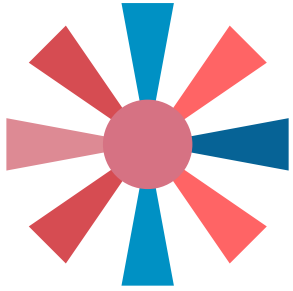


Pipeline or Garden Hose?

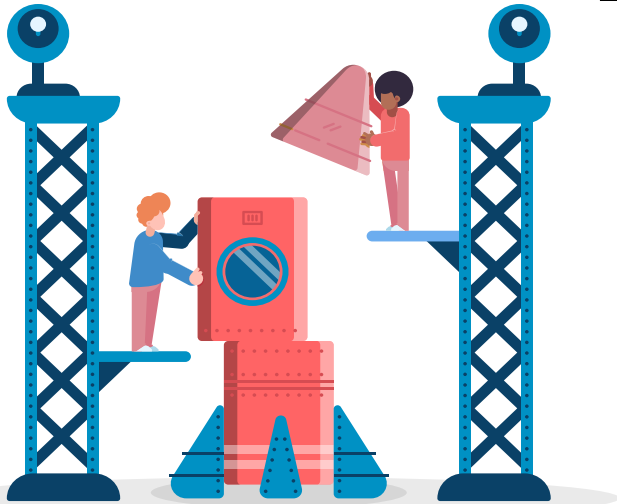
Barriers to Recruiting & Retaining
Teachers & Administrators

Harrison & Tanner
CEASD 2024
April 20, 2024



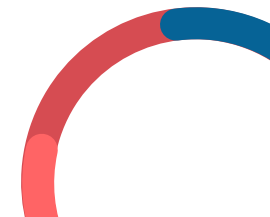


Barriers to Recruiting & Retaining Teachers



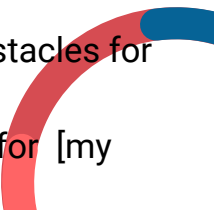


Survey Background

- In April 2023 at the CEASD Conference in Riverside, CA, the assembled group of school administrators were given a single question survey and asked to share out with others on their school team.
 - 76 responses were collected in a two week period.
 - The question: “What are the top 3 challenges/barriers to the recruitment and retention of teachers?”
 - Responses were analyzed for major themes using AI for preliminary results.
 - Responses then hand-analyzed for major themes and to refine AI-identified themes.
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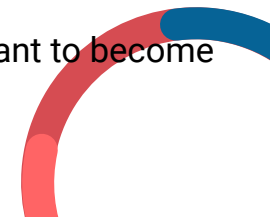


