



Harford County Public Schools

Strategies for Attracting and Retaining High-Quality Staff

Board of Education Update
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Rationale

Why this work?



HCPS staff are vital to the success of our students

The teachers, school leaders, support staff, paraprofessionals and adults that support our students are the most important in-school factor in helping students succeed.

Teacher recruitment challenges

In 2018, for the first time, a majority (54%) of adults said they would not want a child of theirs to become a public school teacher. In 2022, the percentage had risen to a record high of 62%. (2022 Poll Results | PDK Poll.)

Diverse Needs

Over the past five years, less than 10% of HCPS teachers have been persons of color, while almost 40% of HCPS students are persons of color.



Rationale

Why this work?



Grow Our Own

Talent Pathways aims to strengthen existing paths into employment - particularly teaching - in HCPS and to create new and innovative supports to help grow our own and ensure a strong, dedicated workforce in the years to come.



Pathways for
Students
High School and College

*Vital to
recruitment*

Pathways for
Career Changers

*Vital to
recruitment*

Pathways for
Current Employees

*Vital to
retention
and growth*

*Each of these
paths into HCPS
are a vital part of
ensuring we have
the pool of
potential **staff** we
need to provide
support and
services to the
students.*



Three Main Pathways to Pave As Entry Points into HCPS

Pathways for **Students**

High School Students

Offer multiple learning opportunities to explore education as a profession; help students to fully consider teaching and/or working in HCPS as a career.

College Students

Increase the number of hands-on, classroom-based learning opportunities across the district, with a focus on increasing the pool of diverse educator candidates and high-needs areas.

Pathways for **Career Changers**

Career Changers

Support multiple flexible pathways into HCPS jobs and classrooms with a focus on recruiting and supporting new and conditional teachers and other mid-career professionals

Pathways for **Current Employees**

Current Employees

Provide staff throughout the district multiple pathways and support for career advancement such as paraprofessionals moving into teaching positions and teachers advancing into leadership.



Talent Pathways Taskforce



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Talent Pathways
Project Manager



Shannon Hagan
Supervisor of
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Diversity Retention
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Kim Manzo
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Agenda

Review Pathways along Continuum

(10 minutes)



Key Pathways Initiatives

(10 minutes)



Cross - Functional Implementation Cohort



The Model School Program

and Roye Williams Pilot



Pathways for **Secondary Students**

Pathways for **Career Changers**

Pathways for **Current Employees**

Anchor Programs & Practices to Expand

- Teacher Academy of Maryland
- Best Buddies
- EdRising
- Counseling support for students interested in teaching

Expansion Steps

- 1) A non-TAM Pathway (see right)
- 2) Educational Apprenticeships
- 3) Peer Tutoring

Spotlight: Additional High School Experiences

TAM/TAM+
Teacher Academy of Maryland

Current Pathway for High Schoolers interested in teaching (4 course sequence - typically 9-12)

New Exploring Teaching Pathway
Programs and Opportunities

An option for non-TAM students interested in teaching

In development pathway. Proposed Pathway would include:

INFORMAL AND/OR CO-CURRICULAR ACTIVITIES

Teacher Panels; Higher Ed Visits; Parent Night (featuring teachers)

FORMAL APPRENTICESHIPS

Likely Junior and/or Senior Year. Could be elementary classroom assistant with credit;

INTENTIONAL COLLABORATION WITH CURRENT CAREER EXPLORATION OPPORTUNITIES

Intentional connecting to existing career planning processes with teacher ed focus

Anchor Programs & Practices to Expand

- TAM+
- Internships/student teaching across the district
- Preparation program relationships, support and collaboration

Expansion Steps

- 1) Formalize Model School prep program relationships;
- 2) Piloting Support Structures at Royce Williams in Spring of 2024;
- 3) Outreach to HBCUs

Spotlight: A Focus on Early Practical Experiences for Aspiring Teachers

*We want to increase the opportunities for college students to work with students **early and often** (in their sophomore and junior years) as part of their course work. This will be a core part of the model school design.*



Anchor Programs & Practices to Expand

- Alternative Licensure/Conditional
- Website/HR support
- Coaching and support for conditionals

Expansion Steps

- 1) Model School for exploration of careers
- 2) Enhance opportunities for training and onboarding for conditionally certified teachers.
- 3) Explore innovative IHE partnerships

Spotlight: Conditional Teachers

Conditional teachers in the county have significantly increased over the last 5 years, more than tripling from 2018-2019 to 2022-2023.

