

APPENDIX

NEW JERSEY DEPARTMENT OF EDUCATION
Recruitment and Retention of Teachers in NJ Schools

NEW JERSEY TEACHER RECRUITMENT STRATEGIES

New Jersey, like many other highly urbanized states, has an ongoing issue of teacher shortages in a number of hard to staff areas particularly in high-need districts. Experts predict that across the country there will be a need for more than 2 million new teachers in the next decade (National Education Association, 2004). The greatest demands for new teachers across the nation are in large urban areas and outlying rural areas (Feistritzer, Haar, Hobar and Scullion, 2005).

New Jersey has documented shortages of teachers for high-need school districts in mathematics, science, special education, Bilingual/Bicultural, English as a Second Language (ESL), World Languages, and Early Childhood as measured by the annual New Jersey Department of Education Fall Report.

New Jersey has taken a proactive stance to deal with this reality. The Department of Education has instituted a number of key recruitment and retention strategies and policies and has taken advantage of some federal grant opportunities to help to increase the state's capacity to support district teacher recruitment and retention strategies and to increase the pool of teachers in hard to staff areas, with a special emphasis on supporting the recruitment and retention of teachers into our high-need urban districts.

Using Technology for Recruitment: NJHire

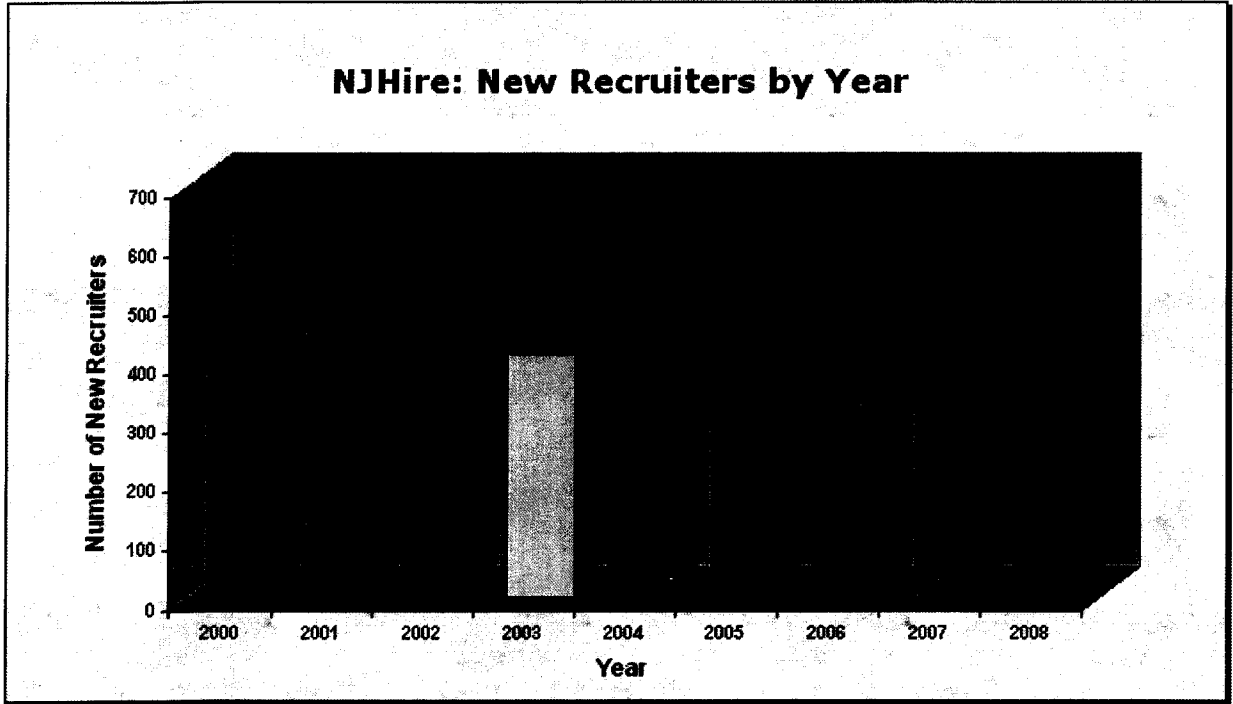
New Jersey currently has an effective state-level web-based educator recruitment system, NJHIRE, which provides school districts and educator candidates with up to the minute postings of job opportunities in New Jersey districts. NJHIRE allows participating districts to post employment openings online. Educators can post resumes and find teaching, administrative and non-instructional positions. School districts can post jobs and search for teacher, administrative, education services and non-instructional candidates. Currently, there are approximately 167,000 educators registered and nearly 3,000 districts interested in recruiting teachers registered.