Data Themes

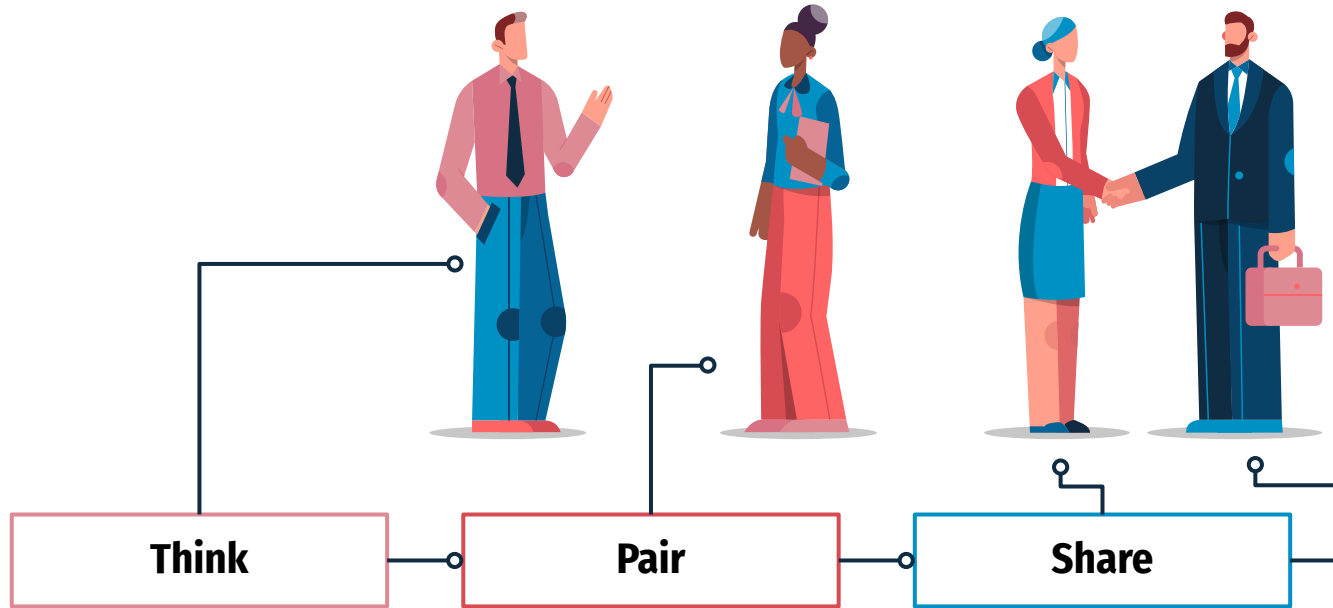
1. Finding Qualified & Diverse Staff: Schools struggle to find teachers who are qualified, especially those with expertise in Deaf Education and fluency in American Sign Language (ASL). This is especially true of BIPOC teachers.
 - a. Example Response: "No applicants applying who are qualified."
 2. Salary and Cost of Living: Low salaries in comparison to the workload and the cost of living in certain areas make it difficult to attract and retain teachers.
 - a. Example Response: "Salaries are not to par with the workload."
 3. Location: Rural locations and areas with limited resources have a hard time attracting teachers, especially if these locations lack suitable amenities. Rural-placed schools often have a harder time "competing" with schools in more "enticing" areas.
 - a. Example Response: "No one wants to move to the middle of America!"
 4. Lack of Specialized Training & Pool of Applicants: There's a scarcity of teachers with specialized training in Deaf Education methodologies and bilingual (ASL/English) teaching strategies. This is partially due to a lack of Educator Preparation Programs to meet nationwide needs.
 - a. Example Response: "Lack of specialized teachers with bilingual skills."
 5. Certification and Licensing Issues: Difficulties in obtaining state certification and licensure create obstacles for both recruitment and retention of teachers.
 - a. Example Response: "Having teachers be with licensure especially dual licensure requirements for [my state]."
- 



Data Themes, cont.

