

**RECRUITING, TRAINING, SUPPORTING AND RETAINING
TEACHERS, PRINCIPALS AND SUPERINTENDENTS**

1. **WHEREAS**, the turnover rate for teachers, principals and superintendents has been too high in most urban centers and prevents the needed continuity of instruction and leadership necessary to improving the quality of public education; and
2. **WHEREAS**, the traditional approaches used to prepare and train teachers, principals and superintendents has not kept pace with the need and demand for them nor the skills required for today's classrooms, schools and school systems; and
3. **WHEREAS**, school systems have not invested enough time and funding nor often had the resources to provide the appropriate and necessary types of professional development and leadership training to further develop and enhance the skills of their teachers, principals and other administrators; and
4. **WHEREAS**, in our urban centers there is too high a turnover rate of teachers in their first few years of teaching because we have not set up a system of support with master teachers to help them make it through the first years of induction into the profession; and
5. **WHEREAS**, the pipeline for new leaders in our schools - - principals and superintendents -- is not being replenished with the retirement of the baby boom generation, and the stresses and pressures that accompany these publicly held positions; and
6. **WHEREAS**, the current methods of recruiting, selecting, training and supporting new school teachers and leaders has not reflected the demographics of the population of our urban school systems which is critical in working with communities and providing positive role models for the children attending our public schools; and
7. **WHEREAS**, postsecondary education institutions that have been given the responsibility by the individual states for training and credentialing teachers, principals and superintendents have not changed and

- improved the approach used to train these professionals nor have most of the institutions recognized the need to become more rigorous, flexible and innovative to better prepare these professionals,
8. **NOW, THEREFORE, BE IT RESOLVED,** that The U.S. Conference of Mayors encourages the use of high quality alternative programs that recruit, train, support and retain teachers, principals and superintendents as well as provide them with the appropriate rigorous experiences and courses to become certified and credentialed to do their job; and
 9. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors encourages mayors to work with their school systems to utilize, participate in, and possibly even develop both the traditional and alternative access programs to train, recruit, support and retain these education professionals such as for teaching - Teach for America, American Board for Certification of Teacher Excellence, National Board for Professional Teaching Standards and individual university programs; for principals - New Leaders for New Schools and specific city-based leadership academies such as in Chicago, New York and Boston; and for superintendents - the Broad Superintendent Academy and university-based programs, so together the pool of qualified and quality people who instruct and lead their local public school system can be strengthened, and broadened and diversified to reflect the changing demographics of the nation's student population; and
 10. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors calls for mayors to encourage their states to allow these quality alternative programs to be a part of the process for preparation, certification and credentialing so there can be an increased improvement and diversification in the education professional workforce in our public schools; and
 11. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors encourages mayors to actively support the inclusion of these programs in their local school system and for mayors to be supportive of business leaders who offer alternative employment programs for their workforce when they want to become teachers, as IBM has done, and to support others who wish to apply

to alternative principal and superintendent preparation programs; and

12. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors encourages mayors to participate in the recruitment of these educational professionals, especially teachers and principals, to their public school system by establishing programs and policies that enhance the recruitment of quality education professionals to teach or lead and live in the city such as housing loans and rent subsidies as in St. Petersburg, San Jose and Chicago; and
13. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors calls for mayors to work with their public school system to create policies, programs and supportive strategies that encourage the retention of quality experienced teachers in urban schools, especially those in the most difficult schools that may include financial incentives, financial support for advanced degrees and certifications, increasing support staffing and changing of work and transfer rules in contracts; and
14. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors calls for mayors to be a part of the development and implementation of rigorous quality programs that enhance the recruitment, diversification, training, support and retention of teachers and principals in the public schools of their city.

Projected Cost: Unknown