

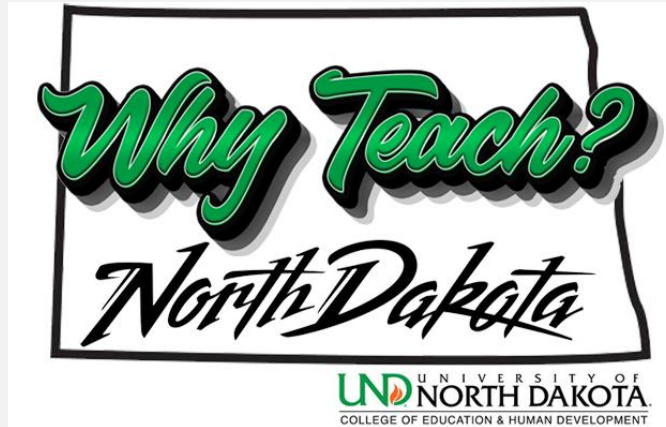
Why Teach? North Dakota

An online teacher recruitment module created by the College of Education at UND

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The Problem: **Teacher Shortage**



Teacher supply is at a “*critical shortage*” in North Dakota and nationally, especially rural areas. Vacancies and understaffing were concerning prior to Covid. Now labelled “critical” by ESPB in Feb. 2024.



Teachers *leaving the profession* earlier Gov. Task Force finding teachers leaving at lower average age and with shorter time spent teaching. New recruitment and retention efforts are needed.



Teacher preparation programs are insufficient Statewide, preparation programs are stable or slightly reducing, but they would need to grow to meet needs. (ND currently trains about half of the necessary teacher to fill gaps left by teachers leaving the profession each year.)

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Home / Critical Shortage

Critical Shortage

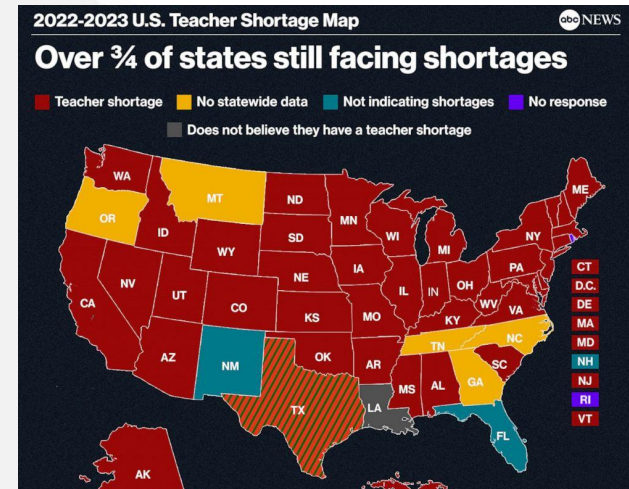
Education Standards and Practices Board Statement Regarding Critical Shortage Areas

The Education Standards and Practices Board declared all content areas as critical shortage teaching positions at their February 8, 2024, meeting for the 2024-2025 school year.

The Education Standards and Practices Board declared no administrator areas as critical shortage.

If you have any questions or concerns, please contact me at 328-9646. Thank you for your support of quality education for all North Dakota students.

Sincerely,
Rebecca Pitkin, PhD
Executive Director



Finding Solutions: A Range of Efforts

Teacher Recruitment & Retention (TR&R) efforts

Recruitment

What can be done to *bring in more teachers*?

National examples show that the recruitment efforts below can be done effectively, but require sustained time and resources. These efforts are locally led, hard to scale, and reach few students who had not *already* positively considered teaching.

- **Recruit to Teacher Ed programs**
- “Grow your own” (GYO) programs
- Junior Educator (JET) programs
- Out-of-state hiring
- International hiring (growing in ND)
- Attractive hiring/benefits packages

Retention

What can be done to *keep teachers we have*?

Rural schools differ from larger towns on this issue. In rural schools, retention depends on good community fit. In larger towns retention is more about quality of the job relative to other opportunities.

- Mentoring and induction programs
- Administrative supportiveness
- Successful collaboration/teams
- Reasonable class size and workload
- Relatively strong benefits packages

Finding Solutions: A Range of Efforts

Recruitment

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Will expanding these efforts be enough?

Not necessarily, given the rates of need and limited investment. Each strategy has been pioneered in ND, with some success at small scale. But the trend suggests a need to *attract* students to teaching who weren't already on the path.



What strategies would *generate* an increased interest in teaching?

GYO and JET give us a clue. We have the ability to reach students in their high school classrooms, and a mission to create career readiness. But can we reach a wider audience efficiently?

Finding Solutions: CTE, Choice Ready, FACS



Choice Ready

Many ND schools are moving to this readiness tool. “Workforce ready” programming is often substantially set within many schools (ex. career fairs)

“Scores raised by completion of an online module”



Career and Technical Education (CTE)

Major new development in the state, but the new centers may not have education careers! Many schools need support education careers training.