Working full-time while attempting to complete certification requirements and learn the teaching craft is taxing for participants and source of teacher turnover. HCPS has staff in place to support conditional teachers and the implementation team is working on designs to increase that support.

Anchor Programs & Practices to Expand

- Paraprofessional to teacher programs (GET More)
- Teacher to teacher leader and/or coach
- Teacher to school leader
- National Board

Expansion Steps

- 1) Expansion of National Board
- 2) Leadership Coaching and Future U
- 3) Career Ladder Work

Spotlight: Paraprofessional to Teacher



HCPS is currently planning a focused effort to recruit current paraprofessionals who have an interest in teaching to enter into the program at the TUNE center at Towson.

Additionally, Towson is interested in closely collaborating with the HCPS Model School Program. Our aspirations would include inviting the university faculty to teach classes from the model school and give students direct feedback.

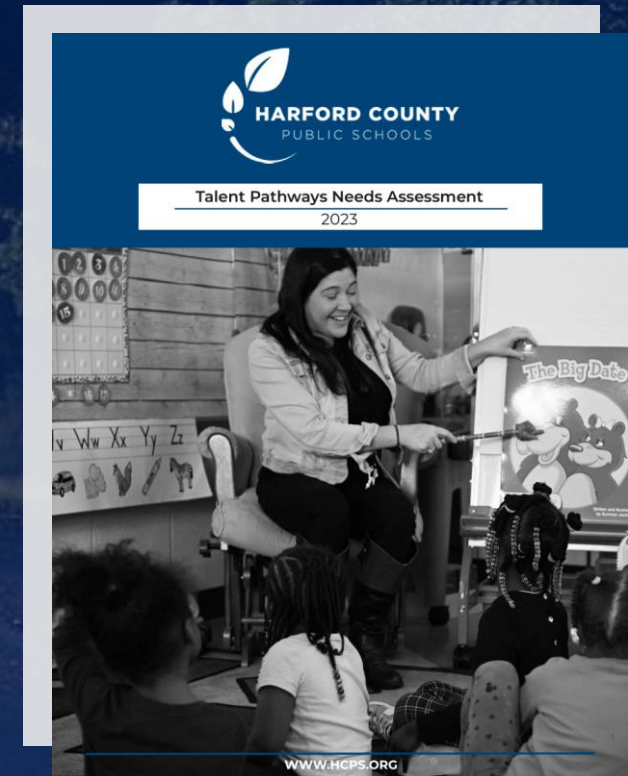
Needs Assessment Report

2022-2023

This Needs Assessment Report serves as an opportunity to:

- Capture the current state of HCPS's talent pathways
- Identify complements to expand our efforts as we continue to develop a pool of teacher candidates' representative of the local community.

Needs Assessment Framework





Cross - Functional Implementation Cohort

- 1 Enhance opportunities for training and onboarding for conditionally certified teachers.
- 2 Develop and implement school-level goals to be representative of the community.
- 3 Support the evolution of human resources and hiring practices through an all-embracing lens.
- 4 Create and incentivize additional opportunities for teachers, particularly teachers of color, to serve as HCPS ambassadors.
- 5 Create more accessible pathways for growth and leadership development.

A Taskforce Sub-Group

The Talent Pathways Implementation Workgroup operates as a sub-group of the Taskforce that convenes individuals not directly involved with the current work, but who are stakeholders (ex. principals) encouraged to “think outside the box” and develop innovative strategies that focus specifically on expanding the educator talent pool to be more representative of the Harford community.



