

How Boomers Can Contribute to Student Success

Emerging Encore Career Opportunities
In K-12 Education

By Elizabeth Foster
National Commission on Teaching and America's Future
Washington, D.C.

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Executive Summary

Too many students are struggling to succeed, and too many new teachers are quitting the profession, leaving administrators desperately looking for new ways to stop both from happening. At the same time, a growing number of veteran teachers are retiring or approaching retirement, taking with them the very experience that could help students and new teachers.

There's a cadre of professionals ready to make an impact on education: Boomers – with the skills, life experience and desire to help – can bring critical, readily available support to schools in need of targeted expertise.

Many who are retired or nearing traditional retirement age, including veteran teachers, are looking for opportunities to re-enter or remain in the work force. Surveys show that many of the 78 million boomers want encore careers – a second act that combines social impact with meaningful work and continued compensation.

Highly experienced boomers with backgrounds in teaching or expertise in science and other academic subjects have much to offer public schools and the students they serve. Some can work directly with students and teachers. Others accomplished in marketing, management, human resources, finances and technology can help administrators make schools and districts more efficient.

Many school systems remain tied to the model of a single, stand-alone teacher in the classroom and a pathway that marches teachers toward retirement. Changing demographics, combined with current federal support and funding for innovation in education, gives us a once-in-a-generation opportunity to develop a successful work force that blends veterans and apprentices; full-time employees and consultants; and a diversity of skills and experiences.

This paper examines the benefits of encouraging experienced boomers to play new roles in classrooms and schools as adjunct teachers, mentors, content advisers, project coordinators and tutors, among others.

The findings are drawn from three case studies and the interviews conducted to develop them; an analysis of selected data from the federal Schools and Staffing Survey¹; and original research by the National Commission on Teaching and America's Future (NCTAF). In addition to highlighting some good work already happening, we offer insight into the ways that both veteran teachers and encore workers from other fields can help make schools and districts more effective, improve teacher retention and ultimately increase student achievement.

Boomers can bring critical, readily available support to schools in need of targeted expertise.

Introduction

The nation's teaching population is older than it has ever been. Almost half of the K-12 public school teaching force is over age 50,² steadily approaching the average teacher retirement age of 59. During the next decade, at least 1.8 million K-12 teachers and school leaders will be eligible to retire. As many as 100,000 veteran teachers may leave during the 2010-2011 school year – a huge brain drain.

Meanwhile, new teacher attrition rates have been rising steadily for more than a decade³. By some estimates, more than a third of the nation's rookie teachers leave the profession within three years; and in some school districts, half of the new hires are replaced every five years.

Taken together, retirement and attrition trends leave a widening hole in the education work force.

These losses also cost the country a great deal. The National Commission on Teaching and America's Future's 2007 study of large urban districts found that teacher turnover costs the nation an estimated \$7 billion a year. In addition to diverting resources, turnover and churn (teachers moving from school to school) undermine the nation's ability to close the student achievement gap because school leaders are continually focused on replacing staff. Chronic staffing churn also causes disruption in students' education and rifts in the school culture.

Clearly, we can't recruit our way out of this crisis. New teachers are not staying in the profession for 30 years the way boomers have. And veteran teachers face a complicated decision when they reach the point at which they are eligible to retire. Their overall pension wealth will decline if they continue working, but often their annuities are not enough to support their current lifestyles. Work after retirement requires a break ranging from days to months, and post-retirement employment is restricted in terms of hours and income.

Because opportunities for veteran teachers are often not clearly defined or present a bureaucratic challenge, many leave one school to work in another one, or simply retire. Some teachers are eager to retire and don't want to stay involved. Some schools don't want to or have the capacity to keep veteran teachers. However, some teachers leave with the very experience and perspective the schools need to support and train new and young teachers.

We need new strategies for recruiting talent, certainly, but also for managing, organizing and retaining a work force for 21st century schools that prepares students for 21st century careers.

