

TOOLKIT



# TEACHER CANDIDATE RECRUITING STRATEGY IMPLEMENTATION TOOL

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## Purpose

The nation's teacher shortages are the result of challenges with both the supply and demand of teachers. Many school districts struggle to retain current teachers, while educator preparation programs may not attract and graduate enough new candidates into the profession to fill openings. Data from the National Center for Education Statistics show the number of individuals entering the teaching profession has [steadily declined](#) over the past several decades. While the number of people entering the profession stabilized since 2019, [all 50 states continue to report teacher shortages](#) in at least one subject area. Given the ongoing shortages that states and school districts continue to experience, increasing the supply side of the teacher shortage equation—that is, increasing the number of individuals choosing education as a profession—means teacher preparation programs must become more effective not only at recruiting teacher candidates, but also recruiting the candidates needed to fill the specific classroom vacancies of their school district partners.

The purpose of the Teacher Candidate Recruitment Strategy Implementation Tool is to assist teacher residency and other teacher preparation programs with developing practices for effectively recruiting candidates to meet their recruiting goals. The tool can also help programs better target candidates to meet the needs of their partner school districts, particularly with increasing the diversity of programs' candidates. Using the tool, users can assess how well their recruiting strategies and practices are aligned with research-based practices, how effectively their recruiting practices have been implemented, and explore ways to improve the effectiveness of their recruiting practices.

This tool should be used as a companion to the Region 5 Comprehensive Center's resource [Improving the Pipeline: Strategies for Recruiting Teacher Residency Candidates](#). This report is intended to provide a review of the research and best practices related to recruiting candidates into the teaching profession. While the focus of the report is on recruitment into the state's teacher residency program, the strategies and practices presented apply to recruitment into any type of teacher preparation program. Many of these approaches have also been shown to be effective for attracting more diverse candidates into teaching.

An overview and detailed instructions for using the Recruiting Strategy Implementation Tool are presented below.

## Tool Overview

When teacher preparation programs struggle to meet their recruiting goals, the first place to look is their menu of strategies used to recruit candidates. Program staff should ask themselves the following questions about each recruiting strategy:

1. Are our recruiting strategies effective at attracting capable candidates? Are they reaching a broad range of communities for potential recruits?
2. Have our strategies been designed and implemented in a manner that is user-friendly and promotes consistent application across all users? Are our strategies widely used by those responsible for candidate recruitment?
3. Do the candidates completing our program meet the needs of the school districts we serve?
4. Are there better strategies and practices for recruiting candidates who are likely to successfully complete our preparation programs and fill the specific vacancies of our partner school districts?

This tool is intended to help program staff work through the process of answering these questions.

This tool also is designed to help educator preparation programs (EPPs) evaluate their recruiting strategies in terms of how well these strategies are implemented and utilized by those responsible for recruiting candidates. While the process presented in this tool is not equivalent to a formal program evaluation, it does facilitate assessing how well your recruiting strategies are designed, implemented, and utilized to help achieve your recruiting goals.

## Detailed User Instructions

The Recruiting Strategy Implementation Tool is designed around four broad recruiting strategies identified by the research literature as effective approaches to recruiting teacher candidates. These four strategies are:

1. Establishing comprehensive data systems and effective partnerships to address teacher shortages.
2. Expanding the pool of qualified candidates from which to recruit.
3. Implementing high-touch recruiting practices.
4. Increasing candidate accessibility and support.

The tool provides a corresponding figure for each of these four strategies. A fifth figure, labeled “Other Strategies,” provides space for users to enter information on other recruiting strategies and practices beyond the four best practices identified in the literature.

Each figure consists of the same six columns described below.

**Current practices:** This column lists several research-based best practices related to the recruiting strategy identified in the figure title. There is no need to enter any of the information in subsequent columns, if your organization does not use a best practice listed in the first column. There is also an option for users to add any additional practices their organization uses to support the recruiting strategy in each figure.

**Brief description:** Use this column to briefly describe the components of each practice, including inputs, processes, and activities involved in executing each practice. For example, in Figure 2 Expanding the Pool of Qualified Candidates, if your organization participates in a Grow Your Own teacher pipeline program, you would describe the components of that program in this column. The information provided may include descriptions of the related partnerships your organization belongs to; the types of candidates served; the courses and experiences offered; and the academic, financial, and social supports provided to candidates.

