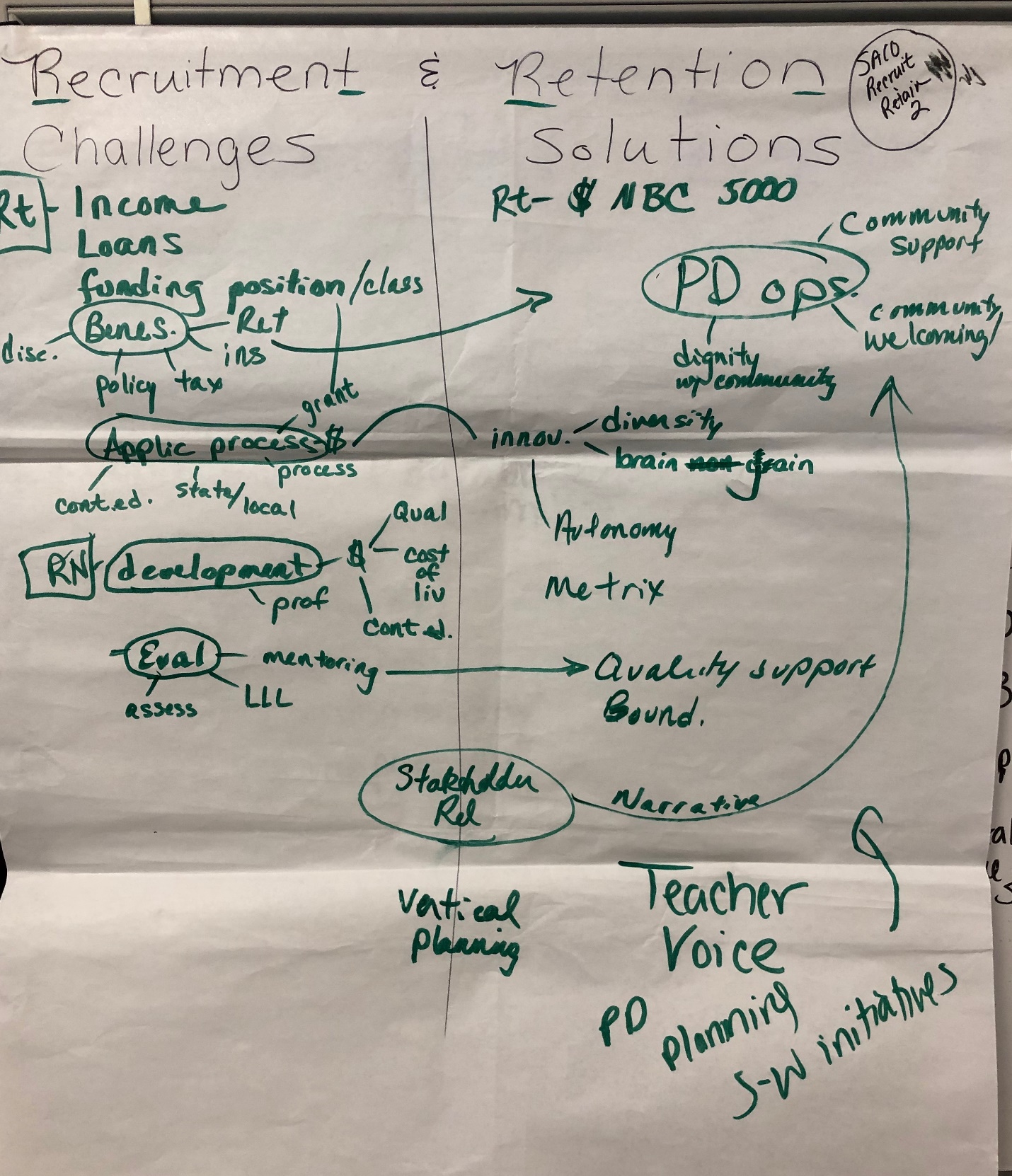


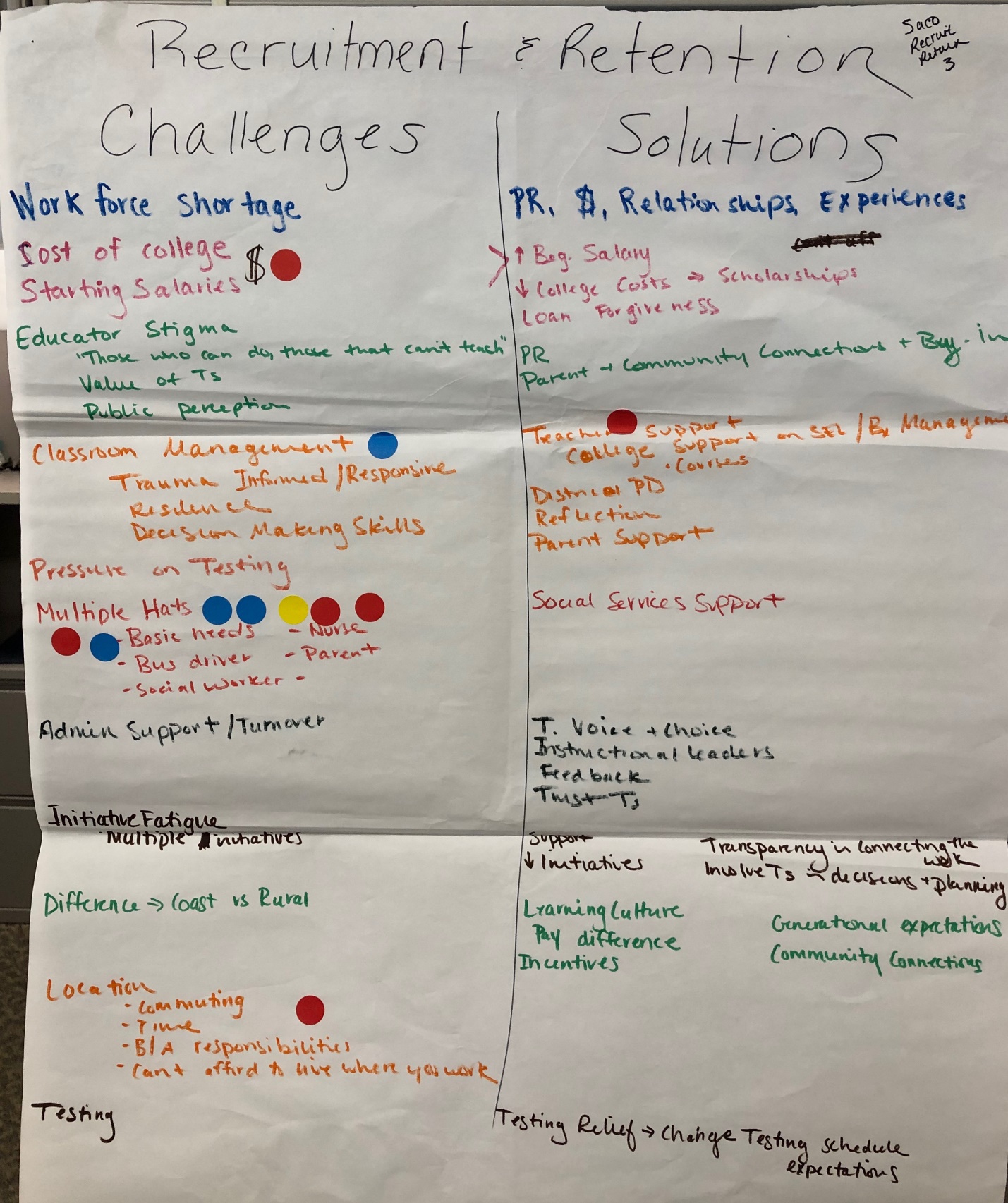
Saco Recruit and Retain 1

|  |  |
| --- | --- |
| **Challenges**  Continual learning → →→→→→→→→→→→→  Wellness →→→→→→→→→→→→→→→→→  Time Constraints →→→→→→→→→→→→→→  Money  Labor Market →→→→→→→→→→→→→→→→  Climate and Culture\*\*\*\*\*\* →→→→→→→→→  Professional Learning  Skills → Mindset in Teamwork – Efficacy  Certification + licensure\*→→→→→→→→→→→  Evaluation | **Solutions**  Cycles  Culture of Professional Development – Incentives  Learning System  Attention – look elsewhere for connections: teachers and students  Creative uses of time  Grant funding  Incentive for learning  Leadership Opportunity  Pipeline//Connect to University  Teamwork → Voice  Collaboration  DOE balance/many hoops |