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Many boomers – veteran educators as well as professionals from other sectors – are eager to help students achieve and to strengthen schools' capacity. Different approaches to staffing, including widespread adoption of the following encore job categories, could go a long way toward improving student success.

- **Adjunct teachers** work alongside classroom teachers in a particular subject area or grade level to contribute their expertise and greater support for students on an ongoing basis.
- **Coaches**, also called mentors, master teachers or teacher-leaders, help new and veteran teachers continuously improve their craft by providing feedback from classroom observations, lesson plan reviews, problem-solving support and real-time professional development.
- **Content advisers** contribute current, practical information to a particular subject area's curriculum – for example, physics, biology, engineering, robotics or specialized technology fields. These individuals may work alongside teachers, helping with lesson planning and resources, or may work directly with students on a project basis.
- **Project coordinators** work alongside teachers or students on short-term, classroom-linked or after-school assignments. For example, such a person might facilitate a science fair, help improve students' projects and reach out to the community for judges.
- **Tutors** provide direct, ongoing support to students who need extra help or enrichment in a particular subject area or who want to pursue a special interest for which expertise is not readily available at the school.
- **Other roles** that would help schools and school systems meet their mission include community liaison, public relations consultant, grants manager/writer, after-school program coordinator and workshop leader.

Boomers have much to contribute to a national effort that infuses new talent into high-need schools. The combination of the need for new ways to staff schools and the critical mass of boomers eager to work in schools frames this paper on how emerging encore careers can bolster the education system's capacity.

Case Studies

The interviews NCTAF conducted for this paper illustrate that people from all fields – scientists, bankers, artists, nurses, engineers, educators and others – are eager to contribute to student learning. But they can be frustrated by the lack of opportunities for meaningful, extended and collaborative work; by school and district restrictions on how much time an individual can commit; and by how much income he or she can earn.

Though the options are still few, individuals wanting encore careers in education do have some opportunities to participate in innovative work arrangements. Some examples:

As a retired teacher with extraordinary enthusiasm, experience and patience, Patricia Walsh is a rich resource to new teachers in the public schools of Milwaukee, Wisc. She taught for 25 years at La Escuela Fratney, a bilingual school. She has also mentored teachers in many Milwaukee schools and has taught in Africa, Bolivia and local universities. Walsh is now applying her skills and experiences as a part-time teacher coach, working as one of 150 consultants with the nonprofit Milwaukee Teacher Education Center.

George Auchampaugh describes himself as “the type of person who likes to keep the mind going” and is eager to give back to the schools what was given to him. After 40 years with the U.S. Department of Energy and a decade of retirement, Auchampaugh started working with the Santa Fe Alliance for Science in New Mexico as a high school math and physics tutor.

Isaac Levy says he was cleaning out his desk, on his way to retirement, when a colleague asked whether he would be interested in trying out teaching with his newfound extra time. After three decades as a technology developer and senior engineer and manager at Intel Corp., Levy was intrigued. A veteran professional with degrees in chemical engineering and years of management experience, Levy eventually joined the Adjunct Teaching Initiative in Arizona. He now works as an adjunct teacher.

The rich case studies featured in this paper show how Walsh, Auchampaugh and Levy, and the organizations for which they work, have embraced the encore concept to improve education for the next generation.

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The Potential

The case studies and interviews conducted for this paper and for other NCTAF research lead to several key conclusions:

Many veteran teachers want to extend their careers and take on new roles in schools. While there has been limited research on veteran teachers and their intentions as they approach the traditional age for retirement, NCTAF has begun to delve deeply into this issue over the past 18 months. NCTAF's recent national Internet survey found that teachers nearing retirement have similar aspirations to those of boomers in the broader work force.

