



NYSUT

Take a Look at Teaching



CAMPUS CONVERSATION
TOOLKIT



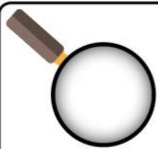
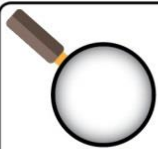


Table of Contents

| | |
|--|----|
| Introduction | 3 |
| Campus Conversation Timeline | 4 |
| 2-3 Months Ahead | 4 |
| 1-2 Months Ahead | 5 |
| 4-5 Weeks Ahead | 5 |
| 1-2 Weeks Ahead | 6 |
| 1 day to 1 week after the summit..... | 6 |
| Links for Templates | 7 |
| Exhibit A: Talking Points..... | 8 |
| Exhibit B: Agenda | 10 |
| Exhibit C: Save the Date | 11 |
| Exhibit D: Articles and Posts..... | 12 |
| Exhibit E: Registration Questions | 13 |
| Exhibit F: Invitations..... | 14 |
| Exhibit G: Outline/Timeline Event Day..... | 15 |
| Exhibit H: PowerPoint Presentation..... | 16 |
| Exhibit I: Confirmation of Attendance | 18 |
| Exhibit J: Attendee Folder Documents..... | 19 |
| Exhibit J-1: Diversity Fact Sheet | 20 |
| Exhibit J-2: Teacher Shortage Fact Sheet | 23 |
| Exhibit J-3: Certification Pathways..... | 25 |
| Exhibit K: Discussion Questions | 26 |
| Exhibit L: Sign-In Sheet..... | 28 |
| Exhibit M: Thank You Email..... | 29 |
| Final Thoughts | 30 |
| NYSUT Contact List..... | 30 |



Take a Look at Teaching Campus Conversation Toolkit

Introduction



Dear Members,

New York is facing a teacher shortage that has emerged in urban, rural and suburban communities across the state. Enrollment in teacher education programs has declined precipitously, the number of recognized shortage areas is on the rise, and one third of the state's teachers could retire in the next five years. Meanwhile, the lack of diversity in the education workforce continues to be a concern.

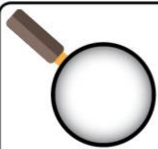
NYSUT's *Take a Look at Teaching* initiative is focused on finding solutions to these challenges through meaningful, substantive conversations about becoming a teacher and expanded P-12/Higher Ed partnerships to enhance teacher recruitment and support new teachers. We invite you to be part of this dialogue by hosting a *Take a Look at Teaching Campus Conversation* in your community. A *Campus Conversation*, as outlined here, is an opportunity to bring together teachers, students, administrators, community members, and higher education faculty to engage in meaningful conversations about becoming a teacher and making a difference in our communities.

We hope you find this toolkit helpful in starting the conversation in your community and finding real, sustainable solutions to the teacher shortage and diversity challenges we face. It is designed to give you step-by-step recommendations for hosting a *Campus Conversation* in your region. We've included everything you'll need from clearly defined talking points to recommended invitations, presentations, and follow up surveys. NYSUT's support doesn't end with this toolkit, though. Please do not hesitate to reach out to us for assistance, we are always here to help.

This work begins by engaging in dialogue, strengthening relationships, and focusing on solutions. NYSUT relies on members like you to lead the way. Thank you for being a leader in your community and for helping us reach our goals and spread this work across the state. Now, let's take a look at teaching together!

In solidarity,

Jolene T. DiBrango
Executive Vice President
New York State United Teachers

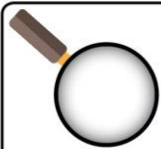


Take a Look at Teaching Hosting Your Own Summit

Campus Conversation Timeline

2-3 Months Ahead

- Review key issues and data contained in **Exhibit A: NYSUT's Talking Points** (pg. 7).
- Identify lead organizers or co-host(s) to collaborate on a summit event.
- Reach out to NYSUT staff to express interest in holding a summit and solicit assistance.
 - a. Contact Greg McCrea, Office of the Executive Vice President, at gmccrea@nysutmail.org.
 - b. Contact the NYSUT Regional Staff Director in your area <https://www.nysut.org/about/regional-offices>
 - i. Discuss tentative date(s) to hold a summit. NYSUT can help research potential conflicts with other NYSUT regional events.
 - ii. Finalize date, time and location of summit with NYSUT and co-hosts/lead organizers.
 - iii. Discuss collecting and managing registrations with NYSUT Regional Staff Director in your area.
 - c. Contact Davida Twitty at dtwitty@nysutmail.org if you wish to have a NYSUT officer speak at your event.
- Identify and recruit a TALAT Summit Planning Committee.
 - a. Create a shared email group for communication purposes.
- Identify campaign partners as you build your Planning Team/Committee. Possible partners could be:
 - a. NYSUT Board Member(s);
 - b. P-12 teachers, union president or leader from partnering school;
 - c. Community College faculty/staff;
 - d. SUNY faculty/staff;
- Hold an initial Planning Committee conference call/meeting.
 - a. Review summit goals and objectives. Share ideas.
 - b. Identify who to invite: speakers, community members, groups, organizations, sponsors/partners.
 - c. Identify target audience attendees (teachers, students, higher education, legislators, superintendents, principals, community leaders.)
 - d. Assign specific assignments/responsibilities to the Planning Committee. Identify staff and/or volunteers to manage specific tasks -- initial reach-out to gauge attendee interest, coordination of summit invitations, printed materials and design, signage, online/social media.
 - e. Space requirements:
 - i. Conference room layout and capacity
 - ii. Audio/visual capabilities of conference/meeting room
 - iii. Approximate number of tables the room can accommodate
 - f. Determine Budget.
- Request logo from co-hosts for signage/posters, agenda and other printed reference material.
- Create your own **Exhibit B: Draft Agenda** (pg. 7).