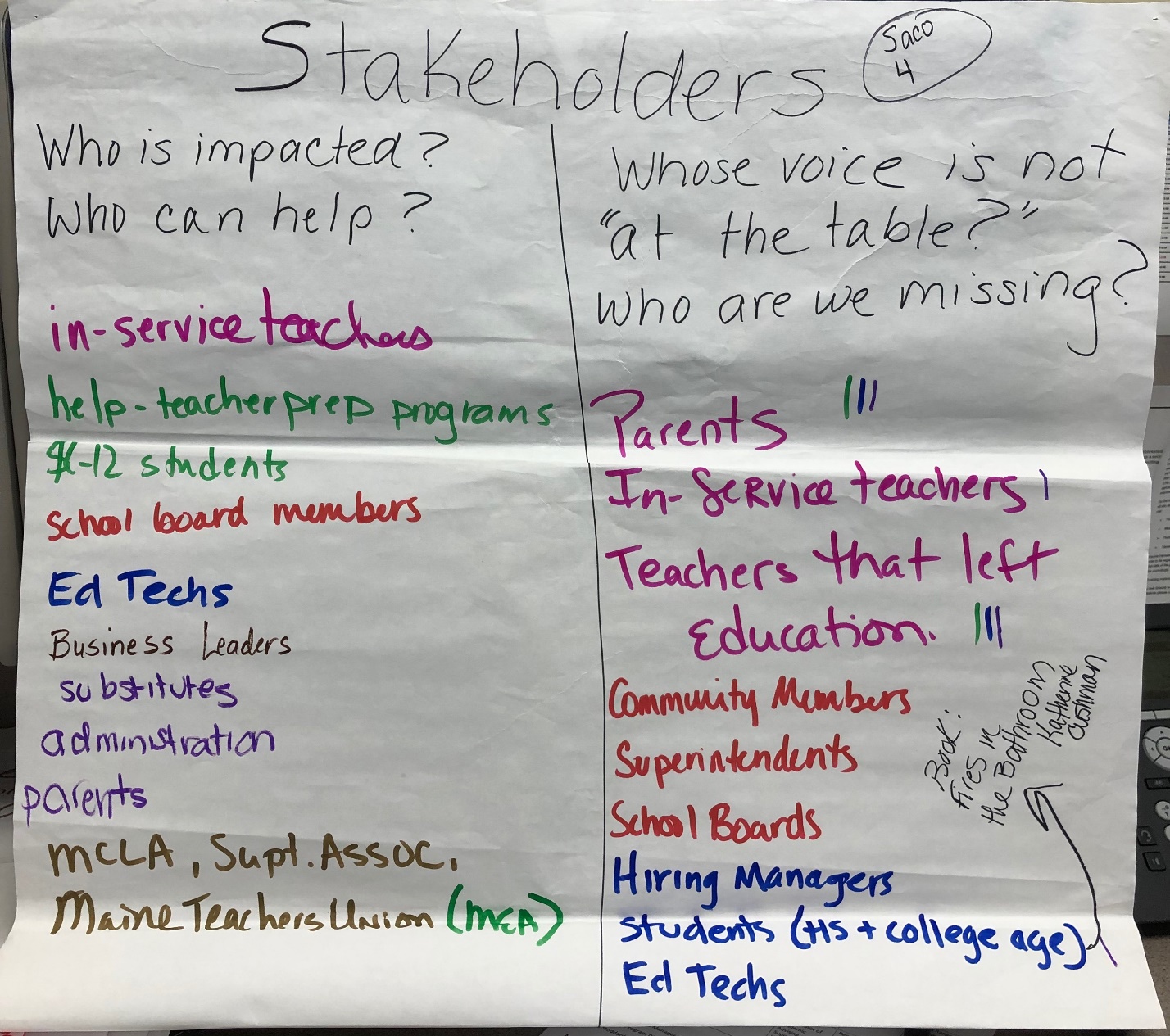
Saco: Recruit and Retain 2

|  |  |
| --- | --- |
| **Challenges**  RT – Income  Loans  Funding positin/class  Benes:   * Disc * Policy * Tax * Ins * Ret   Applic Process:   * Grant * Cont.ed * State/local * $   Development→ Prof  $ →Qual  → Cost of Liv  → Cont Ed  Eval :   * Mentoring * LLL * Assess | **Solutions**  RT: $ NBC 5000  PD ops:   * Community support * Community/welcoming * Dignity w/community   Innov  Diversity  Brain gain  Autonomy  Metrix  Quality support Bound  Stakeholder Rel  Vertical planning  Teacher Voice  PD – Planning – S-W Initiatives |