Statistics on Use of NJHIRE

- Number of successful hits to site - 205,287,074 (between – May 18, 2000 and June 4, 2008)
- Number of successful page views - 88,891,647 (between – May 18, 2000 and June 4, 2008)
- Number of positions being advertised - 11,354 (Monthly Rotation)
- Number of potential teachers registered - 169,354 (between – May 18, 2000 and June 4, 2008)
- Over 69,366 resumes posted by users
- Over 167,589 applications submitted online
- Over 3,115 school districts/recruiters registered

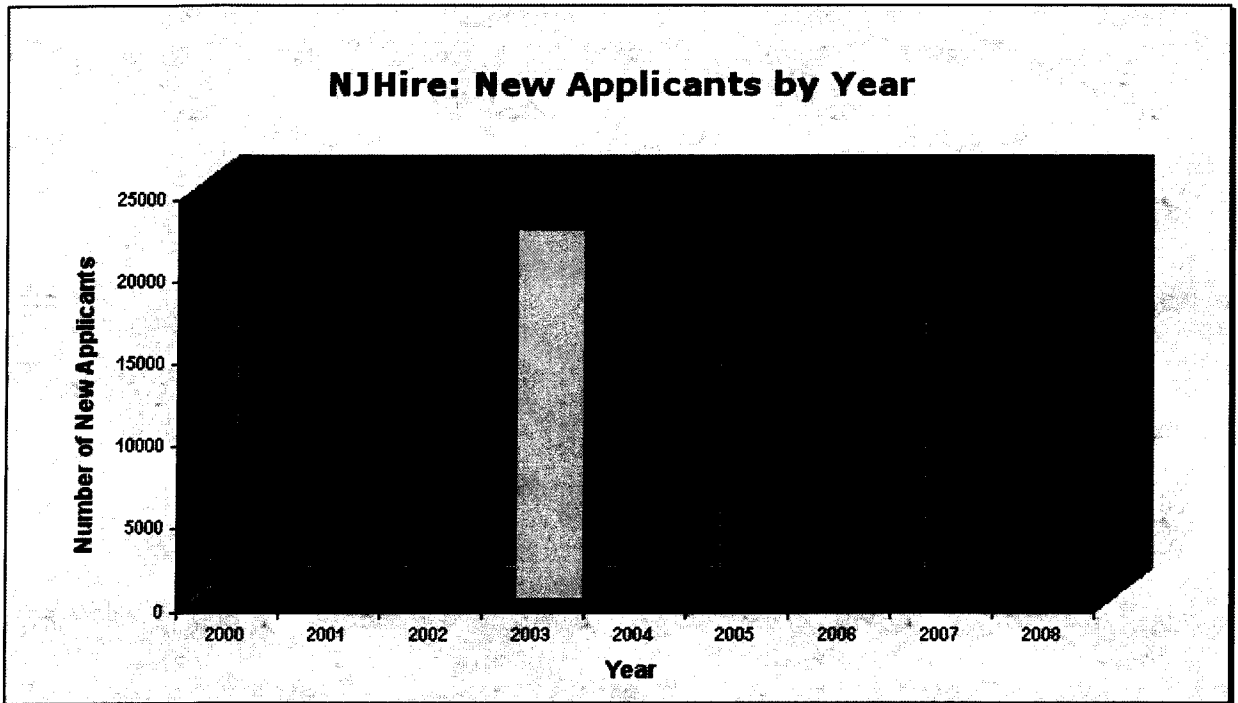
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Districts Recruiting Teachers (Recruiters) Registered on NJHire (2000-present*)



**As of June 6, 2008*

Applicants Registered on NJHire (2000-present*)



**As of June 6, 2008*

2x

Innovative Recruitment Strategies Through New Jersey's Teacher Quality Enhancement Grant-Recruitment (TQE-R)

To support the recruitment and retention of new teachers, in 2005, New Jersey applied and was successful in securing a four million dollar federal grant which allows states to develop new strategies and policies to recruit and retain high quality teachers. New Jersey's TQE-R grant project, which has included a partnership with The College of New Jersey has allowed New Jersey to utilize some innovative new research-based strategies to recruit, prepare, and induct teachers into our schools, particularly in our urban districts.