Take a Look at Teaching Campus Conversation Timeline

1-2 Months Ahead

- Hold weekly or bi-weekly Planning Committee meetings/calls.
- Review the Planning Committee's progress on invitees and reach-out efforts.
- Publicize the event.
- **Exhibit C: Save the Date** notice can be emailed to potential participants (*pg. 7*).

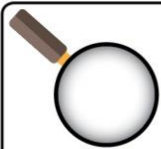
NYSUT can assist in inviting the following:

- a. NYSUT Board members in the region (via NYSUT Regional Staff Director).
 - b. Local presidents in the region (via NYSUT Regional Staff Director).
 - c. Commissioner, Board of Regents, Educational Conference Board members (via Greg McCrea, NYSUT Office of the Executive Vice President).
 - d. Local legislators (via Alithia Rodriguez-Rolon, NYSUT Legislative and Political Department).
- Finalize summit format, ie., roundtable discussion or panel with audience members.
 - a. If panel format, who are the panelists? Room moderator?
 - b. If roundtable, discuss diverse group representation at each table.
 - c. Review audio-visual requirements, materials and location logistics.
 - Determine food/beverage needs for participants; establish budget and designate a coordinator.
 - Discuss publicity, media, newsletter articles, posts. See **Exhibit D: Articles** (*pg. 7*).
 - Registration work can begin. Determine if registrations will be collected online, by email, or paper form. See **Exhibit E** (*pg. 7*).
 - Determine if you want an event photographer or videographer.

4-5 Weeks Ahead

- Email summit invitation found in **Exhibit F: Invitation Template** (*pg. 7*).
 - a. Include online registration link or paper registration form to invitees. Remember to attach/include reference materials or flyers, e.g. **Exhibit A: Talking Points** flier (*pg. 7*).
 - b. Track attendance regularly; update Committee members on attendance progress.
- Create summit program.
- Create your own draft event-day timeline. See **Exhibit G: Outline/Timeline** template (*pg. 7*).
- Confirm location set-up and audio-visual equipment needs.
- Determine contents of participant folders/handouts.
- Review **Exhibit H: NYSUT's PowerPoint presentation** (*pg. 7*). Check for any technology issues.
- Review ***Exhibit K: Discussion Questions** (*pg. 7*), which serves to guide summit conversations, with your Planning Committee.
- Contact NYSUT Communications to discuss pre-event communication plan and event-day coverage.

*Indicates out of alpha-order sequence.



Take a Look at Teaching Campus Conversation Timeline

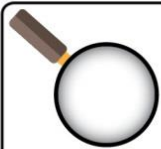
1-2 Weeks Ahead

- Send **Exhibit I: Confirmation Email** (pg.7) to registered participants. Include helpful information like directions to the event and parking instructions.
- Send personalized messages to those who have not registered but are expected to attend.
- Hold final Planning Committee call/meeting.
 - a. If registration is low, ask your Planning Committee for help in doing additional reach-out; send last minute reminders and encouragement to register.
- Finalize on-site details with on-site event coordinator - A/V, tables/chairs, food, volunteers, etc.
- Print signage and posters. NYSUT Print Shop can assist with making posters. Call 518-213-6000, ext. 6040 for cost estimate.
- Generate final attendee list and share with Planning Committee.
- Assign tables for attendees, if needed.
- Assemble attendee folders. Folders can include the following folder contents located in **Exhibit J: Attendee Documents** (pg.7).
 - a. Agenda
 - b. Talking Points
 - c. Diversity Fact Sheet
 - d. Teacher Shortage Fact Sheet
 - e. Certification Pathways
 - f. Attendee List
 - g. Note paper
- Prepare attendee materials (name tags, lanyards, name tent cards).
- Make copies of discussion questions document for each table, **Exhibit K: Discussion Questions** (pg.7).
- Create/print sign-in sheet to track attendees. This is located in **Exhibit L: Sign-in sheet** (pg.7).
- Download NYSUT's opening video at https://youtu.be/mq_PHxl7cZY
- Download NYSUT's PowerPoint presentation to a laptop or flashdrive. See ***Exhibit H: PowerPoint** (pg.7).
- Box up registration table materials for transport. Include paper, pens, stapler, etc.
- Ship materials or determine how materials will be transported to the event.
- Brief the Planning Committee and/or volunteers about their event duties and timelines. Assign individual tasks; remember to assign at least two people at registration table. Assign people to greet and direct attendees once they arrive on site.

1 day to 1 week after the summit

- Send **Exhibit M: Thank You Email** (pg. 7) and include the link to the Discussion Questions in the email.
- Determine if personalized thank you letters should be sent and to whom, e.g. planning committee, hosts, legislative representatives, Board of Regents).
- Hold a post-summit meeting/call with Planning Committee and staff.
- Submit articles to local news, internal newsletters and NYSUT Communications.