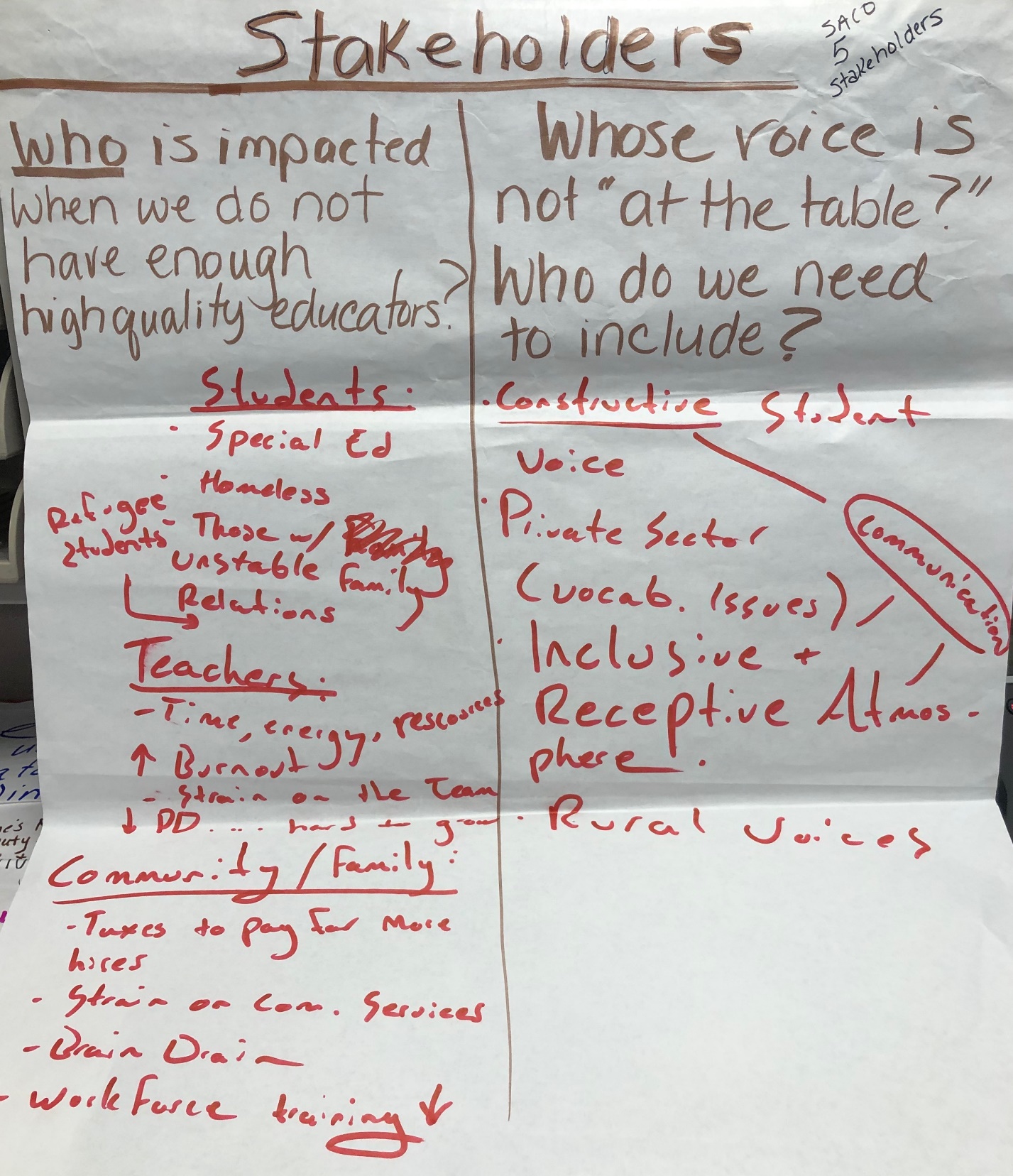
Saco Recruit and Retain 3

|  |  |
| --- | --- |
| **Challenges**  Workforce shortage  Cost of College  Starting Salaries $ \*  Educator Stigma   * “Those who can do, those that can’t, teach” * Value of Teachers * Public perception   Classroom Management\*  Trauma Informed/Responsive  Resilience  Decision Making Skills  Pressure on Testing  Multiple Hats\*\*\*\*\*\*\*   * Basic needs * Nurse * Parent * Bus driver * Social Worker   Admin support/Turnover  Initiative Fatigue  Multiple Initiatives  Difference → Coast vs Rural  Location   * Commuting * Time * B/A Responsibilities * Can’t afford to live where you work   Testing | **Solutions**  PR,, $, Relationships, Experiences  ↑ Beg. Salary  ↓College Costs → Scholarships  Loan Forgiveness  PR  Parent and Community Connections + Buy-In  Teacher Support  College Support on SEL + Courses  B× Management  District PD  Reflection  Parent Support  Social Services Support  T. Voice + Choice  Instructional Leaders  Feedback  Trust T’s  Support Initiatives  Transparency in Connecting the work: Involve Ts in decisions and planning  Learning Culture  Pay Difference  Incentives  Generational Expectations  Community Connections  Testing Relief →Change Testing Schedule and Expectations |