Improving Recruitment through New Technologies

Current research has shown that many urban districts have ineffective hiring and application processing systems which prevent them from hiring high quality candidates. New Jersey through the grant has utilized innovative and technology-based recruitment strategies to help our partner districts to enhance these practices.

Through New Jersey's Teacher Quality Enhancement Grant-Recruitment (TQE-R) New Jersey recently piloted an enhanced recruitment system tailored specifically for four urban school districts. They are: Trenton, Pemberton, Ewing and Vineland. Working with USTEACH, New Jersey created innovative, web-based recruitment and application processing systems for the pilot districts which allowed them to showcase and market their school districts. The pilots have experienced increased interest and recruitment of high quality candidates who have a real interest in working in urban settings. Districts are able through this new technology to showcase their districts in video vignettes, provide on-line processing and application review and provide other key marketing information. These strategies will be disseminated to all school districts to make them aware of these best practices.

Growing Urban Teachers through High School Urban Academies and High School Courses on Teaching

New Jersey has been successful in supporting a "grow your own" strategy of teacher recruitment, interesting high school students in urban areas in urban school teaching. Over the past three summers, The College of New Jersey, our partner in the TQE-R grant, has held a summer academy for high school students to expose them to the challenges and rewards of teaching in an urban setting. The program has been highly successful in generating interest in urban education and recruiting high school students from urban centers into the field.

Since 2005-2006, a cadre of 40 high schools students each year have been offered the experience to develop an understanding of the challenges, incentives, opportunities and satisfaction that can be gained from teaching in urban districts. Students had an opportunity to act as interns working with elementary students in summer programs; to gain an understanding of broader community support services; and to participate in a guided classroom, hands-on teaching experience along with faculty that provided opportunities to see good teaching modeled. In fact, over 90 percent of those who attended these academies over the past three years have since enrolled in teacher preparation programs. New Jersey would like to expand this successful

pilot to two additional regional centers where universities will seek students from urban areas to participate in summer academies.



Urban Teacher Academy 2007

Future Educators of America (FEA) Chapters: Teaching as a Profession

Through this grant project, New Jersey has also worked to seed an interest in teaching in urban high schools through Future Educators of America (FEA) chapters, a strong “grow your own teacher” initiative. New Jersey has promoted the creation of these chapters, which provide middle and high school students with opportunities to explore teaching as a career option. This spring, 300 students and their faculties from 40 school districts participated in the first-ever statewide conference to promote future educator organizations at the high school level. For the first time this summer, teachers from 45 high schools will receive training on offering courses as part of the high school curriculum to expose students to the teaching profession. In this way students can explore their curiosity about teaching as a career. Training for teachers who offer these classes will be offered through The College of New Jersey. This project aligns with the state’s efforts to support career planning across the spectrum of career options for students.

OTHER RECRUITMENT PROGRAMS AND SUPPORTS

New Jersey has a full-time recruiter and currently has an urban recruiter through the TQE-R Grant. There is also a full-time Troops to Teachers coordinator. In addition to the activities described below, the recruiters participate in job fairs within and outside the state and coordinate events that seek to attract teachers to New Jersey.

Federal Loan Cancellation or Deferment

These programs offer opportunities for those teaching in a low-income or subject-matter shortage area to cancel or defer their Perkins or Stafford student loans. Interested individuals can contact the state department regarding a school's eligibility and a listing of the teacher shortage areas. The department handles between 500 and 1,000 inquiries a year about the program which is coordinated by the federal government.

Troops to Teachers (TTT)

The Troops to Teachers program is designed to assist separating or retiring military personnel in pursuing a rewarding second career in public education while also facilitating employment in public schools. Funded by the U.S. Department of Education and administered by the U.S. Department of Defense through Defense Activity for Non-Traditional Education Support (DANTES), the long term goal of the program is to help improve American education by providing mature, self-disciplined, experienced and dedicated personnel for schools that serve high-need and low-income children. New Jersey has made good use of this program, providing urban districts with opportunities to recruit high quality candidates through this innovative program. Since the program's inception in 1994, there have been 514 Troops to Teachers registrants for the state of New Jersey. Registrants are individuals who meet all of the program's criteria (specific number of years of military service and Bachelor's degree). An estimate of individuals who are interested in the program but are currently in the pipeline (degree in process and/or years of military service needed) is 1200.