Family and Consumer Science (FACS)

These courses exist in most ND schools already. Part of the overt curriculum in several courses is to “analyze career paths within education.”

NORTH DAKOTA CHOICE READY
The North Dakota *CHOICE READY* framework is a tool to assist educators to ensure all students successfully graduate school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY, and/or MILITARY READY.**

ESSENTIAL SKILLS
Earn a North Dakota high school diploma
Complete a 9-week Career Education Course/Individual Counseling (15-1-21-18), Financial Literacy (15-1-21-21), and pass ND Civics
Computer Science/Cybersecurity Requirement (15-1-21-22.2), and four or more additional indicators:

- 25 hours of Community Service
- Two or More Years in Organized Extra-Curricular Activities
- 95% Attendance (not counting school-related absences)
- Successfully Complete a Capstone Project
- Career Exploration Experience
- Successfully Complete an Online Learning Course
- Two or More Years in Organized Co-Curricular Activities
- Demonstrate Competency in 21st Century Skills

Students shall then complete two or more of the *CHOICE READY* components below.

POST-SECONDARY READY
Complete a Four-Year Rolling Career Plan, and earn a 2.3 GPA or

WORKFORCE READY
Complete a Four-Year Rolling Career Plan, and

MILITARY READY
Complete a Four-Year Rolling Career Plan, and



Preparing Tomorrow's Workforce



Finding Solutions: CTE, FACS, and Teaching



Family and Consumer Science (FACS)

These courses exist in most ND schools already. Part of the overt curriculum in several classes is to “analyze career paths within education.”

Is this the place to find a large proportion of students who *may* become interested in teaching?

Relevant curricula and standards:

- Child Development
- Early Childhood Care & Education Services
- Educational Methodology
- Teaching Profession

Our project **supports FACS teachers** and curriculum, while **building interest in teaching careers** across ND.

We estimate that reaching FACS students in North Dakota classroom with an educational experience that creates interest in teaching could lead to potentially hundreds of new teacher recruits each year.



Standard 4	EDUCATION and EARLY CHILDHOOD Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
Topic 4.1	Analyze career paths within early childhood, education, and related services. Student Competencies
4.1.1	Explain the roles and functions of individuals engaged in early childhood, education, and services.
4.1.2	Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
4.1.3	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
4.1.4	Analyze the effects of early childhood, education, and service occupations on individual, family, local, state, national, and global economies.
4.1.5	Create an employment portfolio to communicate education and early childhood knowledge and skills.
4.1.6	Analyze the role of professional organizations in education and early childhood.

EDUCATIONAL METHODOLOGY MIS03 09042	
Educational Methodology (CTE) courses prepare students to teach and guide others. These courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentations and questioning skills, classroom management, and evaluation techniques.	
Credit	1/2 or 1 credits Max credit = 2
Level	Grades 9-12
Standard 1	CAREER, COMMUNITY, and FAMILY CONNECTIONS Integrate multiple life roles and responsibilities in family, work, and community settings.
Topic 1.1	Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). Student Competencies
1.1.2	Analyze the effects of social, economic, and technological changes on work and family dynamics.
1.1.4	Analyze potential effects of career path decisions on balancing work and family.
1.1.5	Determine goals for life-long learning and leisure opportunities for all family members.
1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
Topic 1.2	Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings. Student Competencies
1.2.2	Demonstrate job seeking and job keeping skills.
1.2.4	Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations.
1.2.5	Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies, in workplace settings.

So, what is

Why Teach?
North Dakota

UND UNIVERSITY OF
NORTH DAKOTA.
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

UND
UNIVERSITY OF
NORTH DAKOTA.

Why Teach? North Dakota

An online module, similar to *Khan Academy* or *Coursera*, designed to promote teaching professions to students. Works with FACS curriculum, and as independent career training.

The **main goals** of the modules are to:

- i. clearly and positively inform the user about the range of teaching professions, *Why* they should become *Teachers*.
- ii. set out a clear path for beginning a teacher preparation major at North Dakota colleges and universities.

Questions to be addressed:

- How will the module be produced and distributed?
- Who is the audience for this module?
- What is the content of the module? How extensive?
- What is the user experience like?
- How will it handle access and privacy?
- What kind of credit or certificate will students get?
- What does UND get from this?

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Richard Hoberg

Why Teach? North Dakota

START COURSE

Why Teach? North Dakota

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Matching. After reading/listening to each item on the graphic above, match each term on the left with the proper definition on the right:

Classroom Teacher	All kinds of K-12 jobs, including classroom teachers and others.
Special Education	This is required to work in a specific education profession, especially a specialized one.
Education Profession	This is the most common education profession; a person who leads classes of students.
Certification	These teachers work with students who have special needs, gifts, or disabilities.
School specialists	These professionals are education and have special skills like counseling or technology.
K-12	Kindergarten through 12th grade. A term for public schools.