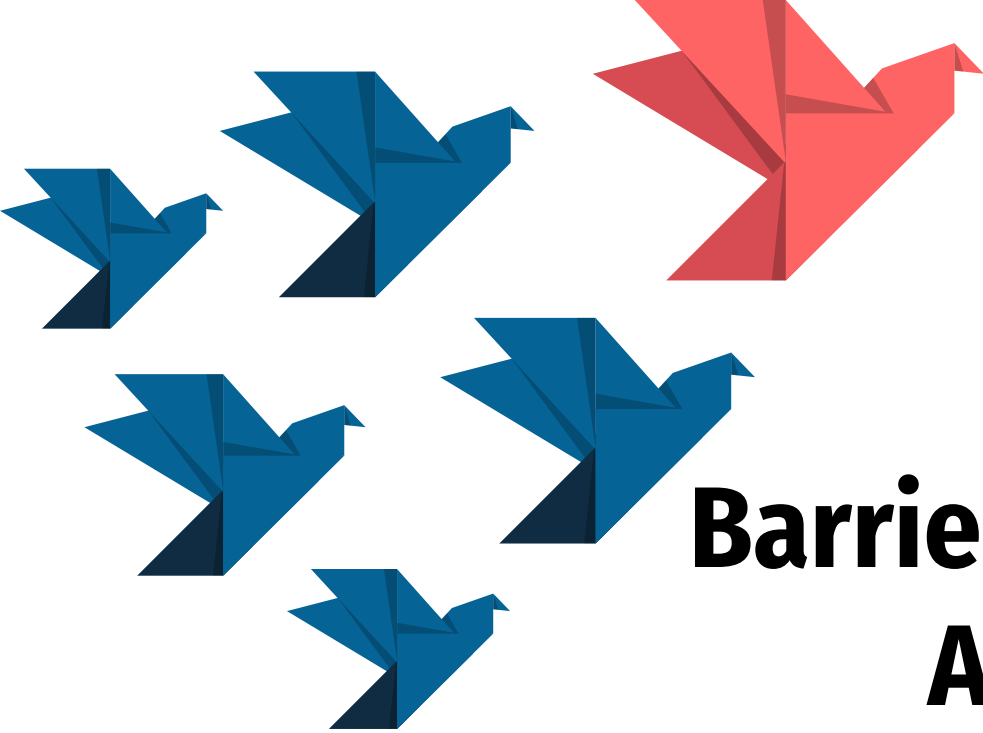
6. Workload and Burnout: Excessive workloads, including high caseloads and administrative demands, contribute to teacher burnout and job dissatisfaction.
 - a. Example Response: "Testing expectations- teachers spend so much time testing they don't feel they have enough time to teach."
 7. Ongoing Supports: Schools may not provide enough professional development, mentoring, or other ongoing supports to keep teachers, especially newer teachers, in their programs.
 - a. Example Response: "Continued mentoring and support."
 8. Family Considerations: Being away from family, especially if teachers are not native to the state, can deter recruitment and retention efforts.
 - a. Example Response: "Being away from family. Not native to our state."
 9. Understanding of ASL & ASL/English: Lack of understanding about Deaf Culture and the needs of Deaf and Hard of Hearing (DHH) students, as well as insufficient support from caregivers and the community, create challenges.
 - a. Example Response: "Mixed messaging regarding importance of bilingualism."
 10. Negative Perceptions: Negative narratives about the teaching profession, particularly in Deaf Education, dissuade potential teachers from pursuing this career.
 - a. Example Response: "The profession has a frame of disrespect, and many people no longer want to become teachers."
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Discussion



Group Share Out



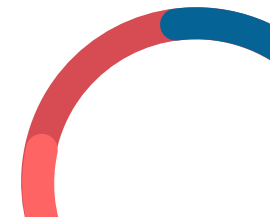


Barriers to Becoming an Administrator





Survey Background

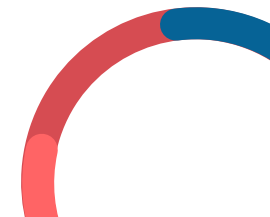
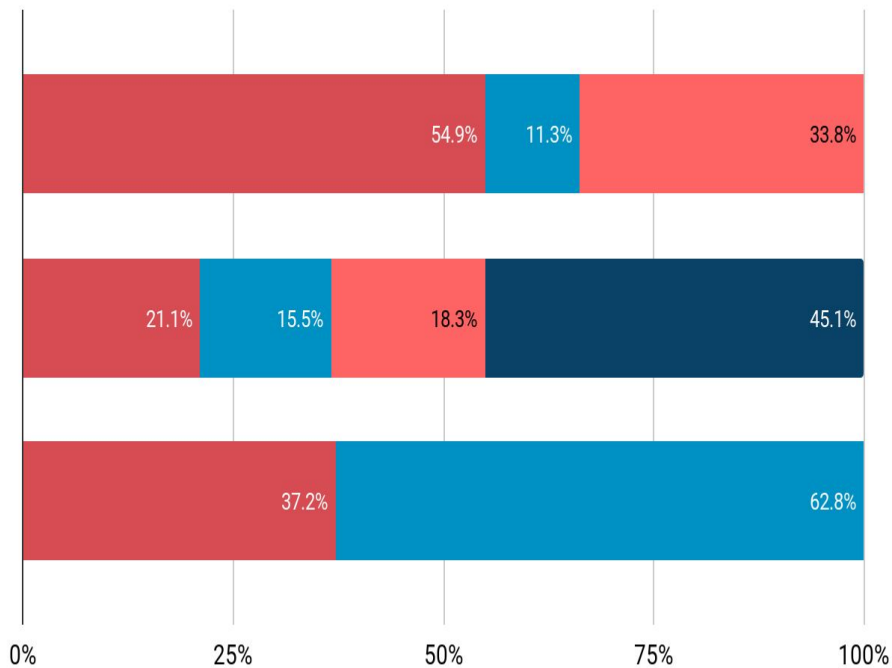
- Beginning in April 2023, a two question survey for teachers was released at the CEASD 2023 Conference. Follow-up email blasts were sent out by CEASD in Sep/Oct 2023.
 - 127 Responses Collected
 - The questions:
 - 1. How many years experience do you have in Deaf Education?
 - 2. Which category do you consider yourself to belong to? (Deaf, Hard of Hearing, Hearing)
 - 3. Are you currently considering in becoming a school administrator?
 - 3a. If yes, are there any challenges/barriers preventing you from becoming an administrator/leader in Deaf Education?
 - 3b. If no, why aren't you considering becoming an administrator/leader in Deaf Education at this time?
 - Responses were analyzed for major themes using AI for preliminary results.
 - Responses then hand-analyzed for major themes and to refine AI-identified themes.
- 



