.
- Revise recertification requirements so that they are competency-based and emphasize evidence of growth.
- Establish a teacher and school administrator advisory board to work with the General Assembly, Secretary of Education, and Board of Education on legislative and policy issues.

### Working Conditions

- Continue to reduce the emphasis on standardized testing for accountability. Recognize that deep and personalized learning requires that teachers have more autonomy to design their instructional practices.
- Recognize that administrative time and focus for teacher observation and support should be weighted towards novice teachers.
- Establish avenues for teachers to develop professional relationships with those outside of their classroom and in the larger school community.
- Provide opportunities for teachers to assume ownership of their professional development, participate in the school improvement process, and collaborate with other professionals.
- Provide support to help leaders develop cultures based on shared responsibility; vision, values, and culture; and capacity-building through training and professional development, as reflected in the Virginia Profile of a Leader.

### References

Currently the state funds teacher salaries at just over \$48,000 for both secondary and elementary instructors. The average teacher salary in Virginia, while still low, is \$51,994 (NEA Rankings and Estimates / 2016-17 data).

## RESOURCES

Among educators, there's general agreement on the pressing need to make teacher attraction, induction, and retention a priority in Virginia.

### Virginia Board of Education - Board Priorities and Goals - 2018-2023

**Priority:** Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders: <http://www.doe.virginia.gov/boe/plan/comprehensive-plan.pdf>

### Business/Virginia Chamber of Commerce

Blueprint Virginia 2025 K-12 Education:  
<https://www.vachamber.com/wp-content/uploads/2018/02/Blueprint-Virginia-2025.pdf>

### Advisory Committee on Virginia's Teacher Shortage

Virginia is facing a growing shortage of qualified teachers in many localities. The number of unfilled teacher positions across the state has increased by 40 percent over the past 10 years and has reached crisis proportions in certain divisions—especially those with high levels of poverty.

<https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/final-acts-report.pdf>

### The Learning Policy Institute. A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.

[https://learningpolicyinstitute.org/sites/default/files/product-files/A\\_Coming\\_Crisis\\_in\\_Teaching\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf)

### VA BOE Comprehensive Plan

<http://www.doe.virginia.gov/boe/plan/comprehensive-plan.pdf>

### Virginia Education Association

[http://www.veanea.org/assets/document/VA/12\\_17\\_VJE\\_Web.pdf](http://www.veanea.org/assets/document/VA/12_17_VJE_Web.pdf)



## VPEC

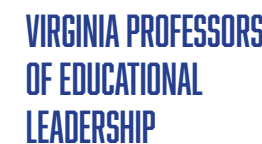
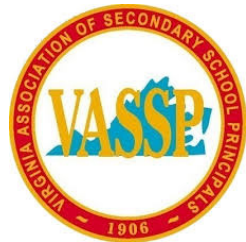
# Strategies to Address Virginia's Teacher Shortage

The unified position of the 12 organizations of the Virginia Public Education Coalition

For more than a year, the members of the Virginia Public Education Coalition (VPEC) have collaborated on the best ways to solve our state's serious problems with teacher attraction, induction, and retention. Our work led to recommendations in three key areas: Compensation; Preparation and Support; and Working Conditions. We are unified in calling upon the Governor, General Assembly, and Board of Education to develop plans to turn these recommendations into reality.

Teachers enter the field understanding earnings limitations, but they do so for their desire to work with young minds and influence their growth over time. Because teaching is more a passion than a job, school environments must nourish teacher collaboration and creativity. The Commonwealth must invest in quality teaching and learning environments—our educators and students deserve no less.

## MEMBER ORGANIZATIONS



### The Virginia Public Education Coalition

- Virginia Association of Colleges for Teacher Education
- Virginia Counselors Association
- Virginia Association of Elementary School Principals
- Virginia Education Association
- Virginia Association of School Superintendents
- Virginia Middle School Association
- Virginia Association of Secondary School Principals
- Virginia Congress of Parents and Teachers
- Virginia School Boards Association
- Virginia School Counselor Association
- Virginia Association for Supervision and Curriculum Development
- Virginia Professors of Educational Leadership