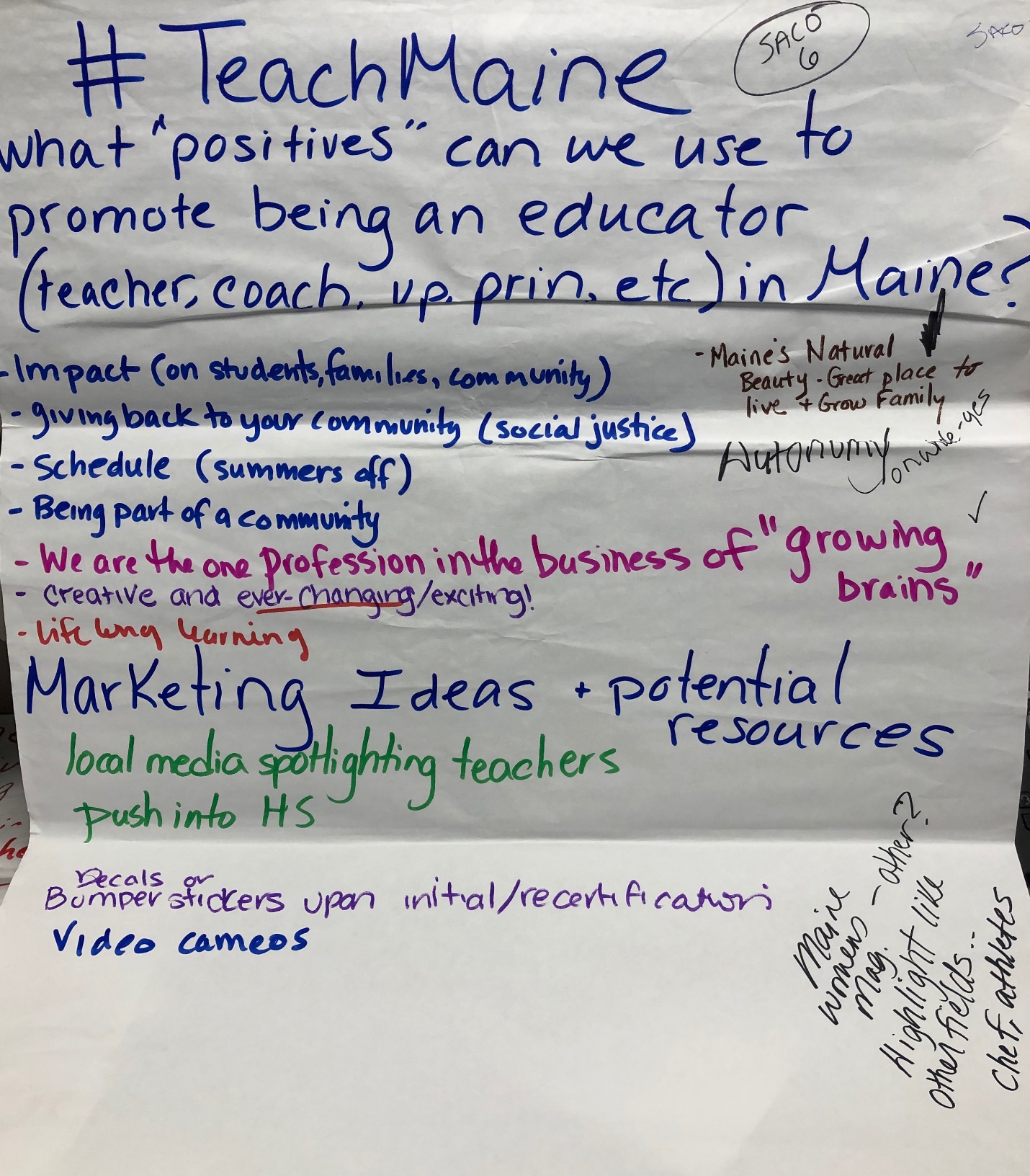
Saco Stakeholders 4

|  |  |
| --- | --- |
| **Who is impacted?**  **Who can help?**  In-service teachers  Help- teacher prep programs  K-12 Students  School board members  Ed Techs  Business Leaders  Substitutes  Administration  Parents  MCLA, Supt. Assoc., Maine Teachers Union (MEA) | **Whose voice is not “at the table?” Who are we missing?**  Parents \*\*\*  In-service teachers  Teachers that left education  Community members  Superintendents  School boards  Hiring Managers  Students (HS and College age) → Book: Fires in the Bathroom by Katherine Cushman  Ed techs |