Demographics

127 Respondents

- **Deaf/Hearing**
 - Deaf: 54.9%
 - Hard of Hearing: 11.3%
 - Hearing: 33.8%
- **Years of Experience**
 - 0-5 Years: 21.1%
 - 6-10 Years: 15.5%
 - 10-15 Years: 18.3%
 - 15+ Years: 45.1%
- **Want to be an admin at this time?**
 - Yes: 37.2%
 - No: 62.8%



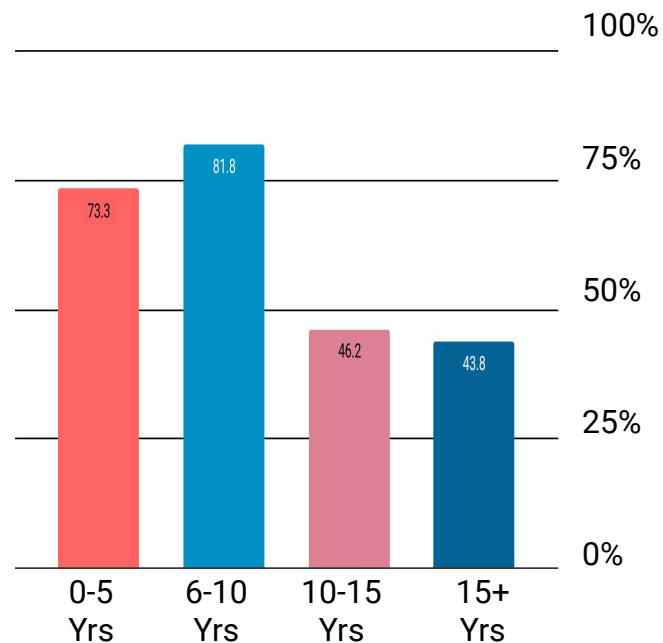


Don't Want To Become An Administrator

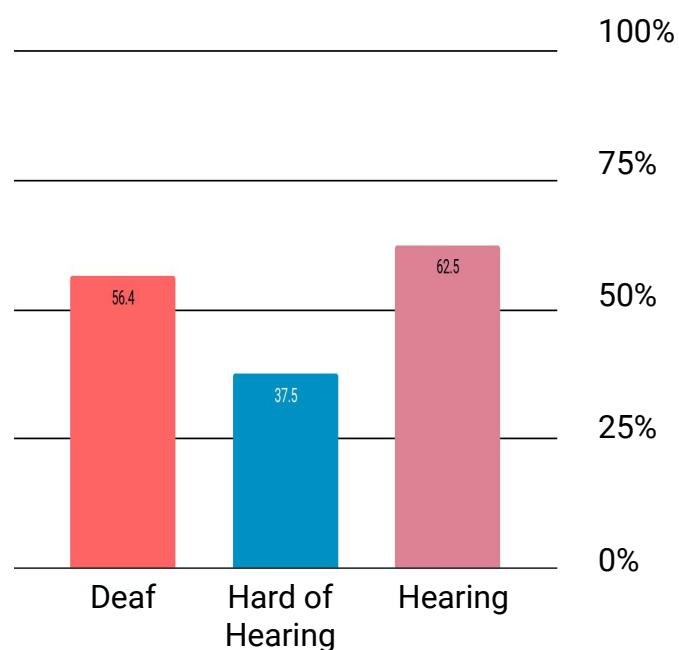


Demographics of Those NOT Interested in Becoming Admin

Years of Experience Percent Per Category

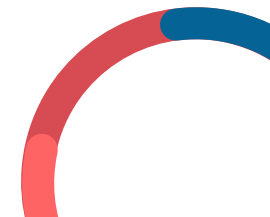


Deaf/HH/Hearing Percent Per Category





Data Themes - Why aren't you interested in becoming an administrator?

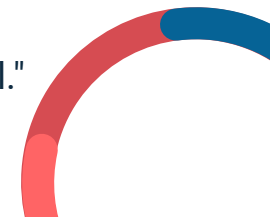
1. Preference for Teaching Roles: Teachers express a strong preference for teaching and working directly with students.
 - a. Example Response: "I'd rather be teaching."
 2. Work-Life Balance and Stress: Many teachers are hesitant to take on extra workload and responsibilities, citing concerns about maintaining work-life balance.
 - a. Example Response: "Too much work for little pay."
 3. Experience and Skill Development: Some teachers feel they need more time and the right set of tools before considering administrative roles.
