

Innovative Strategies for Recruitment and Retention (ISRR) – HSTW, TCTW, & Other: Goal Selection:

Making Schools Work (MSW) Improvement Frameworks:

[HSTW Key Practices](#)

[TCTW Key Practices](#)

[Special Populations Padlet](#)

[Problem Solving Process-Pathway Example](#)

[Problem Solving Process-Career Development Example](#)

SREB Grant Writing Presentation ([Google Slides](#))

The implementation of the selected goals should improve recruitment and/or retention of CTE instructors either directly or indirectly. Grant proposals must address at least two of the areas described below:

1. **Teacher Collaboration** — Provide teams of teachers with the training, time, and support they need to work together to improve instruction.

KP #6: Teacher Collaboration — Provide teacher teams with the training, time, and support they need to improve instruction, align lessons with standards, create interdisciplinary assignments and develop innovative instructional practices. (Quality Instruction)

Indicators

- A. Center leaders provide time for collaborative professional learning and planning, collect data during instructional rounds and observations, review student assignments and assessments, and celebrate teachers' and students' successes.
- B. Center leaders find time in the schedule and establish expectations for teacher teams to co-plan contextualized instruction and co-create syllabi, assessments, lesson plans, and other high-quality curricular tools that help students meet or exceed grade-level standards.
- C. Center leaders find innovative ways for center teachers to collaborate with home high school teachers to co-plan contextualized instruction and assess student work.
- D. Teachers collaborate with student support personnel and other staff to improve and modify instructional supports for students with Individualized Education Plans, 504 plans, and other special needs.

SREB provides the following support services in this area:

- Professional Learning Communities (PLC) or [Focus Team](#) Professional Development and [Coaching](#)
- [Professional development](#) and [coaching support](#) to address instructional planning, emphasizing:
 - SREB's Powerful CTE Instructional Practices
 - SREB's Powerful PBL Practices

SREB-Alignment to OK Innovative Strategy Goals | 1

<https://tinyurl.com/SREB-OK-Alignment>

- o Literacy Integration using SREB's Powerful Literacy Instructional Practices
- o Math Integration using SREB's Powerful Math Instructional Practices
- Professional development and coaching to support quality instructional feedback using focused classroom visits (instructional rounds) for:
 - o Administrators
 - o Instructional Coaches
 - o Teacher Leaders

2. Robust teacher **induction programs** for new teachers that covers the basics of Instructional strategies, Instructional Planning, Classroom Management, and Classroom Assessment.

6. Peer review and mentorship programs, and other career development and advancement strategies.

Teaching to Lead

Great teachers are the key to preparing students for success after high school. The Teaching to Lead teacher preparation program helps new career and technical education teachers become great teachers.

Developed by SREB and the National Research Center for Career and Technical Education, T2L offers intensive, research-based professional development and coaching services that build new and early-career CTE teachers' capacity to plan instruction, engage students, manage classrooms, and create standards-driven assessments and gain confidence in their craft.

Designed to support CTE teachers entering the classroom after successful careers, the T2L induction model has been shown to improve teacher competence and self-efficacy in a study of the model conducted by the NRCCTE at SREB.

T2L can be used by states, districts, or schools to support new or veteran CTE teachers in the first or second year of teaching and beyond. It can also take the place of traditional teacher preparation programs or alternative certification models. What is more, SREB works with state, district, or school leaders to sustain T2L after the initial implementation period.

SREB provides the following support services in this area:

- District/Center Induction Program planning using [SREB's Problem-Solving Process](#)
 - o To assist with the annual calendar of events for the induction program,
 - o To determine the process of identifying and matching mentor teachers with new teachers, and
 - o To identify progress monitoring (evaluation) measures to ensure the effectiveness of the program.

- District/Center cycle of support planning using [SREB's Problem-Solving Process](#)
 - To determine how instructional planning will be supported (by lead teachers and/or instructional coaches),
 - Identify training needs for teacher leaders and instructional coaches, and
 - To determine how instructional feedback will be provided, using both walk-through and extended classroom observation data.
 - Support for the Teaching to Lead teacher preparation program
 - Including customization to meet the unique needs of the district/center,
 - Complementing learning for participants who are engaging in the state's T2L Cohort, and
 - Expanding [coaching](#) and support services for individual teachers or selected teacher teams.
 - Use of one of SREB's proven [Teacher Induction Programs](#)-- Effective, committed, inspiring teachers are the key to student success. That is why we have developed research-based teacher preparation programs that build new and veteran teachers' capacity to plan instruction, engage diverse students, manage classrooms, create standards-driven assessments, gain confidence, and remain in the profession. With programs in five subject areas, our teacher induction programs provide the intensive, ongoing professional development, coaching, and mentoring needed to recruit, prepare, and retain the best teachers.
3. Increased planning, mentoring, and collaboration time for new teachers and mentor teachers. Coaching for administrators and mentoring instructors

KP #10: Culture of Continuous Improvement — Engage the whole school community in continuously analyzing data to identify problems of practice, devise action plans for solving those problems, and monitoring student learning outcomes. (Leadership for Continuous Improvement)

Indicators

- A. Center leaders engage the whole school community in developing and communicating the center's vision and mission.
- B. Center leaders employ a distributed leadership approach to engage teams of teachers, counselors, and other staff in using SREB's problem-solving process — based on Deming's Plan-Do-Check-Act approach — to strategically plan for improvement.
- C. Center leaders use school, classroom, and process data to make decisions and monitor progress toward meeting bold goals for student achievement and school improvement.
- D. Center leaders align ongoing professional learning opportunities with improvement priorities and teacher evaluation data.
- E. Center leaders develop a plan to effectively support new teachers that includes mentorships, specialized professional learning, and time to collaborate with other new teachers.