* Indicates out of alpha-order sequence

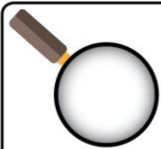


Take a Look at Teaching Campus Conversation Timeline

Links for Templates

An online version of this toolkit, supporting documents, and sample templates are available for download by visiting <https://www.nysut.org/conversationtoolkit>.

| | |
|-----------|------------------------------------|
| Exhibit A | Talking Points |
| Exhibit B | Agenda Template |
| Exhibit C | Save the Date Email/Flyer |
| Exhibit D | Newsletter Articles and Posts |
| Exhibit E | Registration: online or paper form |
| Exhibit F | Invitation Template |
| Exhibit G | Outline/Timeline |
| Exhibit H | PowerPoint Presentation |
| Exhibit I | Confirmation of Attendance Email |
| Exhibit J | Documents for Attendee Folders |
| Exhibit K | Discussion Questions |
| Exhibit L | Sign-in Sheet |
| Exhibit M | Thank you Email Template |



Take a Look at Teaching

Exhibit A: Talking Points

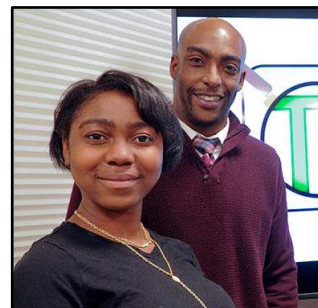


Take a Look at Teaching

It just might be the future you're looking for.

NYSUT — Focused on Solutions

Take a Look at Teaching is a union-led initiative to increase the number of students and career changers entering careers in teaching; improve diversity in the education workforce; elevate the teaching profession by having meaningful, substantive conversations about becoming a teacher and instructional practice; and expand P-12/Higher Ed partnerships to enhance teacher recruitment and support new teachers.



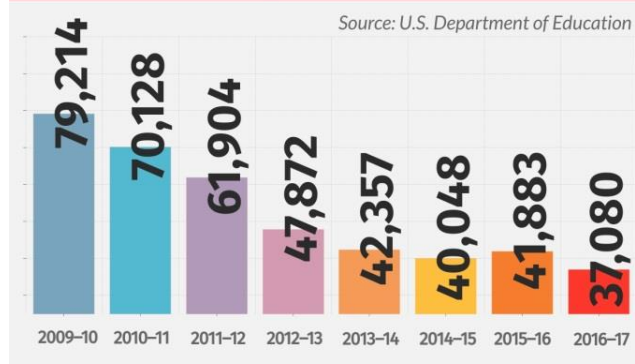
NYSUT, in conjunction with Higher Ed and P-12 local unions across New York, is hosting an ongoing series of *Take a Look at Teaching* summits in urban, rural, and suburban communities across the state aimed at cultivating relationships and exploring sustainable solutions to the teacher shortage and workforce diversity challenges facing our schools. These events are focused on bringing the right people to the table, speaking with students about their needs and experiences, and changing the narrative about teaching — highlighting the benefits of a rewarding career in education.

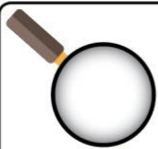
New York's Teacher Shortage

New York is facing a teacher shortage that has emerged in urban, rural and suburban communities across the state.

- Enrollment in New York State's teacher education programs has declined by 53% since 2009.
- NYS Teacher Retirement System projects that 1/3 of New York's teachers could retire in the next five years. New York State will need 180,000 teachers in the next decade.
- The US Department of Education has identified 16 teacher shortage areas throughout New York, up from only two recognized shortage areas a decade ago.

ENROLLMENT IN NYS TEACHER ED PROGRAMS HAS DECLINED BY 53%





Workforce Diversity

The education workforce across the country, as well as in New York State, does not reflect the diversity of our communities and student population.

- Nationally, 38% of the student population is Hispanic/Latinx or African American. That number is expected to increase to 52% by 2020. Only 8% of teachers are Hispanic/Latinx and 7% are African American.
- In New York State, 43% of the students are Hispanic/Latinx or African American, compared to 16% of the teacher population.
- Teachers of color enhance the learning experiences of all students. In particular, they are more likely to see a black or brown student’s potential and recommend him or her for advanced classwork, have higher expectations of their students of color, and act as relatable role models and mentors.

Take a Look at Teaching Summits

Take a Look at Teaching summits bring together students (middle school, high school, and college), teachers, school-related professionals, higher education professionals, administrators, community members, policy makers, and teacher candidates to discuss the challenges facing the teaching profession and cultivate relationships in the education community.

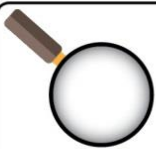
This initiative, and these summits, have broad appeal to many of our members who are deeply committed to teaching, the future of their professions, and best practices in the classroom. Together, we are engaging in deep, meaningful conversations about becoming a teacher and making a difference in our communities.

Join the Conversation

Please consider joining and supporting our initiative in your community. Consider attending an upcoming *Take a Look at Teaching* summit or hosting a conversation in your region. Help us identify inspiring teachers and promising efforts in your area. For more information, to join our initiative, or to share stories in your region, please contact Greg McCrea at gmccrea@nysutmail.org, 518-213-6000, X6557.



It just might be the future you’re looking for.



Take a Look at Teaching Exhibit B: Agenda

Take a Look at Teaching Summit

[Enter Summit Date Here]



AGENDA

1. Welcome and Introductions

[Enter here name and title of person(s)] giving Welcome/Intro

2. Overview of NYSUT's *Take a Look at Teaching* Initiative

[Enter here name and title of person(s)] giving Overview

3. Meeting Format

[Enter here summit format] i.e., Roundtable Discussion or Panel Discussion

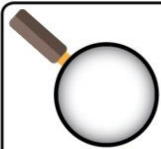
4. Q and A session

Panel Participant List

[List here] name, title and work location of panel participants, if applicable.