Cross - Functional Implementation Cohort

The goal of the cross-functional implementation cohort is to develop the following for each of the identified goal areas:

| Strategies | KPIs | Milestones | Timeframe |
|---|--|---|-------------------------------------|
| Multiple strategies to achieve the goal | For each strategy, realistic and achievable Key Performance Indicators | Interim activities & accomplishments to show progress toward KPIs | Timebound milestones and strategies |



Cross - Functional Implementation Cohort



Crystal Adams
Human Resources Executive
Independent Consultant



LaMark Holly
Assistant Principal
Southampton Middle School



Teaira Kent
Second Grade Teacher
Roye Williams Elementary



Olivia Merchant
Conditionally Certified
Teacher
HCPS



LaTika Diggs
Assistant Principal
Meadowvale Elementary



Joanna Karolenko
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Ronald Stump
Administrator
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Talent Pathways

Key Initiatives



The Model School Program

and Roye Williams Pilot

Context:

HCPS is building a **new school building** which will house the Harford Academy and a new Elementary School.

- HCPS plans to house a **multi-level educator pre-service program** with the aim of contributing significantly to the HCPS goal of strengthening high-quality learning pathways into HCPS classrooms.
- The model pre-service program will be a part of the pathways work, creating an environment that is both a **model learning environment for students** AND a **model learning environment for pre-service teachers**.
- The school building will be opened in **2027-2028 school year**.





Talent Pathways

Key Initiatives



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If we create a...

Model School Environment for Student Learning

Where:

- Students' individual needs are met
- Evidence and research-based practices guide instruction
- Teachers develop strong and lasting relationships with students
- Teachers work in a collaborative, learning rich environment and are valued and esteemed
- Data and evidence are utilized to drive decision-making
- The building is built to accommodate student and adult learning
- Families are regularly engaged and welcomed into the learning process



...then we have the conditions for a

Model School Environment for Teacher Learning

Where:

- High school students interested in teaching can engage in exploration of teaching and practice
- College students can have meaningful internships with dedicated support for their own growth
- Career changers can engage in learning experiences that help them see excellent teaching and inspire them toward the profession
- HCPS can recruit high school, college and career changers to the classroom



Talent Pathways

Key Initiatives



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What is Different in the Model School Design?

- 1. Cohorted Pre-service Teachers.** Pre-service teachers will be cohorted at the model school (ideal groups between 12-16 pre-service teachers) to build community, learn from one another and grow.
- 2. IHE Partner on-site.** Pre-service training from higher ed faculty and mentors will happen regularly within the actual school building such that students can learn and then quickly apply what they learn in a real-world instructional setting; additionally, we will collaborate with IHE partners to include regular, hands-on experience for students in their sophomore and junior year of college.
- 3. Designing and hiring with adult learning in mind.** We will be able to design a building that will accommodate adult learning and classroom observation and will hire teachers who are passionate about mentoring and supporting the growth of other teachers.



Talent Pathways

Key Initiatives



The Model School Program and Roye Williams Pilot



Roye Williams Pilot:

This spring we will pilot some elements we envision for the model school program with a groups mentor teacher and a cohort of interns. We will focus on:

Relationship And Trust-Building

We will explore how mentors and adults can build trust with pre-service teachers by:

- Establishing norms for relationships
- Building a growth mindset (the first year of teaching can be very hard - teaching is learnable!)
- Observing intern's practice, providing feedback and coaching and debriefing the process
- Laying bare thinking as a classroom designer/lesson planner

Core Pedagogical Issues that Challenge Pre-services Teachers

We will explore with mentors and interns early teaching challenges including:

- Instructional foundations
- Classroom management
- Classroom norms, procedures, and routines (BOY, behavior expectations, work and materials processes)
- Parent communication
- And others

Questions