SUBMIT

#4 A Brief History of Teaching Professions

Watch the video below. Be sure to watch until the end, as it is required to progress to the next module.

SA State Library

Why Teach? Production and Distribution

- **How will it be produced and distributed?**
 - UND's College of Education and Human Development CEHD developing with Articulate Rise platform.
 - Hoping for partnership with ND DPI to help distribute the module in Fall 2024. Also REA outreach.
 - School Boards / REA, FACS teacher, UND, and hopefully DPI support all promoting use.
- **How much will it cost?**
 - Free to use, across state classrooms.
 - CEHD, in collaboration with TTaDA will maintain.
- **How will it be accessed and maintained?**
 - CEHD will host the site indefinitely assuming significant use by students.
 - Ready Fall 2024 for classroom use
 - 2024-25 will be a pilot year. Possible revision and continuation of access in 2025 and beyond.

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#6 Content set 6
[15 - 30 mins of total content]

#2 - Scenario - Misconceptions about teaching

Misconceptions about teaching: It's complicated...

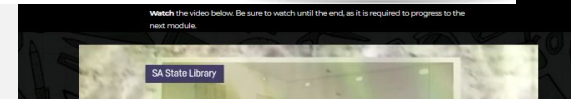
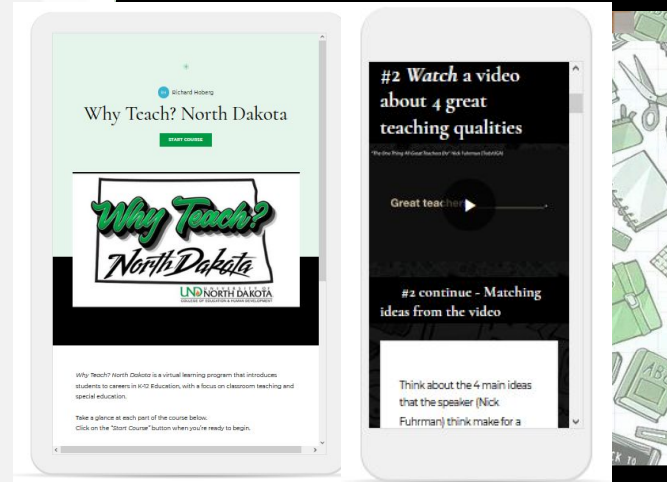
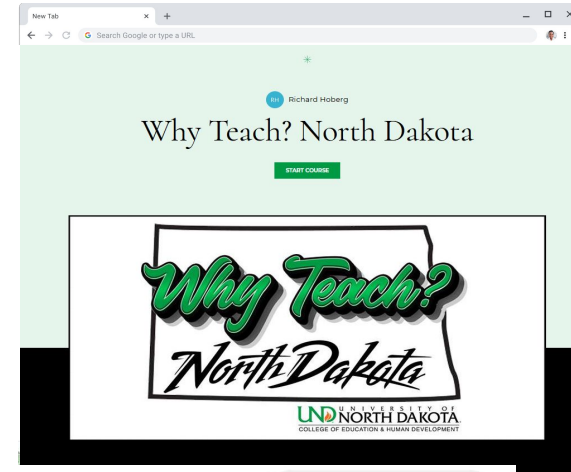
Working through this **scenario** will help you better understand common myths and misleading ideas about education professions; what is true and what not.

CONTINUE

Misconceptions, Myths, and Misunderstandings in Education

Why Teach? Audience and Access

- **Who will be able to use *Why Teach?***
 - **Primary audience:** North Dakota FACS teachers who direct classes of students to the module [link](#).
 - Any high school or college student interested in learning about teaching careers.
 - ND teacher education courses may use as a supplement to Intro to Education courses.
 - The content is designed for teenagers, meaning students from 9th grade, up to sophomores in college may find the module useful for career planning.
- **Multimedia Access**
 - Weblink and a smart device are only requirement.
 - PLD, laptop, home computer are best
 - Phone and Tablet also enabled
- **Student Data and Privacy**
 - Browsing the module will be free and open access.
 - Module completion and saving progress will require a minimal registration by users. Teacher and students supply an email address to receive certificate.



Why Teach? Module Content

What is the module about exactly?

- **Eight Topics** - covering teaching basics, a day in the life, specific pathways including Special Ed, what to expect in teacher education, and dispelling misconceptions about the job.
- The module uses **interactive multimedia** to bring the content to life - videos, interactive scenarios, clickable images, audio clips, and drag-and-drop activities and quizzes.

Modules: *Each module takes about 20-30 minutes to complete.*

Topic 1: Orientation to the Module

Topic 2: Misconceptions about teaching

Topic 3: What Does Good Teaching Look Like?