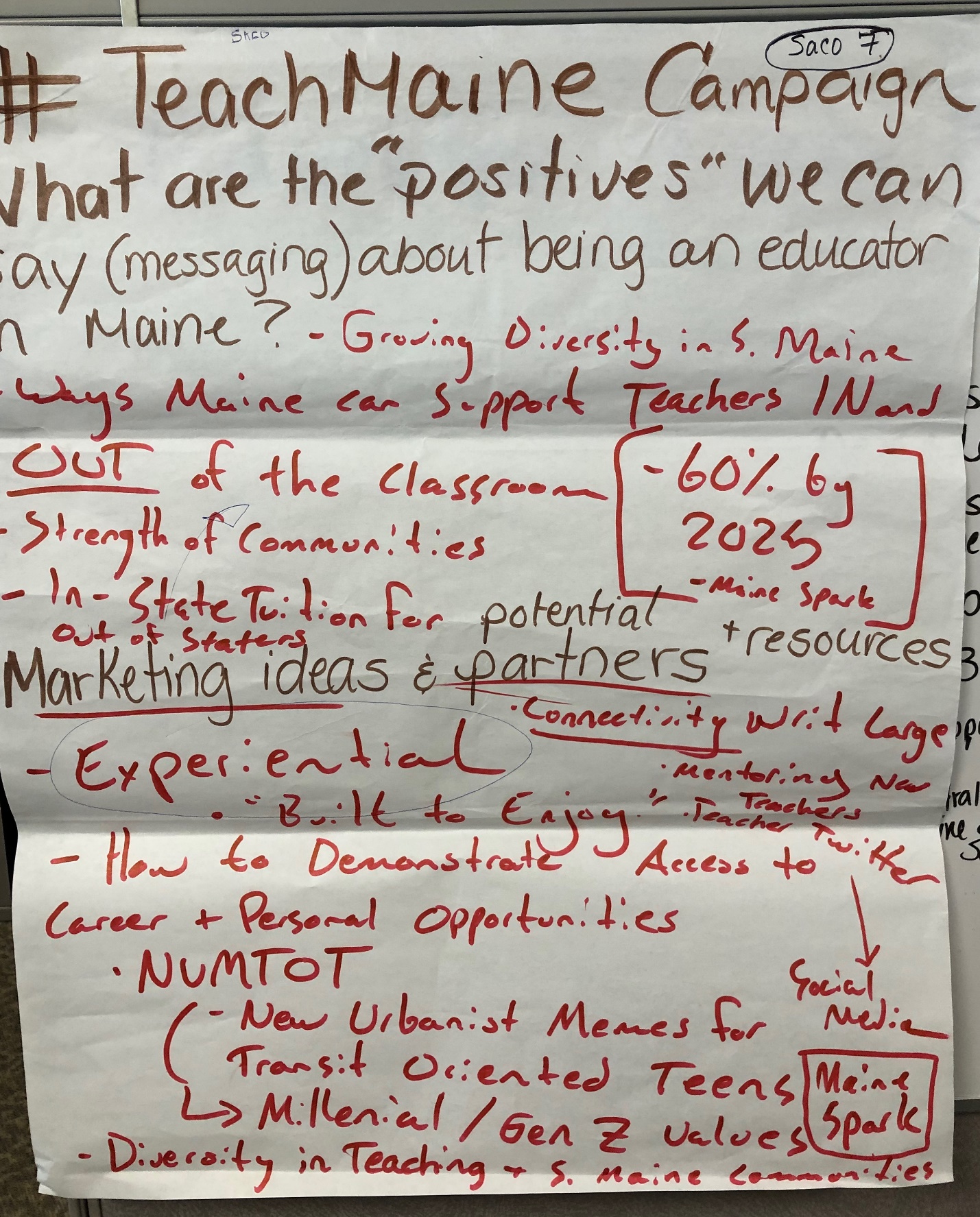
Saco Stakeholders 5

|  |  |
| --- | --- |
| **Who is impacted when we do not have enough high-quality educators?**  Students:   * Special Ed * Homeless * Refugee students * Homeless * Those w/unstable family relations   Teachers:   * Time, energy, resources * ↑ Burnout: strain on the team * ↓ PD . . . hard to grow   Community/Family:   * Taxes to pay for more hires * Strain on Comm Services * Brain Drain * Workforce Training ↓ | **Whose voice is not “at the table?” Who do we need to include?**   * Constructive Student Voice – communication (vocab issues) * Private sector * Inclusive and Receptive atmosphere * Rural voices |