Seventy percent of the teachers surveyed would welcome the opportunity to extend their careers in education and take on new opportunities in schools. A similar percentage (62 percent) of teachers would consider working in a different capacity in the field of education post retirement, because they want to stay active and productive and continue to help students. National data support this trend. An analysis of the past four cycles of the Schools and Staffing Survey reveals an increase during the past 15 years in the percentage of teachers who say they plan to stay in teaching for as long as they are able (up from 33 percent in 1993-94 to 46 percent in 2003-04).

Teachers nearing traditional retirement age would welcome part-time opportunities in schools. More than a third of the teachers NCTAF surveyed who are approaching retirement (36 percent) report that part-time opportunities to work in education would be a critical factor in their possible return.⁴ NCTAF's survey also found that almost 60 percent of boomer teachers intend to work after retirement, and 70 percent are interested in work in new education roles in phased or flexible retirement, fluid alternatives to definite retirement.

Walsh, the teacher featured in one of our case studies, for instance, has left full-time classroom work to take on a part-time job as a coach for new teachers. In her encore career, she tackles an important new challenge in education and enjoys the flexibility that part-time work provides.

Flexibility, support and innovation can all be accomplished in education when roles and training are adapted to the experiences and skills of the individual. For instance, in a NCTAF-NASA project in Maryland, retired teachers who no longer wish to work in the classroom serve as curriculum guides for Earth science teams. They provide support for young teachers; help develop project-based learning units; and help coordinate the planning and implementation of creative new projects to ensure they align with the state curriculum and meet assessment standards.

Almost 60 percent of boomer teachers intend to work after retirement, and 70 percent are interested in work in new education roles.

Experienced professionals from fields outside of education – like Auchampaugh and Levy, featured in case studies here – can contribute to classrooms by providing content knowledge, examples of practical application of curriculum material and access to resources.

Many people are choosing to become teachers in their encore careers. Many individuals opt for full-time teaching instead of retirement. In fact according to a 2005 survey, 20 percent of the 35,000 people who went through alternative certification programs in 2004-05 were 50 and older.⁵ Some go on to great teaching careers. For example, in 2009, the Council of Chief State School Officers recognized an encore teacher, Anthony Mullen, as the National Teacher of the Year. Mullen became a special education teacher after decades as a New York City police officer.⁶

Some encore workers are “deferred teachers,” having gone into another career despite a lifelong interest in teaching, then returning to their first choice as finances and life circumstances have allowed. For those less clear about the decision, flexible and/or part-time opportunities can provide potential encore workers in education with firsthand experience in schools so that they can make the best choice for their own encore.

New roles for encore workers in education can build strong learning communities in schools and reduce new teacher attrition. While high-quality alternative teacher certification programs offer one pathway into education for encore workers, adding flexibility to a traditional role or creating an entirely new role provides even greater opportunities. For instance, by bringing together carefully selected and trained veteran educators in extended careers as learning team leaders and teaching coaches, schools can build the strong professional learning communities that reduce attrition among new teachers.⁷ Research shows that mentoring and collegial support helps new teachers stay in the profession longer and helps them develop effective teaching skills faster and earlier. Professionals from other fields with content expertise and coaching skills honed in the workplace can also play a valuable role in coaching and systemwide support.

Boomers can also provide schools with management expertise (outside of the classroom) in ways we are only beginning to tap. Former principals have told NCTAF they would welcome the opportunity to share the non-academic management of schools with someone else so that they could focus more on their school’s education mission. Individual arrangements in this regard are prevalent and need to be institutionalized. In one example, a retired marketing executive assisted with the presentation of a high-priced, innovative technology plan to the local school board that resulted in the district becoming an educational technology leader in the state. This sort of local and broader advocacy work is a critical support for schools and districts.

In addition, encore professionals can offer skills to schools that include financial management expertise; media or press relations skills; and team-building and leadership experience.

Conclusion

In this paper's case studies, we see how the experience and knowledge of veteran professionals can support and augment lessons in the classroom and provide additional resources for tutoring, planning and strategizing. The engagement of encore professionals who are not educators also increases the potential of the future work force by strengthening the connection between classroom and career experiences.