Topic 4: A Day in the Life of a Teacher

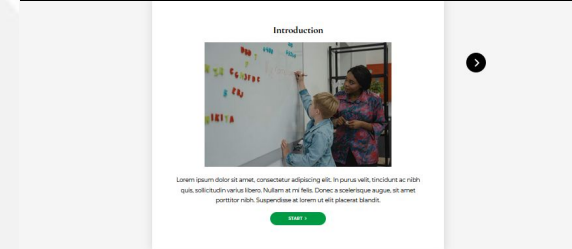
Topic 5: Benefits and Challenges of Teaching

Topic 6: Pathways - ECE/Elementary, Secondary, & Special Ed

Topic 7: Training and Degrees for Teaching

Topic 8: Your Future and Next Steps

Demo



Why Teach? **Module Content**

- **What is the module about exactly?**
 - Detailed and interactive content about teaching as a career. Like a virtual job shadowing.
 - Eight Modules covering the basics, a day in the life, specific pathways, what to expect in teacher education, and dispelling misconceptions.
- **How extensive will the module be?**
 - Approximately 4 full hours to complete, or 1-week of high school curricular content.
 - Teachers using expansion content may get more.
- **How will the content help FACS teachers?**
 - The learning modules have FACS standards built in.
 - A week-long, fully autonomous curriculum.
 - This module will act as an effective foundation for the rigorous skills in the several FACS classes.
 - For example, “Analyze career paths within education” (4.1), “communicate education and early childhood knowledge and skills”, “analyze variety of curriculum and instructional models” (4.2), “explore opportunities for continuing training” (4.6).

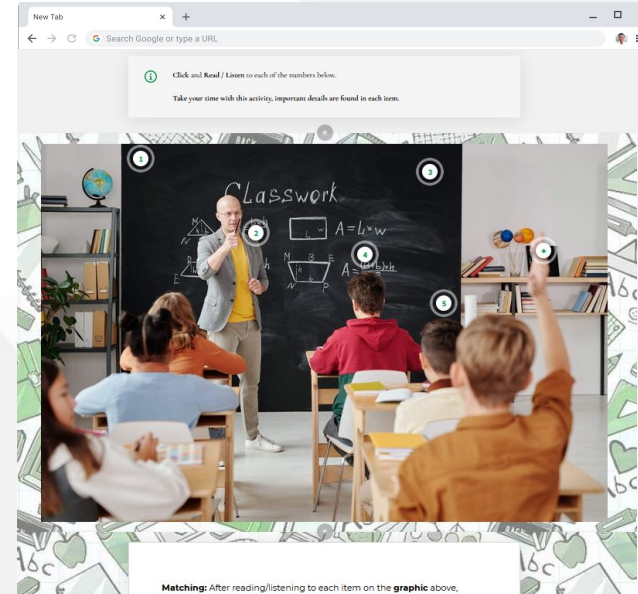
The top screenshot shows a form with two checkboxes and a "SUBMIT" button. The first checkbox is for the question "The topic of this scenario is 'What makes a good teacher?' and it will ask you to think about and offer answers you agree with." The second checkbox is for the instruction "Scroll down and click 'CONTINUE' to begin. It should take about 3-5 minutes." The "SUBMIT" button is green.

The middle screenshot shows a woman in a black shirt standing in front of a school building. A dialog box titled "What makes a good teacher?" is overlaid on the image. The text in the dialog box says: "This is a scenario in which you will learn through a short dialogue. Click the dialogue bubbles on the image to progress, like a role-playing game." There is a green "CONTINUE" button at the bottom of the dialog box.

The bottom screenshot shows a "Sorting activity" titled "#2 Scenario continued: Sorting activity". Below the title is a hint: "Drag and drop the cards from the top box down in to the right category box. (Hint: The answers are based on the scenario and popular opinion. You might disagree)". There are three boxes for sorting. The top box is titled "Hold rigorous standards" and contains a menu icon. The three bottom boxes are: "Yes! Good teaching quality.", "Somewhat. Can be good, but not always.", and "No, not a good teaching quality." The background is dark with faint icons of educational tools.

Why Teach? Outcomes

- **What do students achieve from this?**
 - The module works as supplemental coursework that plays a direct role in their FACS education.
 - Students who complete the module will also be eligible for a certificate of completion.
- **What do ND colleges, and UND get from this?**
 - The content of the module will encourage students to consider teaching professions pathways at ND colleges and universities.
 - UND hopes to promote and gain Teacher Ed majors from this, alongside other schools.
 - The examples of how to apply and participate in a teacher education program will use UND's teacher education.
 - The email students provide will be used by UND to follow-up about teacher education recruitment.





Thank You!

- Be on the lookout for this program in the coming Fall!
- Questions?

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