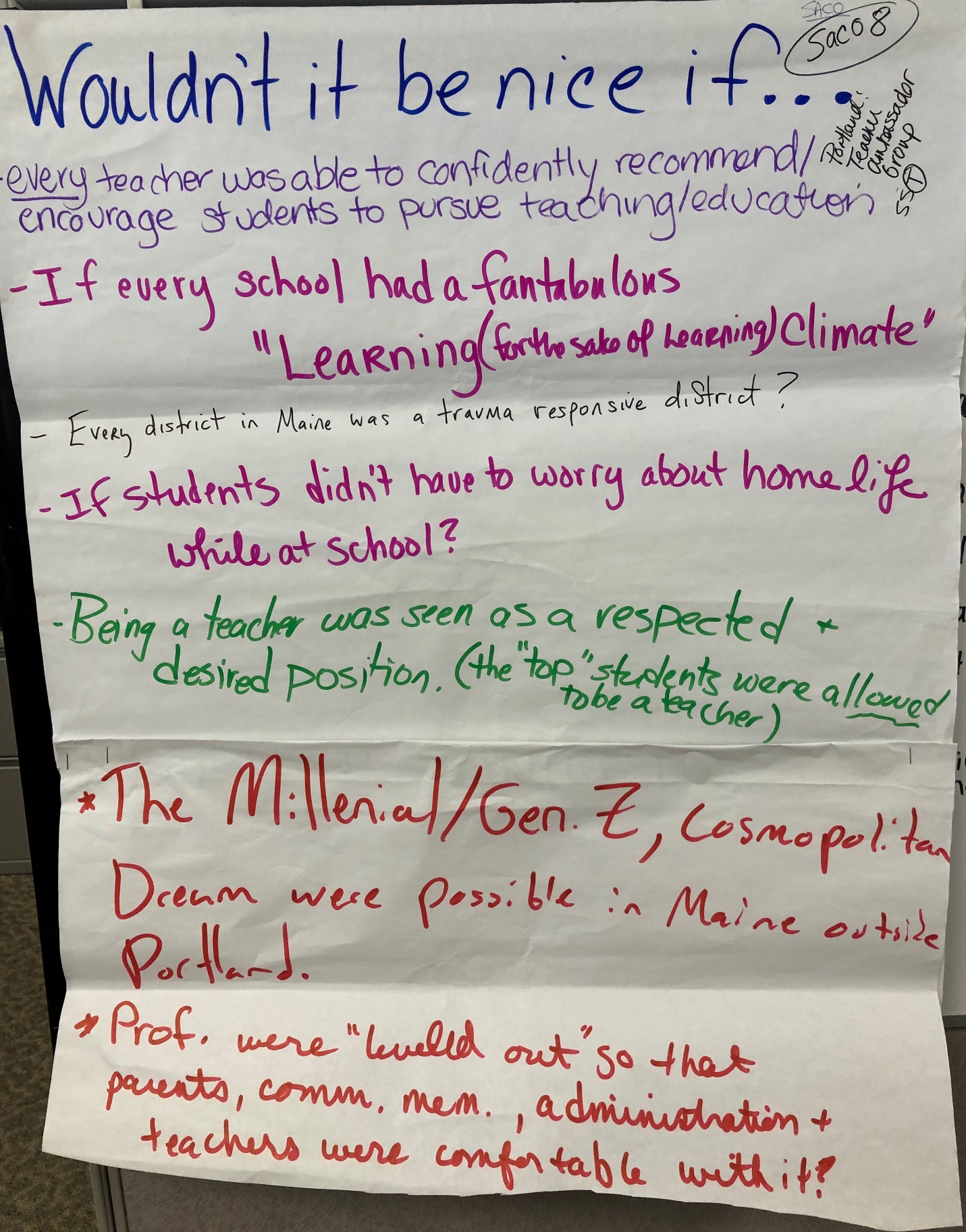
Saco #TeachMaine 6

|  |
| --- |
| **What “positives” can we use to promote being an educator (teacher, coach, VP, Prin, etc.) in Maine?**   * Impact (on students families, community) * Giving back to your community (social justice) * Schedule (summers off) * Being part of a community * We are the one profession in the business of “growing brains” \* * Creative and ever-changing/exciting! * Lifelong learning * Maine’s natural beauty – great place to live and grow family   **Marketing Ideas and potential resources:**   * Local media spotlighting teachers * Push into HS * Decals or bumper stickers upon initial/recertification * Video cameras * Maine’s women’s magazine other? Highlight like other fields: chefs, athletes |