 - a. Example Response: "I'm not ready yet, I need experience, right set of tools and preparation if I want to become a school administrator."
- 



Data Themes - Why aren't you interested in becoming an administrator? cont.

4. Upcoming Retirement Plans: Teachers approaching retirement express disinterest in making a career change. Some teachers may not be ready to retire, but don't want to leave the classroom for the last few years of their career.
 - a. Example Response: "I will retire in the next 3-5 years and am not interested in pursuing a change in career."

 5. Perceived Downsides of Administration: Teachers cite underappreciation, bureaucracy, working with caregivers in what is perceived as a negative way, and inadequate pay for the workload as reasons to avoid administrative roles.
 - a. Example Response: "Seems like a really underappreciated, busy job with not enough pay."

 6. Disenchantment with Current Work Environment: Feelings of being tired or disenchanted with the current work environment are expressed by some teachers.
 - a. Example Response: "Getting off the mouse race, tired of being a mouse in the wheel."
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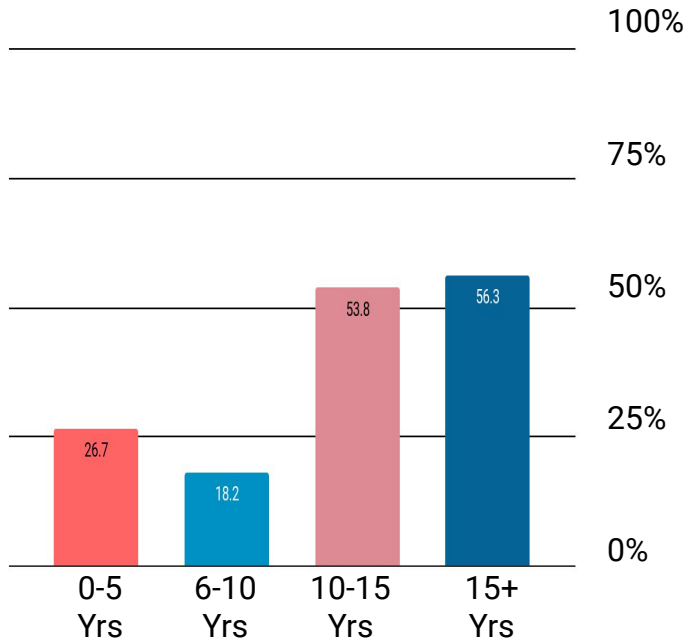


