



RETAINING & SUPPORTING A DIVERSE EDUCATOR WORKFORCE

EngageMEnt Series • Friday, Oct 10, 2025 •
12:30–3:00 p.m. ET

Director of Strategic Partnerships
Ayesha Hall

Maine Department of Education
Office of Innovation



Our Priorities

Mission in Action



Inspire **TRUST** in our organization, and in our public education system

Develop, support, and sustain a robust **EDUCATOR WORKFORCE**

Promote **EDUCATION, EXCELLENCE**, and EQUITY for all Maine learners

Ensure **STUDENT** and **SCHOOL SAFETY, HEALTH**, and WELLBEING

Support a **CULTURE OF INNOVATION** and CONTINUOUS IMPROVEMENT

Build **HEALTHY** and **COLLABORATIVE** work environment, ENHANCING the potential of the Maine DOE.

Promote the best learning opportunities for all Maine students by:

- Focusing on a whole student approach
- Encouraging innovation
- Respecting and supporting educators
- Providing guidance, professional learning, and resources
- Ensuring equitable funding across schools
- Inspiring trust in our schools

Shared Vision

- A Vibrant and respected educator workforce that innovates, leads, and inspires.
- Learning environments that are safe and supportive for all.
- Clear pathways to success in school and in life for every student.
- Schools as trusted community centers that foster civic participation and strengthen Maine's economy.
- Schools that nurture the potential for all to lead purposeful lives.

Whole Student Frameworks





TODAY'S GOALS & AGENDA

Goals (Big Picture)

- Strengthen your capacity to retain, support, and empower diverse educator talent
- Surface cultural signals and structural practices that help people stay and grow
- Leave with one practical practice to implement this week or **share** with your educator community

Objectives (what we'll do)

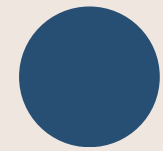
- Name two retention practices
- Assess gaps between policy and practice
- Identify one action to test right away
- Share your recommendations with educators in our learning community **(EnGiNE)**.





JOIN AT MENTI.COM | USE CODE
8304 2501

START THE DISCUSSION



What conditions help people stay and
grow in your school or organization?



Join at menti.com |
use code 5221 3410



WHY THIS MATTERS IN MAINE

- Students benefit when trusted educators stay—continuity builds trust, expectations, and outcomes.
- Many educators, especially BIPOC, neurodivergent, multilingual colleagues, face isolation, extra invisible work, and unclear pathways.
- In Maine's contexts, retention is about conditions: **belonging, growth, fair and transparent process, accessibility, and flexible pathways.**

Diversifying our workforce means race, culture, language, disability, neurodiversity, and perspectives, and designing day-to-day practices so people enter, stay, and advance.



OUR LENS

(Maine DOE Priorities)

Priority 2: Strong, diverse educator workforce

- Implement TeachMaine Framework:
 - recruit, prepare, hire, and retain across pathways.
 - Diversify the workforce: address structural barriers; expand residencies, grow-your-own, CTE-to-teacher pathways.
 - Strengthen apprenticeships with Educate Maine's Teach Maine Center & Maine Career Catalyst.

Priority 3: Equity and excellence for all learners



TeachMaine Framework (current status)



- **Diversify & expand:** recruit/hire racially, ethnically, linguistically diverse educators; retain by addressing structural racism; promote teacher residencies, dual certs, HS/CTE pipelines, and grow-your-own routes.
- **Teaching Apprenticeships:** expansion supported by MDOL funding; Teach Maine Center (Educate Maine) + Maine Career Catalyst co-design & manage for 36 months.
- **Data & reporting:** Educate Maine's Educator Workforce Report (2024) helps baseline the landscape and gaps we're addressing.



LET'S KEEP THE INQUIRY GOING...

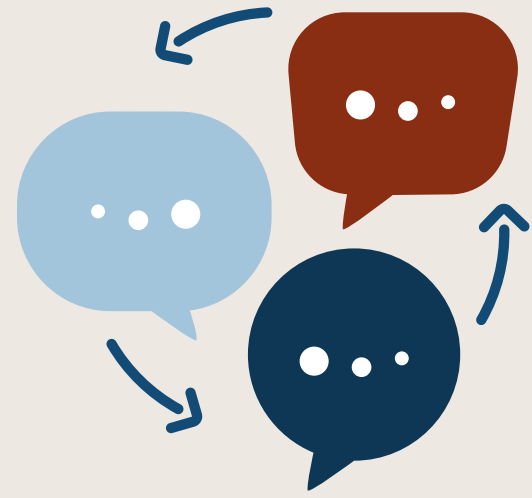
What supports are truly in place
in your building/SAU/program?