Place your local's
logo here!



Take a Look at Teaching

Exhibit C: Save the Date

Note: For an interactive pdf of this Save the Date, click on the link on page 7. The interactive pdf allows you to personalize your own “Save the Date”, save to your computer and email to your list of invites.



A union-led initiative to: inspire students and career changers to become teachers; improve diversity in the education workforce; and elevate the teaching profession as a whole

Enter Save the Date, Location, and Time of Summit here:

For more information: Enter name, email and telephone of summit contact person here.

nysut.org/TakeALookAtTeaching



Take a Look at Teaching

Exhibit D: Articles and Posts

Take a Look at Teaching Summits

Past Event Articles

<https://www.nysut.org/resources/special-resources-sites/look-at-teaching/summits>

Take a Look at Teaching News In The Media

<https://www.nysut.org/resources/special-resources-sites/look-at-teaching/news>



Take a Look at Teaching Videos

<https://www.nysut.org/resources/special-resources-sites/look-at-teaching/video>





Take a Look at Teaching

Exhibit E: Registration Questions

(online registration or paper form)

Include the following information on your online registration site or paper registration form:

Date of Summit

Location (facility name and address)

Time of Summit

Planner (name and contact information of the event planner for attendee questions)

Description Text (for the welcome page)

Welcome to the registration page for the *Take a Look at Teaching* summit hosted by [insert your local name].

Registration deadline (set a cut-off date for registrations)

The following registration questions are suggestions and can be edited to fit your event needs.

1) Select option that best reflects your role in your school community:

- ☐ Middle/High School Student
- ☐ College Student
- ☐ Teacher
- ☐ Higher Education
- ☐ Union Leader
- ☐ Board of Education
- ☐ School District Administrator
- ☐ School Principal
- ☐ Board of Directors
- ☐ Legislative Representative/Elected Official
- ☐ Community Leader/Activist
- ☐ Other _____

2) First Name _____

3) Last Name _____

4) School/Organization/Association _____

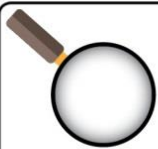
5) Preferred Email Address (for confirmations and summit details)

6) Secondary or CC Email address _____

7) Cell Phone (for text message updates on day of event) _____

8) How did you learn about the summit? _____

*Optional Documents: Attach or include optional summit documents like agenda, talking points or flyers.



Take a Look at Teaching

Exhibit F: Invitations

Notes:

- Determine your preference in receiving registrations (online, paper form or email)
- Edit invitation to reflect the details of your event.
- Email to everyone on your invitation list.

Dear Summit Participant,

I would like to invite you to a summit on NYSUT's initiative, *Take a Look at Teaching*. This summit will focus on addressing the teacher shortage and explore sustainable solutions to teacher diversity challenges facing our state.

Take a Look at Teaching is a union-led initiative to increase the number of students and career changers entering careers in teaching; improve diversity in the education workforce; elevate the teaching profession by having meaningful, substantive conversations about becoming a teacher and instructional practice; and expand P-12/Higher Ed partnerships to enhance teacher recruitment and support new teachers.

Our upcoming *Take a Look at Teaching* summit is on [insert date, time and location].

To register for the summit, please visit our online registration site at [insert link to registration site here].
If you choose to use a paper registration form, adjust the language accordingly. Registrations are due by [insert due date here].

We look forward to continuing this conversation with you as we work to encourage students and teachers to take a look at teaching in New York. For more information, please visit NYSUT's initiative website at www.nysut.org/takealookatteaching.

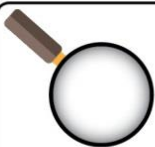


Take a Look at Teaching

Exhibit G: Outline/Timeline Event Day

(Based on 2 hour summit. Start/end times vary)

| | |
|---------|---|
| 1:00 PM | Call to order |
| 1:02 PM | Welcome key members of the audience |
| 1:03 PM | Thank NYSUT for the initiative. |
| 1:04 PM | Give Summit Background |
| 1:05 PM | Show NYSUT Opening Video (4:37) https://youtu.be/mq_PHxl7cZY |
| 1:10 PM | Show PPT on Teacher Shortage, Diversity and Goals/Solutions |
| 1:15 PM | Table conversations |
| 2:00 PM | Reconvene as whole group. Share ideas. |
| 2:45 PM | Share Next Steps |
| 2:50 PM | Five-minute notice/final thoughts |
| 2:55 PM | Final thank you, adjournment |



Take a Look at Teaching

Exhibit H: PowerPoint Presentation

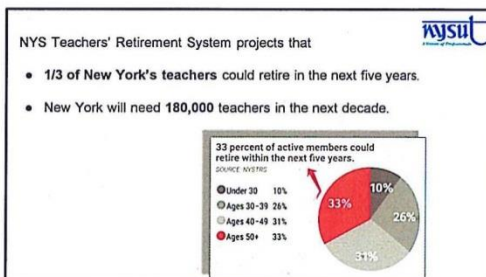
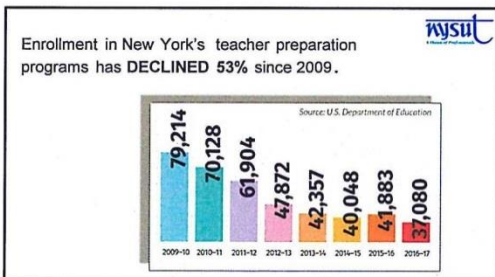
To download this PowerPoint presentation, click on the link on page 7.