Want to Become An Administrator

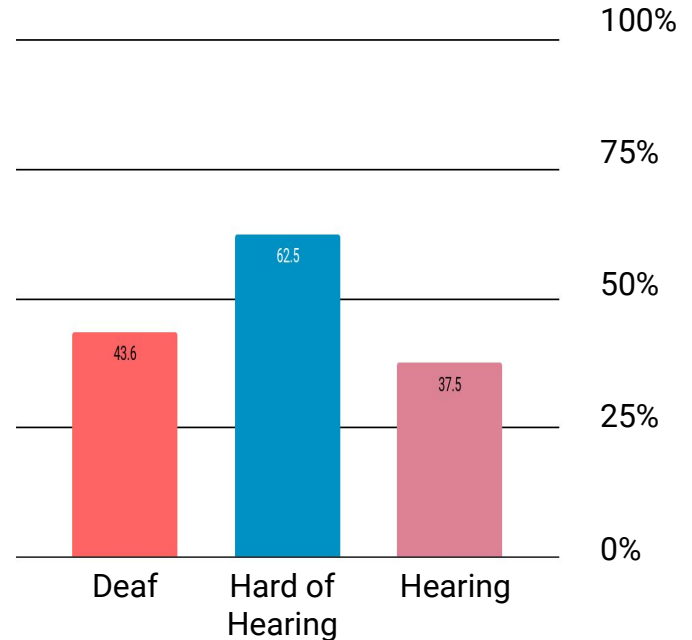


Demographics of Those Interested in Becoming Admin but Facing Barriers

Years of Experience Percent Per Category

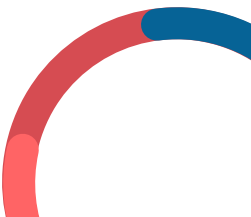


Deaf/HH/Hearing Percent Per Category



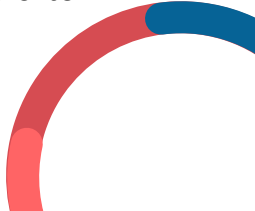


Data Themes - What challenges/barriers exist to becoming an administrator?

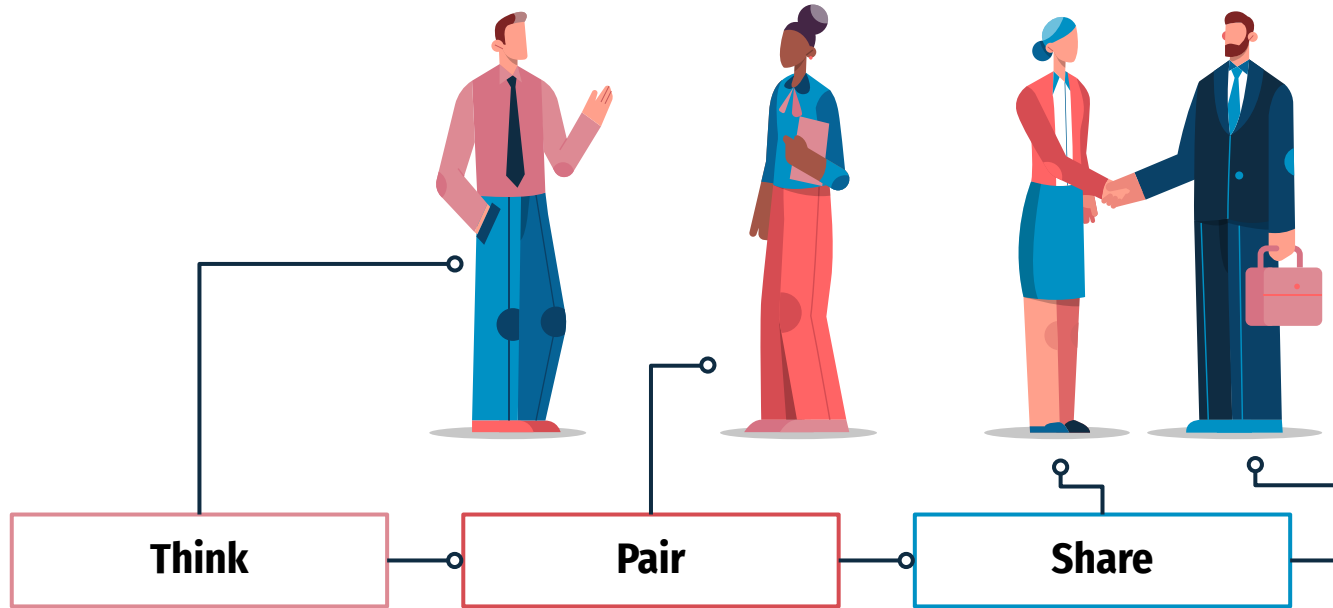
1. Family Responsibilities: Some respondents express a reluctance to work during the summer to be with their children, indicating a desire to balance work and family life.
 - a. Example Response: "I am a mother and do not want to work during the summer when I need and desire to be home with my children."
 2. Educational Preparation: Several respondents highlight the need for specific educational qualifications, obtaining an administrator license, and pursuing endorsements or courses to enhance their knowledge.
 - a. Example Response: "Advance to PhD degree or Master Plus"
 3. Age and Experience: Younger individuals face challenges in being taken seriously and encountering skepticism about their potential for leadership roles due to age. They also note a lack of prior administrative experience in their backgrounds.
 - a. Example Response: "I am young and I have a lot of potential and people wouldn't believe me and kept telling me to wait at least 7 years before I can get the administrator/leader position."
- 