The following are recommendations for engaging encore talent:

It is time for teaching teams made up of veterans, novices and individuals from other fields to supplant the stand-alone teacher. Instead of a single individual asked to develop multiple skill sets, it is time to bring the power of teamwork to schools. Learning teams – in which educators join forces with digital-age students and outside experts from industry and government – can increase student achievement beyond what even our best teachers can accomplish on their own. Such teams create a structure for a balanced work force that can transform 21st century teaching and learning.

We must expand current part-time and flexible job opportunities. The roles profiled here are transitional roles – arrangements that demonstrate a successful movement away from the traditional practices toward the transformational teams that must replace the current staffing model in schools. Tapping the potential of encore workers in schools will systemically and publicly expand these roles, many of which are part time and flexible.

We must revolutionize our human resources policies in education. State agencies and school districts need to consider human resources policies that would allow veteran teachers to work longer in different roles or alongside non-certified experts from fields such as engineering and technology. For example, retired educators, content specialists or skilled professionals can work for nonprofits that contract with schools for services, or they may work as independent contractors in arrangements that take advantage of their specialized experience.

Engaging encore professionals increases the potential of the future work force.

We can improve and modernize the way schools support teachers and work with students to achieve their full potential by seizing the opportunities presented by our country's current demographic shift.

Today millions of boomers want to work in encore careers in education, providing an unprecedented opportunity to create a critical mass of innovative arrangements that support teachers; leverage external resources; and change teaching and learning for the better.

CASE STUDY NO. 1

Patricia Walsh

As a retired teacher with extraordinary enthusiasm, experience and patience, Patricia Walsh is a rich resource to new teachers in the public schools of Milwaukee, Wisc. She taught for 25 years at *La Escuela Fratney*, a bilingual school. She has also mentored teachers in many Milwaukee schools and has taught in Africa, Bolivia and local universities. Walsh is now applying her skills and experiences as a part-time teacher coach, working as one of 150 consultants with the Milwaukee Teacher Education Center (MTEC).

Walsh works through a contract with MTEC, a non-profit that began 15 years ago as an alternative teacher certification program. (Such programs place individuals in teaching positions on an accelerated track.) Four years ago, MTEC expanded to include Professional Learning Services, a top professional development center for teachers. Local schools and districts contract with MTEC to select the most appropriate people, number of hours and work arrangements to staff a project. Walsh develops and delivers training programs to teachers. Other MTEC job options/services include a part-time mentor for a teacher or group of teachers; a trained facilitator for skills development workshops; or a team member for a district administrator designing professional development training.

Walsh is still guiding, assessing and supporting. But instead of facing a classroom of elementary school students, she is helping new or struggling teachers

ensure that their students succeed. Walsh serves as a coordinator of professional development for MTEC instructional coaches – all of whom are also retirees. By working 15-20 hours a week for MTEC, Walsh is able to remain engaged in her passion with a flexible, part-time schedule that leaves her enough time to help run her daughter's yarn and knitting shop.

SELECTION AND TRAINING

MTEC's careful selection process and role-appropriate training appeals to teachers who want to extend their careers. These individuals want to build on years of valuable experience and stay engaged in education – but in a new role. Like the work itself, the selection process for coaches is tailored to the experience level of the candidate. Once selected to join MTEC, Walsh attended a three-day Coaching Academy and has the option to join in any of the other professional development classes offered by MTEC or the schools with which she works.

While the training and coaching classes are valuable, Walsh says it is from her previous experience that she draws the most valuable lessons. “When people hear the word ‘retiree,’ they think ‘not current,’ but that is absolutely not the case,” she says. “People in this role

can consistently give their best, because they are not drained and because they want to be doing this.”