**Rating of effectiveness:** Use the response options in this column to rate the effectiveness of each practice. The five-point rating scale ranges from 1 to 5. The full scale is presented below:

- 1—Very ineffective
- 2—Ineffective
- 3—Somewhat effective
- 4—Effective
- 5—Very effective

**Measuring implementation:** Use these three key indicators to assess the quality of implementation of each practice used by your organization. These indicators are (1) Usefulness, (2) Usability, and (3) Utilization (a.k.a. the 3Us). These three indicators were developed as part of the Measurement and Evaluation Toolkit by Mathematica, a large research and evaluation firm. The full Measurement and Evaluation Toolkit can be found at <https://www.mathematica.org/features/advancing-educational-equity>. More information about the three indicators is available at <https://www.mathematica.org/publications/guide-to-measuring-implementation-the-3us-usability-usefulness-utilization>.

Mathematica defines the 3Us as follows:

- » **Usability** refers to how easy or hard it is to implement and use the solution.
- » **Usefulness** refers to users' perceptions of the solution's ability to meet their needs or provide advantages over alternative solutions.
- » **Utilization** indicates the extent to which the solution is used, as measured by attendance rates, time spent using the solution, or other metrics.

You may enter your assessment of how well each practice meets the 3Us indicators using the drop-down menus found under each indicator. The response options allow you to rate how well a practice meets each indicator using a three-point scale of Low, medium, or high. For example, if you assess a practice as being very useful for implementing your recruiting strategy, you would select the High option under Usefulness. If the practice is not at all useful, you would select Low.

Download the *Guide to Measuring Implementation: The 3Us–Usability, Usefulness, Utilization* by clicking on **Full Publication** under **Download** at this link: <https://www.mathematica.org/publications/guide-to-measuring-implementation-the-3us-usability-usefulness-utilization>. This guide includes a definition of the 3Us, information on how to measure them, and examples of deriving findings from your measures and setting targets for improvement.

**Open-Ended Questions:** At the bottom of each figure are two open-ended questions regarding any challenges your organization may be facing and the steps you may take to address these challenges. These two questions ask users to:

- » Describe any challenges they are encountering in using their current recruiting strategies and practices. These may include implementation challenges, such as users not applying them uniformly, or outcome challenges, such as not meeting your recruiting goals.
- » Describe any steps they can take to improve the implementation quality, effectiveness of the strategies, or practices that are challenging. That is, what steps could you take to improve the effectiveness of these strategies and practices? Users are also asked to describe how they will monitor and measure the impact of these changes.

**Figure 1. Recruiting Strategy: Establishing comprehensive data systems and effective partnerships to address teacher shortages**

Current best practices	Provide a brief description of the components (inputs, processes, and activities) involved in this practice.	Rate the effectiveness of this practice (1–very ineffective to 5–Very effective)	Measuring implementation of this practice		
			Usefulness: How well is this practice meeting your teacher supply and demand needs?	Usability: How easy are the various components of this practice for users to use?	Utilization: What is the rate at which users are making use of this practice?
Collect teacher vacancy data from partner local education agencies (LEAs), including details on number of vacancies, when they occur, and their certification areas.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Report EPP teacher supply data to stakeholders, including number of program completers by certification area and certification pathway.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Develop longitudinal datasets using shared EPP and LEA data to predict future teacher shortage areas.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Establish close partnerships with LEAs to collect, share, and utilize data to address teacher shortage areas.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Establish close partnerships with LEAs to provide candidates with LEA-specific context and classroom experiences.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

			Measuring implementation of this practice		
Current best practices	Provide a brief description of the components (inputs, processes, and activities) involved in this practice.	Rate the effectiveness of this practice (1–very ineffective to 5–Very effective)	Usefulness: How well is this practice meeting your teacher supply and demand needs?	Usability: How easy are the various components of this practice for users to use?	Utilization: What is the rate at which users are making use of this practice?
Other practices you are using to support this strategy.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Are you encountering any challenges using these strategies or practices? If so, describe them here.

Describe possible steps you can take to improve the effectiveness of any strategies or practices you are struggling with. How will you monitor the effects of these steps? What metrics will you use to measure the effects?