11/21/2019



It just might be the future you're looking for.
NYSUT.org/TakeALookAtTeaching

Take a Look at Teaching
Overview Video Here
https://youtu.be/mq_PHxl7cZY




The U.S. Department of Education has identified 17 teacher shortage areas throughout New York, up from only two recognized shortage areas a decade ago.

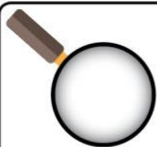
- Art and Music Education
- Library Media Specialist Staff
- Blind/Visually Impaired
- Literacy
- Career and Technical Education, grades 7-12
- Mathematics, grades 7-12
- Deaf/Hard of Hearing
- Science, grades 7-12
- English as a Second Language (ESL)
- Social Studies, grades 7-12
- ESL with Bilingual Extension
- Special Education with Bilingual Extension
- English Language Arts, grades 7-12
- Students With Disabilities, all grades
- Health and Physical Fitness
- World Languages
- Language and Speech

New York State Workforce Diversity


Hispanic/Latinx or African American Students = 43%

Teacher Workforce = 16%






11/21/2019

Our Goals 


1. Elevate the teaching profession
2. Increase the number of students and career changers entering careers in teaching
3. Improve diversity in the education workforce
4. Expand P-12/Higher Ed partnerships




Exploring Solutions 


NYSUT.org/TakeALookAtTeaching


- Teacher pipeline, grow-your-own programs
- Continued dialogue through local *Campus Conversations*
- Legislative Initiatives
 - Teacher Loan Forgiveness
 - Mentor Teacher/Intern Program
 - Teacher Opportunity Corps



Let's Get Started 

- Focus on solutions, not the problems.
- Build sustainable relationships to continue these conversations in our communities.
- Explore community based solutions. Who are our partners?
- Great ideas need action. What are the next steps?



<http://bit.ly/takealookatteaching> 

1. From your experience and in your community, what is the biggest challenge for students and career changers considering a career in education.
2. What could be done in your community to overcome these challenges and support prospective teachers in their path to a career in education?
3. With whom could you partner, locally or throughout the state, to accomplish these goals?
4. What other resources would you need to support your efforts? How might you and your education partners secure these resources?

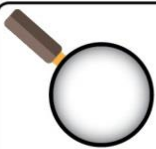
<http://bit.ly/takealookatteaching> 




A Union of Professionals



It just might be the future you're looking for.
NYSUT.org/TakeALookAtTeaching



Take a Look at Teaching

Exhibit I: Confirmation of Attendance

Notes:

- Edit document to reflect your specific event details.
- Email to registered attendees 3-6 days before the summit.
- Attach Discussion Questions (Exhibit K) to the confirmation email.

Good afternoon,

Thank you for your interest in attending the *Take a Look at Teaching* summit in [enter city], NY. The summit is hosted by [enter your local name here] and will take place on [enter day of the week, date, location and address].

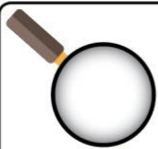
The summit will take place from [enter start and end time of summit] and doors will open to participants at [enter time]. The first hour will feature [enter 'roundtable discussion' or 'panel discussion'] including teachers, students, higher education faculty, administrators, and community members. In the second hour, participants will come together in a plenary session to share highlights from their small-group conversations.

Please review the attached discussion questions in preparation for the summit. This is a working event. Be prepared to roll up your sleeves and problem solve with our fellow summit participants.

To arrive at [enter location], please take [insert driving directions and parking instructions here].

Cancellations to the event should be sent to [enter event contact person with email and/or telephone].

We look forward to your participation in the summit. Thank you for supporting our efforts to address the teacher shortage and educators workforce diversity in New York State.



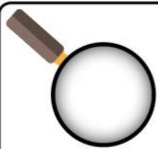
Take a Look at Teaching

Exhibit J: Attendee Folder Documents

Note: The following is a list of suggested documents that can be assembled into a folder for each summit participant.

1. Talking Points (Exhibit A)
2. Agenda (Exhibit B)
3. Diversity Fact Sheet (Exhibit J-1)
4. Teacher Shortage Fact Sheet (Exhibit J-2)
5. Certification Pathways (Exhibit J-3)
6. Discussion Questions (Exhibit K)
7. List of all attendees.
8. Note pad/paper.





Take a Look at Teaching Exhibit J-1: Diversity Fact Sheet



Diversifying New York State's Teacher Workforce

Looking at the Issue of Teacher Diversity

Currently teachers of color and those from underrepresented groups make up less than 25% of the teaching workforce in New York State while students from the same groups comprise up to 53% of the state's student population. And the latter number is set to continue increasing.

According to census projections the current white majority population will fall just below 50% by 2045 (Brookings, 2018).

Thus the state's teaching workforce does not currently reflect the diverse population of New York or our nation as a whole.

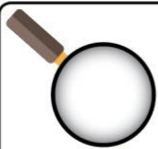
The most recent data showed that nationwide, 14.4% of K-12 students were black but only 6.4% of the teachers were black; and there were 21% Hispanic students yet only 7.5 % of the teachers were Hispanic (Ingersoll, 2016; Shanker Institute) demonstrating that the teacher shortage within historically underrepresented groups is a national issue.