Walsh's work is part time, but high impact. The support and skills she offers to new and experienced teachers

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can make the difference between success and failure for those teachers and their students. Walsh also helps develop and implement training for MTEC's alternative certification program. She maintains strong relationships with the teachers she has coached and frequently visits their classrooms to provide additional feedback. Coaches are widely heralded as professionals who contribute to the effectiveness of teachers in the classroom – leading to increased student achievement and a better school culture.⁸

“Because of her experience and wisdom, Walsh is one of our most requested coaches,” says Susan Freibert, director of professional learning services at MTEC.

MATURITY AND EXPERIENCE

Certainly, individuals of all ages can be trained to become coaches. Only experience gives people the critical ability “to bring maturity into handling difficult situations,” however, including how teachers and administrators relate to each other, says Freibert. “What might seem to be quite an emergency can turn into a solvable problem when you put it in a broader and larger perspective,” she adds.

Experienced professionals have seen leaders and strategic plans come and go, but they understand how to keep the focus on quality teaching. “We know how to make good use of time and focus on what is important,” says Walsh.

HOW IT WORKS

The consulting work arrangement creates a transitional role for experienced educators. For Walsh, the hourly wage supplements her pension from the Wisconsin state teachers' retirement system. (MTEC's rates range from \$25 to \$35 an hour.) The income is compensation for professional services.

MTEC is Walsh's employer. The organization funds its operational costs and wages through grants; tuition from its alternative certification candidates; and contracts with schools, including a contract with the Milwaukee Public Schools Department of Public Instruction. In addition, MTEC receives AmeriCorps funding for its alternative certification program, and schools allocate some federal funding for contracted professional development and assessment services.

Coaches are contracted through MTEC and therefore do not impact collective bargaining agreements or add to benefits costs. The arrangement is cost effective, because a specific school's needs can be addressed for a defined period without hiring a new employee or fitting a new task into an existing job description. The contractual arrangement also allows schools to tap into the experience of retired teachers without the district hiring them back, which would cost more due to retirement policy requirements.

The fact that MTEC's coaches are paid as contractors has not been popular with some local teacher union representatives, but that opinion does not seem to have deterred continued work or contracts. Schools welcome the consulting arrangements both for the lower cost and for the targeted and effective services.

Freibert says that most school leaders see the model as a “win-win” for the teachers and students. “It is a very appealing way to work,” she says, “and our success and our people have made the schools think more creatively about how to effectively address their most pressing challenges.”

Experienced professionals have seen leaders and strategic plans come and go, but they understand how to keep the focus on quality teaching.

CASE STUDY NO. 2

George Auchampaugh

George Auchampaugh, who describes himself as “the type of person who likes to keep the mind going,” is eager to give back to the schools what was given to him. After 40 years with the U.S. Department of Energy and a decade of retirement, Auchampaugh started working two years ago with the Santa Fe Alliance for Science in New Mexico as a high school math and physics tutor.

The Alliance is a nonprofit organization that offers the services of a network of volunteer scientists and engineers to local public schools and community colleges. Founded in 2005, the Alliance aims to leverage the scientific and technical experience in the community to help develop New Mexico’s future work force.

Auchampaugh is one of nearly 100 volunteer scientists and engineers – most of whom are retired – who tutor and mentor students, act as science fair judges, make class visits and preside over discussions during a recurring “Science Cafés for Young Thinkers” series. (Students can receive credit for attending lectures relevant to their course materials). Attendance at all Alliance programs has risen over the years. Last year alone, the organization impacted more than 1,500 Santa Fe students in more than 20 schools across the city.

PLACING TUTORS

The success of the Alliance depends on the rapport among volunteers, teachers and students and on the

willingness of the teachers and schools to open their classrooms to additional resources and people. Recruitment is usually by word of mouth and through networks of retirees from local organizations, such as the Los Alamos National Laboratory. The Alliance provides a small amount of orientation training for its scientists. In general, it keeps a low profile in the schools and doesn’t push too hard on its volunteers.