Data Themes - What challenges/barriers exist to becoming an administrator? cont.

4. Limited Opportunities and Support: Respondents mention the scarcity of opportunities for administrators in Deaf Education due to stringent qualifications and limited positions. Those who work in district schools find more limitations on the number of positions in Deaf Education leadership open to them. Teachers find it difficult to gain any leadership experience as there are severely limited opportunities to advance beyond the classroom as a leader before assuming a principal-level role.
 - a. Example Response: “Mainstream programs don’t offer positions in leadership for DHH programs - one would have to service the Hearing student population as well as the DHH student population.”
 5. Financial Barriers: Financial considerations, including the high cost of obtaining administrative degrees, low salaries that limit funding for additional education, and challenges in accessing affordable educational administration programs, are significant barriers.
 - a. Example Response: “The cost of receiving the administrations license/degree.”
 6. Bias: Some respondents express frustration with biased treatment from hearing administrators and innate challenges in the current system. Likewise, some hearing respondents noted that being hearing is often viewed as a negative in seeking administrative roles in Deaf education.
 - a. Example Response: “Hearing people at administration level oppress us and takes away our opportunities to move up the school hierarchy.”
- 

Discussion



Group Share Out





So... what do we do?
(Let's Discuss)





Next Survey!

bit.ly/CEASD24partnerships

The CEASD Retention & Recruitment committee now needs to know what partnerships you have with educator preparation programs.

Where are we getting our Deaf Ed teachers from?!



Full Link: https://utahsdb.sjc1.qualtrics.com/jfe/form/SV_0BBV0MbgVQuL5Ik



Your Presenters



Michelle Tanner, EdD

Dr. Michelle Tanner has been a professional in the field of Deaf Education for over 25 years. Most of those years she spent in the classroom as an educator of the deaf and has since occupied the role of principal and is currently the Superintendent of the Deaf at the Utah Schools for the Deaf and Blind (USDB). She is currently focusing on whole-child education, especially social-emotional learning.



Nathan E. Harrison, EdD

Dr. Nathan Harrison is the campus principal of the Elizabeth DeLong School of the Deaf, the USDB campus in Springville, UT. He is also adjunct faculty at RIT in the MSSE program. His administrative interests lie in improving ASL/English pedagogy and digital teacher & learning. His research interests lie in Deaf School leadership and ASL/English pedagogy.

www.nathanharrison.education

Thank You!

Contact: michellet@usdb.org or nathanh@usdb.org