Join at menti.com |
use code 5221 3410



Panel Discussion



Dr. Flynn Ross (USM Teacher Residency)

aligning coursework and mentoring with actual school roles to improve early-career success and retention.

John McDevitt (KWE Leadership School)

Innovative Pathways to Classroom Teaching

Philip Johnston (Next STEP)

School-based leadership pipeline moves you can replicate.

Why these voices today

Best Practices that shift conditions for retention

- Today, we focus on the implementation details behind these practices.

3 Innovative Perspective:

- School-based pipeline (building leaders from within)
- University/partner supports (reducing certification and access barriers)
- Rural access, local pipeline

What to listen for

- How time was protected, roles defined, and criteria made transparent
- Where barriers showed up—and how they were addressed
- Which practices you can adapt this semester



Dr. Flynn Ross (MAINE TEACHER RESIDENCY + KWE/Leadership School

Focus areas

- University–school–partner alignment to expand entry points
- Coursework/Praxis navigation tied to real school roles
- Building ally capacity so responsibility is shared
- Partnering with Camp Kieve to extend mentoring and leadership opportunities

relevance

- Opens pathways for non-traditional Educators
- Aligns preparation with what schools need right now
- Reduces individual burden by distributing support across partners



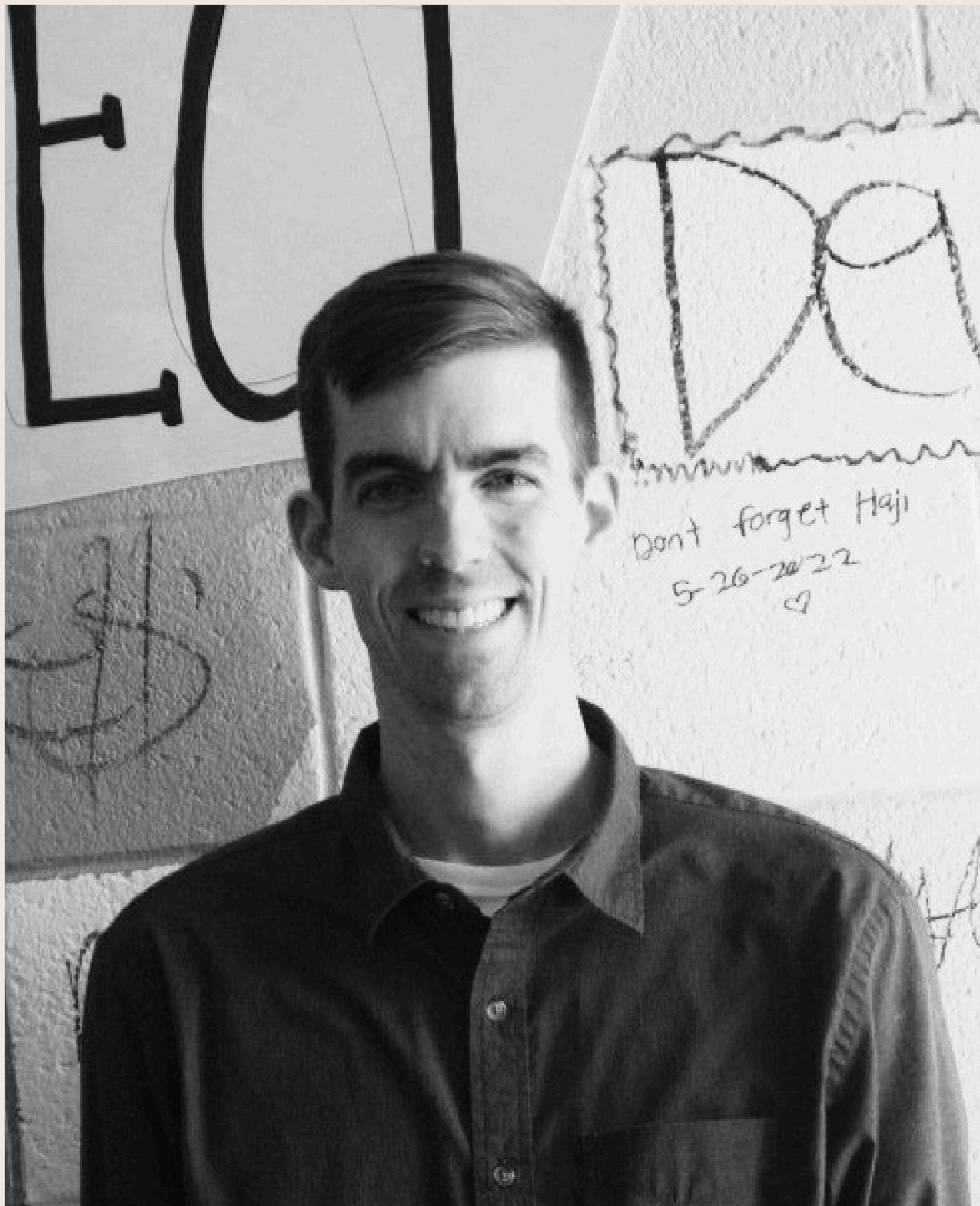
John McDevitt (Kieve-Wavus Education)