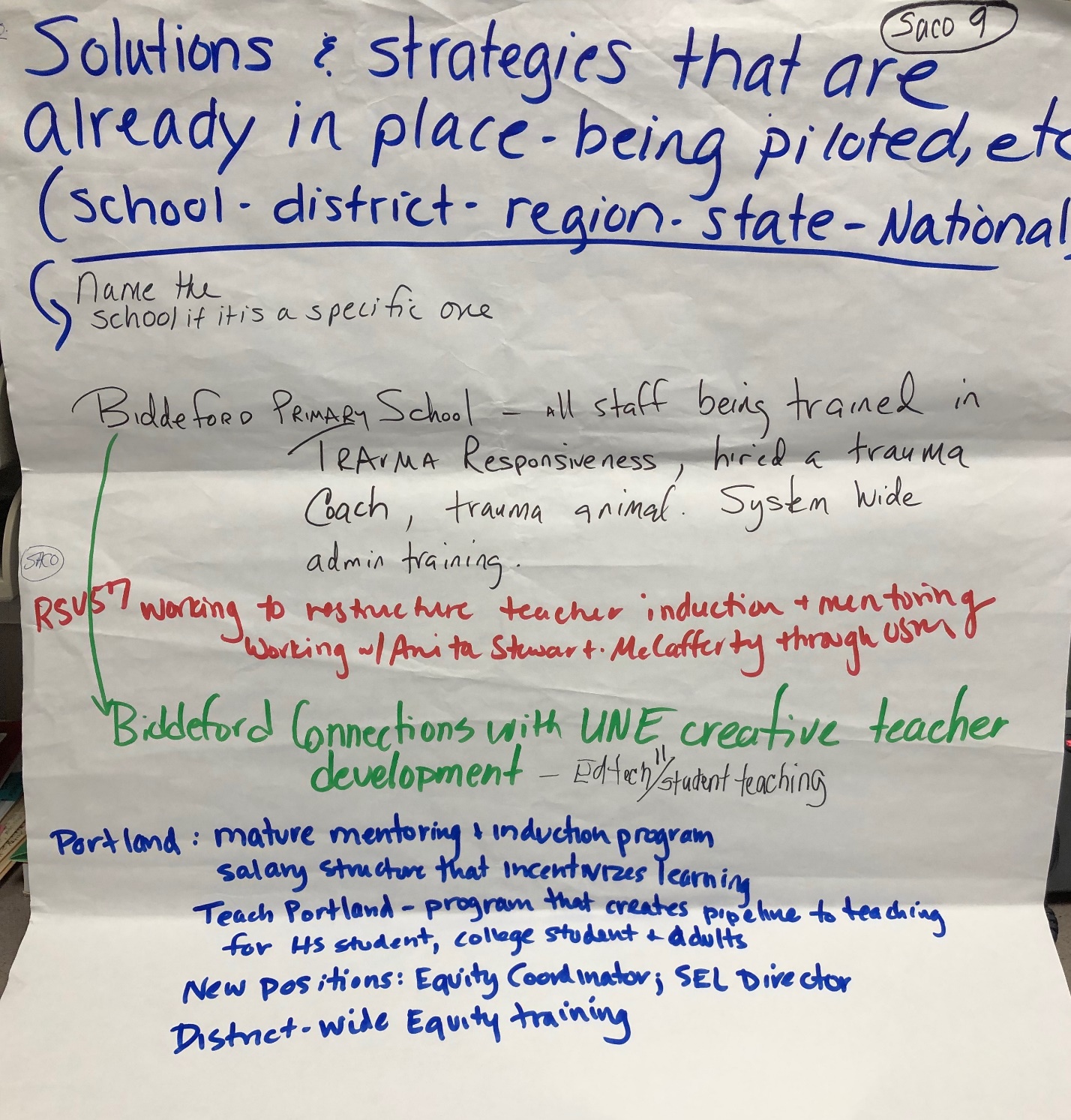
Saco Teach Maine 7

|  |
| --- |
| **#TeachMaine Campaign**  **What are he “positives” we can say (messaging) about being an educator in Maine?**   * Growing diversity in S. Maine * Ways Maine can support teachers IN and Out of the classroom * Strength of communities * In-state tuition for out of staters * 60% by 2025: Maine Spark   **Marketing ideas and potential partners + resources:**   * Connectivity * Mentoring new teachers * Teacher twitter/Social media * Experiential “Built to Enjoy” * How to demonstrate access to career and personal opportunities * NUMTOT: New Urbanist Memes for Transit Oriented Teens → Millenial/Gen Z values * Diversity in Teaching and S. Maine communities |



Saco “Nice if” 8

|  |
| --- |
| **Wouldn’t it be nice if . . .**  Every teacher was able to confidently recommend/encourage students to pursue teaching/education? Portland: Teacher Ambassador Group  If every school had a fantabulous “Learning (for the sake of learning) climate”  Every district in Maine was a trauma responsive district?  If students didn’t have to worry about homelife while at school?  Being a teacher was seen as a respected and desired position (the “top” students were allowed to be a teacher)  The Millennial/Gen Z, cosmopolitan dream were possible in Maine outside Portland  Prof were “leveled out” so that parents, comm mem, administration and teachers were comfortable with it? |



Saco Solutions 9

|  |
| --- |
| **Solutions and Strategies that are already in place- being piloted, etc.**  **(school – district – state – national)**  Biddeford Primary School – all staff being trained in Trauma Responsiveness, hired a trauma coach, trauma animal. System-wide admin training.  RSU 57: Working to restructure teacher induction and mentoring – working with Anita Steward-McCafferty through USM  Biddeford connections with UNE creating teacher development – Ed tech/student teaching  Portland:   * Mature mentoring + induction program * Salary structure that incentivizes learning * Teach Portland – program that creates pipeline to teaching for HS student, college student + adults * New position: Equity coordinator, SEL Director * District-wide Equity Training |