In response to the current and projected shifts in the country's ethnic and racial profile, many colleges of education, school districts and others concerned have launched initiatives aimed at boosting the number of diverse teachers in our ranks and have developed policies to address culturally responsive teaching.

National organizations focused on teacher preparation have also been involved in creating support for diversity. In 2008 The National Council for the Accreditation of Teacher Education (NCATE) called attention to the subject of teaching diverse students by introducing a standard focused on preparing teacher candidates to understand how to teach using culturally responsive pedagogy.

By 2013 the Council for the Accreditation of Educator Preparation (CAEP) issued new standards requiring every educator preparation program [seeking CAEP accreditation] to develop a documented plan for recruiting a more diverse pool of teacher candidates.

Many efforts to recruit more diverse teachers have been successful and the percentage of the underrepresented individuals in the teaching force has experienced modest but steady growth of up to 17% beginning in the late 80's through 2012 (Ingersoll, 2016; Shanker Institute). But we lose more of those underrepresented teachers through attrition or burnout than we do white teachers with close to 20% of the total departing for other jobs. This makes the need for strong teacher mentoring and induction programs more important than ever.



Diversifying the teaching workforce is important

Teachers are powerful role models. A diverse teaching workforce benefits all students and can increase cultural competence helping students to value and to grow more comfortable with cultural, linguistic and racial differences. Teachers from different races and ethnicities provide exposure and experience with role models who more accurately depict the fabric of our country and the increasingly diverse culture that K-12 students are growing into. More balanced racial and cultural representation in our teaching force may help to reduce stereotypes and to close cultural gaps.

A diverse teaching workforce may benefit students of color and those from historically underrepresented groups. Some studies suggest that same-race teachers may influence student attendance, social and academic outcomes as well as graduation rates. Same race teachers may be more sensitive to certain issues that exist for students of color and can provide important experience and support (Gist, 2018; Ladson-Billings, 1994).

Working towards solutions

- *Take a Look at Teaching*

While the number of NY teachers eligible for retirement grows, our colleges experienced a 49% decrease in enrollment in teacher education programs between 2012-2017. NYSUT is developing its *Take a Look at Teaching* initiative to encourage more students and career changers to enter the teaching profession and aims to tackle the lack of diversity in education and to elevate the profession as a whole. NYSUT's campaign is focused on overcoming hurdles to the profession and identifying inspiring, young teachers from diverse backgrounds who may serve as inspirations to aspiring teachers everywhere (<https://www.nysut.org/takealookatteaching>).

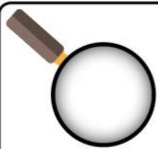
- *Grow Your Own Programs and P-20 Partnerships*

Grow Your Own refers to locally driven programs that work to enlist new and aspiring teachers at various stages in the teacher pipeline. These efforts may enable local communities to target diverse candidates who better reflect the student populations they serve.

Often built through P-20 partnerships, *Grow Your Own* programs may include collaboration with higher education, unions and community groups. Examples of how such programs operate include: outreach to high schoolers and community college students, college articulation agreements that make it easier for community college students to transfer into four year programs, teacher residency programs, future teacher clubs, shadowing programs and K-12 mentoring programs.

- *Mentoring and Induction*

Research suggests that better mentoring and induction programs are needed to retain new teachers. New York State requires one year of mentoring for all new teachers. Other states are experimenting with new teacher academies or more intensive efforts to support new teachers and to prevent new teacher burnout.



- Teaching Opportunity Corps

The Teaching Opportunity Corps was enacted in 1987 “to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers.” Grants are administered to colleges of education with those serving communities with large numbers of at-risk students given priority.

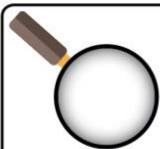
- Student Loan Forgiveness

The NYS Get on Your Feet Loan Forgiveness Program provides up to 24 months of federal student loan debt relief. Recent NYS college graduates are eligible if they earn less than \$50,000 annually and sign on to a federal income-based repayment plan.

The federal teacher loan forgiveness program is available to classroom teachers who serve for five consecutive years in a designated low income school or educational service agency.

- Policy Initiatives and Advocacy

To lend support throughout the teacher recruitment pipeline, unions and other advocacy groups are working to reduce barriers to entry in teacher education programs and to develop policies that support better recruitment of diverse candidates. Advocacy efforts also work to challenge policies that potentially limit the number of candidates eligible for teaching certification.



Take a Look at Teaching

Exhibit J-2: Teacher Shortage Fact Sheet

FACT SHEET

Teacher Shortage in New York State



Fact Sheet No: 19-17
(replaces 18-11)

November 2019

In the past several years, the national teacher shortage has captured the attention of educators, researchers, policymakers and the media. While estimates regarding the severity of the shortage vary, there is widespread consensus that demand for teachers is certainly on the rise. The U.S. Department of Education has estimated that 1.6 million or approximately 160,000 new teachers per year would be needed nationally between 2012 and 2020. A report from the Learning Policy Institute estimated the number even higher, predicting that schools will need approximately 300,000 new teachers per year by 2020.

In New York, state officials estimate we will need approximately 180,000 new teachers over the next decade -- or up to 18,000 new teachers annually. The increased demand reflects trends in teacher retirements, expected increases in P-12 enrollments, fewer individuals entering the profession, and rates of teacher attrition. Available data indicates that New York is already experiencing a teacher shortage in a growing number of subject areas and in high poverty schools. Big city and rural districts are reporting severe staffing challenges.