According to the National Center for Education Information's 2005 study, this program can help to improve diversity and support our needs in high need subject areas. Eighty-two percent of teachers nationally entering through the program are male; 37 percent of the teachers are persons of color; 27 percent of TTT teachers are teaching mathematics; 44 percent are teaching special education classes; and 46 percent are teaching in the sciences (including biology, geology, physics and chemistry). In addition, TTT teachers who teach in schools serving low-income families may receive a stipend up to \$5,000; those teaching in high need schools may receive up to \$10,000. The incentives attract TTT teachers to teach in high-need and low-income districts.

Spouses to Teachers (STT)

Spouses to Teachers (STT) is a program designed to assist the military spouse with their pursuit to become a teacher. STT is now national (as of October 2007) and spouses in all states can take advantage of the great assistance available from this program. Spouses can receive up to \$600 to assist with state teacher certification exams. In addition to the financial assistance, spouses can receive certification advising for their respective state, transcript evaluations, guidance with financial aid resources available at the state and federal level and networking avenues for teaching positions available at the state level.

Since STT went national in October 2007, 50 spouses have registered with the program and 110 have inquired about the program and are in the pipeline.

THE RETENTION OF NEW TEACHERS THROUGH ENHANCED PREPARATION AND INDUCTION

Research shows that while stepped up recruitment efforts can and does create increased interest in urban school placement, it is not enough to insure that recruited teachers will stay among the ranks. New Jersey must equally stress retention strategies to assure teacher retention. In order to support their retention, research is clear that strong preparation and induction into the profession are needed. A comprehensive teacher recruitment program must identify pipelines for teachers.

New Jersey's Alternate Route: Key Pipeline for Urban District Recruitment

New Jersey has a strong alternate route path to teacher certification that was begun in 1985. Forty percent of New Jersey's teachers enter the profession through the alternate route. The alternate route has increased the diversity of New Jersey's teacher population and provided candidates to teaching hard to staff content areas such as math, science, bilingual and special education in urban school districts. New Jersey recognizes that alternate routes to teacher licensure can increase the number of qualified candidates, particularly in hard to staff areas and schools. Most alternatively certified teachers are trained and teach in urban and rural areas (Feistritzer, Haar, Hobar and Scullion, 2005). New Jersey has made strong use of its alternate route to bring in teachers from a variety of paths including the military, business and paraprofessionals working in districts. New Jersey is currently working to enhance the preparation offered through New Jersey alternate route programs through redesign and review of the programs to better support teacher candidates, particularly those in high-need districts.

New Jersey recently had its first evaluation of its alternate route preparation programs which had overall positive findings about the quality of candidates and programming offered. However, the study made recommendations to enhance the programs including: a more standardized standards-based curriculum, a pre-service component stressing classroom management and curriculum development, a rigorous program approval process, and enhanced mentoring during the first two years of teaching. The department is currently working with a taskforce to make revisions to the program based on the evaluation results.

Induction of New Teachers into the Profession

Current research points to the key role of mentoring in the success and retention of novice teachers. New Jersey has based its state teacher induction program on current research that shows that even the best prepared teachers need ongoing support in their early years of teaching. Research tells us that the extent to which newly hired teachers are supported and assessed in these initial years of teaching can determine whether they remain and whether they are able to continue to gain needed skills and knowledge. Research shows that strong teacher induction programs can play a key role in teacher retention and that high quality professional learning leads to greater teacher efficacy. In order for induction to be successful, school districts need mentors who have been trained on effective mentoring practices as well as the support of new teachers by the principal and the school community at large.

To that end, New Jersey has developed policies to support research-based practices for teacher induction. State strategies for teacher induction and mentoring include:

- Regulations that require all districts to develop induction plans and assure the training of all mentors. District committees of teachers and administrators create and provide oversight of induction activities in districts;
- Guidance created by the department on induction programs through an Induction Toolkit. The toolkit, which identifies and describes the key components of a successful induction program in a district, has been recognized nationally for its usefulness to school districts in supporting the high quality induction of new teachers. The Office of Professional Standards provides ongoing technical assistance to districts and charter schools needing support in developing district plans. Technical assistance by NJDOE staff is provided through an online e-mail account, phone; and
- \$2.5 million in state funds to support stipends for the cost of mentors. This funding has offset costs the provisional teacher has to pay to have a mentor.