SREB provides the following support services in this area:

- Leadership coaching and strategic planning sessions for both site administrators and leadership teams.
 - [Professional development](#) and [coaching support](#) for leaders to organize site priorities and align resources (time, professional development offerings, and personnel support) to those priorities.
 - Focused Site-Based Teacher Collaboration Reviews to identify promising practices and barriers.
4. Increased use of technology in learning initiatives and increased professional development for teachers focusing on **innovative use of technology in instruction**.
 7. Providing Professional development methods that could increase retention and recruitment; listed below are examples of professional development:
 - a. Flipped classroom or moving content to online learning.
 - b. Journaling with purpose [learning how to self-evaluate what you have done]
 - c. Getting to know your students and how that affects differentiating lessons.

KP #5: Student Engagement — Use research-based instructional strategies and innovative technology practices to actively engage each student. (Quality Instruction)

Indicators

- A. Teachers use powerful instructional practices for literacy, mathematics, science, and other curricular areas to engage students in authentic learning.
- B. Center leaders provide ongoing professional learning that supports teachers in developing engaging instructional strategies that model best practices in the workplace.
- C. Teachers draw upon students' individual interests to design cognitively engaging instruction.
- D. Teachers plan instruction after reviewing student assessment data and student work.
- E. Teachers use authentic project- and problem-based learning strategies to engage students in solving real-world problems

SREB provides the following support services in this area:

- [Professional development](#) and [coaching support](#) to address online and blended learning options— SREB helps teachers and school leaders offer quality learning to every student, in any setting. District and school leaders, our PD and coaching are now available online. Adjust your instruction with our time-tested planning process, powerful instructional practices, unit planning template, and model units.
- Virtual professional development sessions provide teachers with an opportunity to explore both learning management systems and technology applications that can increase student engagement and embed technology into existing lesson plans.

5. Application of **school improvement models or strategies**; including the implementation of specific strategies and best practices such as brain-based learning.

[SREB's Making Schools Work](#) school improvement process employs a distributed leadership approach to involve the whole school in identifying problems of practice that impact student engagement and achievement and developing plans to solve them.

With designs for elementary grades,* middle grades, high schools, and technology centers, Making Schools Work empowers school teams to create improvement plans that address five focus areas:

- motivating students through engaging instruction
- aligning curricula with state readiness standards
- ensuring that students can explore careers and complete career pathways that align with their interests and aptitudes
- providing student supports that promote readiness
- creating and supporting cultures of continuous improvement

SREB provides the following support services in this area:

- [Site Development Workshops](#) to initiate or re-engage in the Making Schools Work Improvement Process by exploring SREB's Key Practices and indicators. SREB's site development workshops engage principals, teachers, counselors, and community shareholders in using data to identify problems of practice and design school improvement plans to address them.
- [Curriculum and Instruction Review](#) to provide a current benchmark of successes and obstacles facing the campus. SREB's curriculum and instruction review process, an update of one of our most valued services, the technical assistance visit, offers schools a comprehensive view of school and classroom practices. Schools, centers, and districts can use CIRs to identify problems, create plans to improve teaching and learning, increase access and equity, and meet state and federal accountability requirements.
- [Career Pathway Review](#) to analyze the alignment of course offerings to regional labor market needs. SREB's career pathway review process helps schools, districts, and regional consortia of secondary, postsecondary and industry partners determine whether their existing CTE programs align with opportunities for students to earn credentials and degrees and launch careers in high-demand fields — and meet Perkins V requirements for comprehensive local needs assessments.
- **Customized Site Reviews** that can be used to support site-specific improvement efforts. These reviews can be customized to analyze an existing problem of practice and

are based on SREB's proven CIR process. Reviews provide an opportunity to analyze data, conduct interviews, and review site-based evidence to identify root causes that need to be addressed in improvement efforts. Examples of customized site reviews include:

- o Curriculum Alignment Reviews
- o Literacy Instructional Reviews
- o PBL Instructional Reviews
- o Recruitment and Retention Procedural Reviews

SREB Pricing Guidelines:

Support Services including strategic planning, professional development and coaching support can be scheduled as either on-site or virtual service days.

On-site services: \$2,200 per day of on-site support (includes preparation, related travel costs and follow-up to meetings/events)

Virtual Services*: \$1,000 per day of support (includes preparation, follow-up communication and time providing online services)

*Virtual service days can be scheduled as half- or full-day sessions.

Curriculum and Instructional Reviews: \$9,000 (including the time of 2 SREB facilitators)

Career Pathway Reviews: \$10,000 (including the time of 2 SREB facilitators)

HSTW/TCTW Survey Fee: \$600 for the collection and reporting of student and teacher surveys. SREB recommends conducting the surveys at least every other year (in even years), but sites may select to do the surveys annually. The next official survey window will be January-March 2024

SREB will work with schools/districts and centers to be cost-effective. Bundling and coordinating the schedule of services will result in a fee discount.