THE IMPACT OF RETIREMENTS

According to the November 2018 New York State Teachers' Retirement System (TRS) Comprehensive Annual Financial Report, there were more than 51,000 active TRS members over the age of 55. In addition, there were nearly 36,000 active TRS members between the ages of 50-54. This means approximately one-third of the 264,590 active TRS members are eligible or will soon be eligible to retire.

PREPARING THE NEXT GENERATION OF TEACHERS

With many veteran teachers on the verge of retirement, it is urgent to recruit more candidates with the academic background and personal qualities that are associated with becoming a successful teacher. Teacher education programs in New York are still dealing with the fallout of the Great Recession when state cutbacks resulted in massive layoffs and a poor job market for aspiring teachers. This legacy, coupled with changes in working conditions, new certification requirements, and increased demands on teachers, have all contributed to the declining

Contents

THE IMPACT OF RETIREMENTS.....1

PREPARING THE NEXT
GENERATION OF TEACHERS1

RECOGNIZED SHORTAGE AREAS.....2

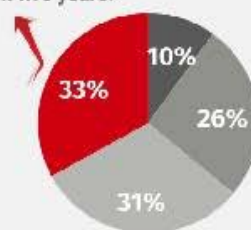
THE IMPACT OF RETIREMENTS

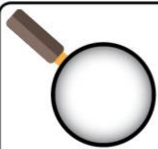
264,590 Active members in the NYSTRS as of June 2018

33 percent of active members could retire within the next five years.

SOURCE: NYSTRS

- Under 30 10%
- Ages 30-39 26%
- Ages 40-49 31%
- Ages 50+ 33%





attractiveness of a career in teaching. Since 2009-10, enrollment in teacher education programs in New York State has declined by 53 percent, from more than 79,000 students in 2009-10 to just more than 37,000 students in 2016-17. Note: This data covers undergraduate and graduate teacher prep programs.

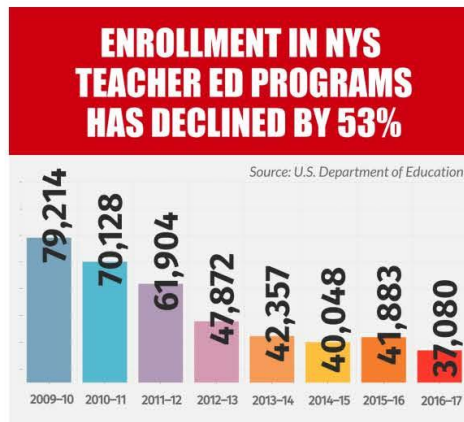
RECOGNIZED SHORTAGE AREAS

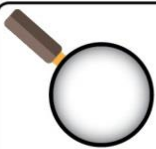
The U.S. Department of Education has designated 17 teacher shortage areas in New York for 2019-20, according to the Nationwide Teacher Shortage Area website. While the federal agency's classifications have varied from year to year, the number of teacher shortage areas in New York has increased every year in the last decade based on data reported by the State Education Department. These are the state's 2019-20 shortage areas:

- Art and Music Education
- Blind/Visually Impaired
- Career and Technical Education, grades 7-12
- Deaf/Hard of Hearing
- English as a Second Language (ESL)
- ESL with Bilingual Extension
- English Language Arts, grades 7-12
- Health and Physical Fitness
- Language and Speech
- Library Media Specialist Staff
- Literacy
- Mathematics, grades 7-12
- Science, grades 7-12
- Social Studies, grades 7-12
- Special Education with Bilingual Extension
- Students With Disabilities, all grades
- World Languages

These shortage areas vary in degree across regions and districts within the state. Since federal titles don't align exactly with New York state certificate titles, some categories such as Art and Music education now include specialty areas like Theater and Dance that used to be listed separately. Growing anecdotal evidence demonstrates that teacher shortages are hitting many other certificate titles as well, with high-need and rural districts experiencing the most difficulty attracting appropriately certified individuals.

GJ/mc -108258





Take a Look at Teaching

Exhibit J-3: Certification Pathways



Certification Pathways to Becoming a Teacher in New York

Certification Pathways to Becoming a Teacher in New York

New York State has rigorous standards, both for teachers and for students. These high expectations mean that if you choose to enter the teaching profession, you will be well prepared to help students reach their potential.

The first step to becoming a teacher is to identify the subject you want to teach. Consider not only what you think you would like to teach but also at what grade level.

The second step is figuring out the optimal way to obtain that certificate. In New York there are several paths to obtaining a state teaching certificate.

Traditional Pathway to Becoming a Teacher

You can complete a registered program at a NYS college or university and receive a recommendation for the certificate you seek.

Choose a bachelor's or a master's degree program in teacher education depending upon your prior educational background.

Alternative Education Pathways to Becoming a Teacher

NYS also offers 'Alternative Education' pathways to becoming a teacher. Many of these 'alternative pathways' are attached to state-approved teacher education programs, yet some provide a more direct line to state certification through the use of transitional certificates.

Transitional A certificates: lead to certification in Career & Technical fields and use a combination of work experience and course work to meet certification requirements.

Transitional B certificates: lead to teacher certification and are NYS graduate programs that enable you to start teaching while enrolled in the program.

Transitional C certificates: lead to teacher certification based upon your possession of a graduate degree and enrollment in a state-approved program of study.

Transitional G certificates: lead to teacher certification based upon your possession of a graduate degree and teaching experience at the college level.

New York State also allows for individuals interested in teaching to apply on their own for state certification; the state calls this the Individual Evaluation pathway. This pathway entails gathering courses that satisfy the certification requirements for the certificate you seek, including any required field experience and/or student teaching requirements.