Addressing the State Shortages of Special Education Personnel

The New Jersey Department of Education, Office of Special Education Programs (NJOSPEP), in collaboration with the federally funded National Center for Special Education Personnel and Related Service Providers (Personnel Center), is facilitating the development and implementation of community-based recruitment campaigns in three high-needs school districts: Paterson, Newark and Trenton. The goal of the campaign is to identify and recruit potential candidates into the field of special education, using community member participation and support.

The design and implementation of the community-based recruitment campaign involves staff and students from the school district, as well as individuals from community entities including the chamber of commerce, city government, faith-based institutions, independent businesses, recreation, and institutions of higher education. Paterson Public Schools launched its campaign on May 8, 2008. The campaign in Newark was launched on May 19, 2008. It is anticipated that Trenton Public Schools will launch its campaign in September.

The Office of Special Education Programs will continue to work with these districts throughout the 2008-09 school year as they continue to implement their recruitment activities.

Activities of Division of District and School Improvement (DSI)

- This division hosted 3 regional meetings of Affirmative Action Officers and topics included effective strategies to recruit and retain a pool of diverse, qualified candidates. As a result, regional consortia have emerged, best practices identified and disseminated, and informal networks of support developed. In addition, on May 23, as part of a statewide conference to promote equity/diversity awareness, AAO officers received additional training and information that included a workshop led by successful AAO.

- Beginning fall 2008, in response to a survey of former Abbott superintendents, the department will convene a series of meetings with “high-need district” superintendents to provide a forum to share best and promising practices in those areas identified as most challenging. One of the topics will be teacher recruitment and retention.
- Finally, the Office of Leadership Development will collaborate with the Division of Educational Standards and Programs to focus on a recruitment initiative to expand/diversify the pool of school administrators (superintendents, principals and business administrators).

SUBSTITUTE CREDENTIALING

- To receive a substitute credential, one must have a minimum of 60 credits on the transcript of a regionally-accredited college or university. Unlike a regular certificate, these credits can be presented on a community college transcript. These credentials are issued by county superintendents of education. Recent statutory change returned the authority to issue, suspend, and revoke these credentials to the State Board of Examiners and also made them statewide credentials authorizing employment in any district in the state. Until this past January, these credentials were valid for three year terms; now they are valid for five years.
- In addition, anyone with a regular certificate can substitute (CE, CEAS, Standard).
- Anyone substituting must serve limited terms in the same classroom under the regulations, depending on their credential or certificate. The terms are not quite consistent and should be made more consistent.
- Holders of the substitute credential can now serve only 20 instructional days in the same position in one district during the school year, renewable to a total of 40 days upon approval of the county superintendent. Until new code took effect this past January to close the following loophole, the limit on substitutes read “20 consecutive days” in the same position, with no reference to an overall limit during the school year. Thus districts would routinely replace a substitute on the 20th day and then put the original substitute back in for another round of 19 days, ad infinitum if “necessary.”
- Holders of a CE or CEAS may serve as a substitute for up to 60 instructional days in their area of their certificate (i.e. K-5, math, language arts) in the same position in one district during the school year.
- Long-standing policy (but not code until a current proposal is adopted) allows holders of a CE or CEAS to serve as a substitute for up to 20 instructional days in areas beyond the scope of their certificate (renewable to 40 days) in the same position in one district during the school year.

- Holders of a Standard certificate may substitute for up to 40 instructional days in areas outside the scope of their endorsement in the same position in one district during the school year.
- Beyond these limited terms, a district is obligated to employ someone as a regular teacher in the classroom who is properly certified to teach the subject area.
- Most districts, especially larger ones, employ certain individuals on contract as “permanent substitutes,” meaning that they are available each day to substitute anywhere in the district in any class – again in theory subject to the limits set by regulation.
- The department does not collect data on the use of substitutes in the districts. The annual certificated staff report offers districts the choice of describing staff as full time, part time, or permanent substitute. If selecting permanent substitute, the certificate must be indicated.
- Based on incomplete reports from county offices, which currently keep records in varying formats, the department estimates that there are at least 20,000 substitute credentials issued statewide each year, meaning that there are at least 60,000 valid credentials in effect currently based on the former three-year term.

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