

For the record I am Dr. Jeff Dillon, Superintendent of school for the Wilder School District and Principal of Wilder Mid/High School. Thank you Chairman Thayn and committee members

OVERVIEW

Idaho is no different than most states across America when it comes to a teacher shortage. The need by districts outnumbers the individuals who are pursuing a degree in education. This creates a vacuum where the bar for entering the teaching profession is lowered to compensate for the gap. This approach to manipulate or lower the requirements does not meet the intent of the education profession laws, just the letter of the laws.... "They are the teacher of record". Then you add on top of that the significant percentage of certified teachers who leave the profession for one reason or another and those percentages vary by study, and in some studies are as high as 40% of teachers leaving the profession in the first 5 years.

What We Know Now

- We know that what is currently in place for recruitment is not fulfilling the need.
- The Undergraduate preparation program requirements have not changed in decades (that I am aware of) yet the demands on the teacher profession has increased significantly. Therefore, we have not fully recognized what is the "appropriate" preparation.
 - o There has not been the appropriate preparation for virtual vs. in-person learning shifts that are taking place.
 - o Increased emotional issues in our schools
 - o Blended learning
 - o Mastery-based learning
 - o Technology as a tool for learning not a replacement
- There is a significant increase in Alternative Authorization over the past several years.
- Many individuals with an Alternative Authorization are not prepared to teach, oversee special education classrooms, nor are they in the position professionally to move the dial on any state assessments.
- Districts are begging for help! We just don't need teachers, we need individuals ready to teach.

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Wilder's Story

- We are no different than many remote or rural school systems. We have had three different high school math teachers in four years, and three different middle school math teachers in four years. One was non-renewed, two moved to a school closer to where they lived, and one moved out of state.
- With limited application for open position, we have had to lean upon TFA. This has been a godsend to our district, but most return to their home states after their 2 years of teaching.
- The training of new staff is very taxing on a small system.

Facts

- We need more teachers, it is the state of Idaho's responsibility to recognize the need and create pathways to assure we have prepared and qualified educators in every classroom in the State.
- The need is based upon the data from the SDE on the increased number of applications for alternate authorizations.
- If we shift to some type of full day Kindergarten, this will also drive an increased need for teachers.
- We need a different approach that does not reduce the level of quality that is needed for a teacher certification.
- We need a fresh new approach to increasing the teacher pipeline.
- This model I am sharing with you is already established. Beginning in the 1970 Idaho has participated in the Washington, Wyoming, Alaska, Montana, Idaho Regional Medical Educational Program (WWAMI) that was prompted by a shortage of primary care providers and to increase the number of primary care providers in the Northwest United State.
- The time is now to apply this approach to the Idaho K-12 teaching profession.

Residency/Apprenticeship Model

- Bridges the gap between the high cost of a quality teacher certification program and increased enrollment in teacher certification programs.
- Incentivize the teaching profession to increase the teacher pipeline.
- Place a higher value on the preparation for teaching.
- Increase the preparedness of individuals entering the teaching profession.

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- Decreases the workload on districts that are training or retraining of 1st year teachers. This workload can then be shifted to meeting the needs of the learning gaps.

Part 1 (Universities Responsibility) Optional

- Create a robust course pathway toward a degreed teaching certification program that includes and embedded resident/apprenticeship component.
- Partner with local school district where the residency will take place.
- Allow for workplace/in industry experience per their certification program.
- Undergraduate degree will require a 1 ½ year residency.
- Graduate degree will require 1 full year of residency.
- Each include a student teaching requirement.

Part 2 (School Responsibility)

- Partner with a University and provide a co-teaching pathway for up to a year and a half alongside a master teacher(s).
- Partner with the University to collaborate on the credits earned during the residency time.
- Provide a rich authentic experience of teaching.
- Provide the resident teacher a tool box of strategies by the extended experiences of successful practice in the classroom with a master teacher.
- The residency student is NOT the teacher of record.

Part 3 (States Responsibility)

- Invest funding through the SBOE or SDE for a teacher residency/apprenticeship program. Long term commitment and not a pilot or trial approach.
- SBOE promulgate rules for the grant approach to the teacher residency program.
- Grant funds run through the school district.
- Provide greater individual grant funding by district type. The smaller the system (rural or remote) grant compensation would be for the student in residency.
- Reimburse the cost for student teaching.
- Creates a stipend for the master teachers.

- **Early intervention is less costly for students and adults.**

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Example of Sam...

- Came to me over 2 years ago and requested to observe secondary social studies classes.
- After ½ of a year of observing she began to partner with the master teacher on supporting students.
- This built into a desire to spend more time in the district, and was volunteering several days a week.
- She became so proficient working with students that she became a sub for these classrooms when the teacher was absent.
- We had an unexpected shift in teachers and needed a social studies teacher
- Because of the day to day work with the master teacher, she was able to step into the role with ease, prepared with curriculum knowledge and skill, assessment knowledge and skill, effective classroom management skills, skills collaborating with colleagues, and the ability to build educational relationships with students to support their individual pathways to proficiency.

The time is now for Idaho to create a nation leading approach to increasing the teacher pipeline without lowering the bar, and better preparing newly certified teachers to truly handle the role of being “the teacher of record”.

Thank you and I stand for any questions.