Focus areas

- University–school–partner alignment to expand entry points
- Coursework/Praxis navigation tied to real school roles
- Building ally capacity so responsibility is shared
- Partnering to extend mentoring and leadership opportunities

relevance

- Practice-first confidence (SEL/outdoor facilitation → stronger classroom readiness)
- Stronger school climate
- Rural access, local pipeline



Philip Johnston (Next STEP Lewiston)

Focus areas

- Leadership pipeline for educators of color within the school
- Mentorship by design: protected time, short goal templates
- Stretch roles defined up front and recognized in evaluation
- Navigating certification timelines while growing leaders internally

Relevance

- Makes advancement visible and credible
- Reduces isolation through structured support
- Connects day-to-day responsibilities to documented growth

Ask The Panelists Q&A

- Add your question in Mentimeter
- Upvote what matters most
- We'll work through the top questions first



Join at menti.com |
use code 5221 3410





Transition break

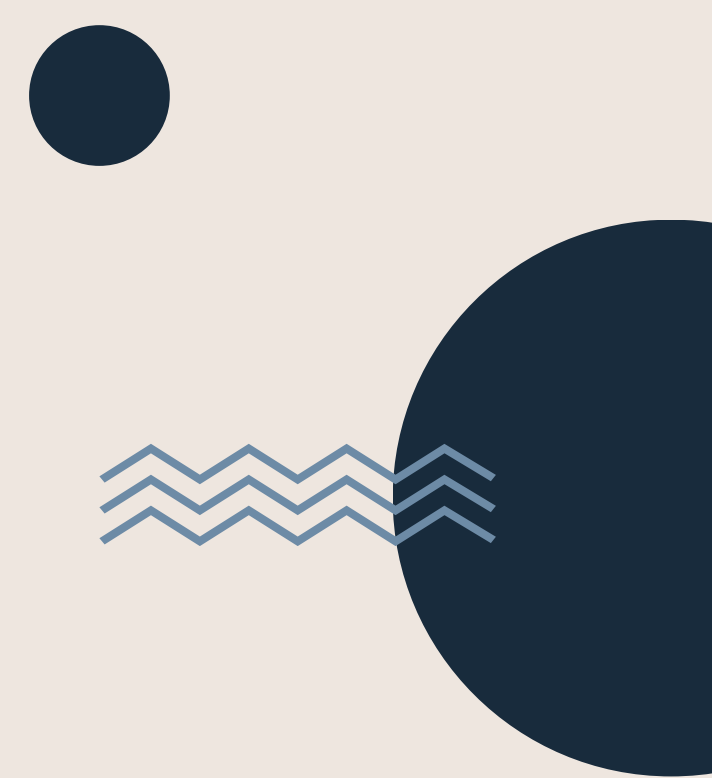
04:33
MINS SECS

Bio Break

Stretch

reflect

Practice Snapshot: Retention in Action



→ ONE PRACTICE

Write one practice you will implement this week (small + specific).

Examples:

- *Protected 30-minute mentorship check-in for new staff*
- *Interview rubric shared with staff 1 week before postings*
- *Include one cross-school panelist who has reviewed the rubric in the next hiring panel*

→ ONE BARRIER-->ADJUSTMENT

Name the Barrier (1 phrase) → Adjustment (1 phrase)

- examples
 - Coverage → Pair with team lead; 15-min version
 - Time to share rubric → Email draft today; finalize by Thursday



REALITY CHECK: MAKE THIS DOABLE

Scope: Can this be done in 60 minutes or less this week?

People: Who needs to be looped in? (name 1 person)

When: Put a day/time on it.



SHARE OUT

**Join at menti.com |
use code 5221 3410**



Practice Snapshot: Retention in Action



➞ **SHARE OUT**

Join at menti.com |
use code **5221 3410**

In small groups, tell others what you will do.

- One practice
- Potential Barrier → Adjustment



**share common themes and insight with the
larger group**



LET'S KEEP GROWING TOGETHER



You can access all the Zoom links, session materials, and posted recordings for contact hours through our EnGiNE site and our event webpage.

1. Go to <https://engine.maine.gov/>
2. Log in / Create Account with your school email
3. Click Learning Opportunities (top menu)
4. Open EngageMEnt Series → select Retaining & Supporting a Diverse Educator Workforce (Oct 10)
5. Click Enroll / Self-enroll to view materials