**Figure 2. Recruiting Strategy: Expanding your pool of qualified candidates from which you recruit**

Current best practices	Provide a brief description of the components (inputs, processes, and activities) involved in this practice.	Rate the effectiveness of this practice (1–very ineffective to 5–Very effective)	Measuring implementation of this practice		
			Usefulness: How well is this practice meeting your teacher supply and demand needs?	Usability: How easy are the various components of this practice for users to use?	Utilization: What is the rate at which users are making use of this practice?
Recruit candidates from other schools or departments within your university or college, particularly in shortage areas such as mathematics and the sciences.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Seek out and encourage individuals, especially those already holding bachelor’s degrees, who are interested in changing careers to consider teaching.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Expand focus of recruitment efforts to include underrepresented communities by tapping into media outlets, networks, and current or former students in these communities.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Establish GYO programs that encourage students in middle and high school, and paraprofessionals, to consider a career in teaching.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

			Measuring implementation of this practice		
Current best practices	Provide a brief description of the components (inputs, processes, and activities) involved in this practice.	Rate the effectiveness of this practice (1–very ineffective to 5–Very effective)	Usefulness: How well is this practice meeting your teacher supply and demand needs?	Usability: How easy are the various components of this practice for users to use?	Utilization: What is the rate at which users are making use of this practice?
Other practices you are using to support this strategy.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Are you encountering any challenges using these strategies or practices? If so, describe them here.

Describe possible steps you can take to improve the effectiveness of any strategies or practices you are struggling with. How will you monitor the effects of these steps? What metrics will you use to measure the effects?



**Figure 3. Recruiting Strategy: Implement high-touch recruiting practices**

			Measuring implementation of this practice		
Current best practices	Provide a brief description of the components (inputs, processes, and activities) involved in this practice.	Rate the effectiveness of this practice (1–very ineffective to 5–Very effective)	Usefulness: How well is this practice meeting your teacher supply and demand needs?	Usability: How easy are the various components of this practice for users to use?	Utilization: What is the rate at which users are making use of this practice?
Adopt personalized practices such as ongoing, extended personal contact to help familiarize recruits with the program and provide supports to ease their path into the program.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Work to inspire potential teachers through promotional campaigns designed to highlight the advantages and rewards of a teaching career.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Offer teacher residencies that integrate coursework with fieldwork, offer longer field experiences, provide ongoing mentoring, and increase affordability by paying stipends for the yearlong field experience.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Other practices you are using to support this strategy.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High



Are you encountering any challenges using these strategies or practices? If so, describe them here.

Describe possible steps you can take to improve the effectiveness of any strategies or practices you are struggling with. How will you monitor the effects of these steps? What metrics will you use to measure the effects?

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**Figure 4. Recruiting Strategy: Increasing candidate accessibility and support**

			Measuring implementation of this practice		
Current best practices	Provide a brief description of the components (inputs, processes, and activities) involved in this practice.	Rate the effectiveness of this practice (1–very ineffective to 5–Very effective)	Usefulness: How well is this practice meeting your teacher supply and demand needs?	Usability: How easy are the various components of this practice for users to use?	Utilization: What is the rate at which users are making use of this practice?
Improve affordability to encourage low-income students to enter the profession by offering higher financial aid and debt forgiveness, subsidizing the costs of basic skills and licensure tests, and paying stipends for the yearlong field experience.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Offer candidates assistance for passing basic skills and licensure tests by offering tutoring, alternative assessments, or alternatives to the assessments such as a minimum program GPA or ACT/SAT scores.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Provide targeted supports to underserved communities such as program mentors, campus affinity groups or networks, or a diverse program faculty.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Other practices you are using to support this strategy.		<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High



Are you encountering any challenges using these strategies or practices? If so, describe them here.

Describe possible steps you can take to improve the effectiveness of any strategies or practices you are struggling with. How will you monitor the effects of these steps? What metrics will you use to measure the effects?

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**Figure 5. Other Strategies:**

				Measuring implementation of this practice		
Provide a brief description of any other recruiting strategies you are currently employing.	Provide a brief description of each practice you are currently employing to support this strategy.	Current activities: Provide a brief description of the components (inputs, processes, and activities) involved in this practice.	Rate the effectiveness of this practice (1–very ineffective to 5–Very effective)	Usefulness: How well is this practice meeting your teacher supply and demand needs?	Usability: How easy are the various components of this practice for users to use?	Utilization: What is the rate at which users are making use of this practice?
			<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
			<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
			<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High



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Are you encountering any challenges using these strategies or practices? If so, describe them here.

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Describe possible steps you can take to improve the effectiveness of any strategies or practices you are struggling with. How will you monitor the effects of these steps? What metrics will you use to measure the effects?

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