Take a Look at Teaching

Exhibit K: Discussion Questions

Note: This Discussion Question form can be placed in the attendee folders or on the tables for each summit participant. They can complete online or use the paper form.

TAKE A LOOK AT TEACHING

[Enter Host Name here] **SUMMIT**

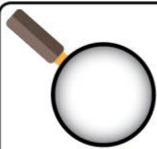
Discussion Questions

This form may also be completed online at: <http://bit.ly/takealookatteaching>

Thank you for participating in the *Take a Look at Teaching* summit in [enter city], NY. Your feedback is very important to us and will help us better support efforts to find solutions to the teacher shortage and workforce diversity challenges we face.

1. From your experience and in your community, what is the biggest challenge for students and career changers considering a career in education?

2. What could be done in your community to overcome these challenges and support prospective teachers in their path to a career in education?



3. With whom could you partner, locally or throughout the state, to accomplish these goals?

4. What other resources would you need to support your efforts? How might you and your education partners secure these resources?

5. Which initiatives are you interested in learning more about (please circle all that apply)?

- a. Participating in P12/Higher Ed partnerships
- b. Developing teacher pipeline/grow-your-own programs
- c. Hosting a *Campus Conversation* in your community to continue this important dialogue
- d. Working with NYSUT to develop partnerships to address the lack of diversity in the teacher workforce
- e. Serving as a leader in my community to support this work

PLEASE PRINT

NAME: _____

ORGANIZATION: _____

EMAIL: _____

This form may also be completed online at: <http://bit.ly/takealookatteaching>




Take a Look at Teaching Exhibit L: Sign-In Sheet

[Enter Local Name Here] Summit
[Enter Date of Summit]

SIGN-IN SHEET

(PRINT CLEARLY)

| # | Name | Workplace/District/Campus | Email Address (for Summit follow-up) |
|----|------|---------------------------|--------------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |
| 17 | | | |
| 18 | | | |
| 19 | | | |
| 20 | | | |



Take a Look at Teaching

Exhibit M: Thank You Email

Note:

- A note to your attendees to say thank you for attending an event is always appreciated.
- Please feel free to use this template and edit to suit your needs.
- Send thank you email within one week of summit.
- Attach link <http://bit.ly/takealookatteaching> to the Discussion Questions survey.

Good afternoon,

On behalf of NYSUT and [insert your local name here], we would like to thank you for attending the *Take a Look at Teaching* summit in [enter city] on [enter summit date here]. The audience assembled, the conversation and dialogue, and the solutions that were shared were truly inspiring.

The teacher shortage in New York and the call to diversify the workforce in our schools are truly daunting challenges. But we were left hopeful knowing that you are part of the education community in [enter city] dedicated to finding sustainable solutions to these problems. Thank you for your thoughtful contributions to our discussion.


Your feedback from your participation in the summit is very important to us. Please take a moment to reflect on our discussion questions from the summit. Our online survey is available at:
<http://bit.ly/takealookatteaching>.

Please don't hesitate to reach out to us as you continue these conversations with your colleagues. NYSUT would be honored to partner with you and support your efforts. Please contact us if you are interested in serving as a leader in your community by hosting a local Campus Conversation, which is an event like this one that is focused on solutions to the teacher shortage.

To follow the ongoing work of the initiative, please visit NYSUT's website at
www.nysut.org/takealookatteaching.

Your passion for educating New York's youth could not have been more clear to us. Thank you for joining us as we encourage students and adults alike to take a look at teaching in New York.

Thank you.



Take a Look at Teaching Campus Conversation Toolkit



Final Thoughts

Thank you for your interest in NYSUT's initiative, *Take a Look at Teaching*.

As you prepare to engage in this work and consider hosting a Campus Conversation in your area, please reach out to NYSUT staff for assistance. General questions about hosting a Campus Conversation may be directed to Greg McCrea, Assistant to the Executive Vice President, at gmccrea@nysutmail.org.



NYSUT Contact List

| Role | Staff | Email | Telephone |
|---|--------------------------|--|-------------------------|
| Coordinator | Greg McCrea | gmccrea@nysutmail.org | 518-213-6000, ext. 6557 |
| Administrative | Jeannine Badgley | jbadgley@nysutmail.org | 518-213-6000, ext. 6249 |
| Media | Matt Hamilton | mhamilton@nysutmail.org | 518-213-6000, ext. 6309 |
| Certification | Glenn Jeffers | gjeffers@nysutmail.org | 518-213-6000, ext. 6693 |
| Communication/Web | Sylvia Saunders | ssaunder@nysutmail.org | 518-213-6000, ext. 6262 |
| | Kara (Missy) Smith | ksmith@nysutmail.org | 518-213-6000, ext. 6281 |
| Factsheets; Briefs | Leah Lembo | llembo@nysutmail.org | 518-213-6000, ext. 6697 |
| Higher Ed | Jake Crawford/Leah Lembo | jcrawford@nysutmail.org | 518-213-6000, ext. 6679 |
| Legislation | Alithia Rodriguez-Rolon | arolon@nysutmail.org | 518-213-6000, ext. 6290 |
| NEA Grant/Community Engagement | Carolyn Williams | cwilliam@nysutmail.org | 518-213-6000, ext. 6686 |
| Professional Learning Development/Diversity | Bernice Rivera | brivera@nysutmail.org | 518-213-6000, ext. 6695 |