With 50 years of science education and professional work experience, Auchampaugh brings a unique perspective to his work with the students.

Auchampaugh tutors kids after school twice a week in everything from chemistry to physics to basic math. He has also conducted a few after school “science café” lectures for students that augment the curriculum. Alliance tutors can elect to receive an hourly honorarium (\$20 per hour of tutoring), but most choose not to accept money. The top reward for Auchampaugh “is getting engaged with the kids.”

With 50 years of science education and professional work experience, Auchampaugh brings a unique perspective to his work with the students. He has a deep understanding of science and the way concepts apply to the study of science and future work. He can answer the perennial student question, “Why do I have to know this?” with a real-life (and potentially even exciting) application.

THE IMPACT

The Alliance’s executive director, Robert Eisenstein, is retired from the Santa Fe Institute and is active in a broader effort by several organizations across the country to mobilize scientists and engineers to pro-

vide classroom support. For example, the American Association for the Advancement of Science has an active retiree force, as does Boston's RE-SEED (Retirees Enhancing Science Education through Experiments and Demonstrations). Many organizations are poised to provide human and information resources to schools through the efforts of skilled and talented encore workers – as soon as schools develop structures to incorporate such resources.

THE FUTURE

Auchampaugh believes his role and that of his Alliance colleagues could have more impact if the tutors had more training and greater access to teachers and students. He has little interaction with the classroom teachers after his initial presentation to the classes – during which he describes his background and availability – but he has vowed to start going into the classrooms “more aggressively” this year.

Eisenstein says it's important for professionals with science, technology, engineering and math backgrounds to “recognize that we are content experts and not pedagogy experts and that modesty is a virtue. The key word is ‘partnership.’”

Eisenstein adds: “The high school of today – a very complex social organization with many responsibilities – bears almost no resemblance to what we experienced as teenagers. One soon learns that blaming the schools for our problems in education is naive at best.”

The Alliance has enjoyed outstandingly good relations with the Santa Fe Public Schools and the remarkable energy and commitment of its corps of volunteers. It is clear, from the work of the Alliance and other local organizations with similar goals, that the importance of math and science is recognized at a much higher level than ever before in Santa Fe.

One of the most important lessons of the developing partnership between the Alliance and the Santa Fe Public Schools is that such programs can succeed, but it takes patience and time. The key is to establish trust with teachers, principals and district leaders based mostly on mutual respect and a shared appreciation of the challenges.

*Modesty is a virtue.
The key word is “partnership.”*

– Robert Eisenstein
executive director
Santa Fe Alliance for Science

CASE STUDY NO. 3

Isaac Levy

Isaac Levy says he was cleaning out his desk, on his way to retirement, when a colleague asked whether he would be interested in trying out teaching with his newfound extra time. After three decades as a technology developer and senior engineer and manager at Intel Corp., Levy was intrigued. A veteran professional with degrees in chemical engineering and years of management experience, Levy eventually joined the Adjunct Teaching Initiative in Arizona.

Started in 2007, the initiative is a joint effort of the Arizona State Department of Education and Intel that encourages individuals with math and science expertise to partner with public school teachers and provide additional support and content knowledge in the classroom.

Adjunct teachers are selected and trained through a partnership between a business and a school district. Candidates are the business' current or former employees. They receive three 12-hour training sessions focused on adolescent development; high school culture; classroom management; district/school law and policies; cultural proficiency; learning environment strategies; and instructional planning.

The adjuncts are then paired with a mentor at the school – an effective veteran teacher – and a partner adjunct to go through the experience with them. The training is considered “just-in-time” training, which means that it accounts for the professional experience that the engineers and scientists bring but fills in the gaps related to secondary education and teaching.

“I brought my own background, and the teacher brought her 15 years of experience,” says Levy. “We work it out together.”

WORKLOAD

Levy's work arrangement commits him to two hours a day, four days a week, consistently during the semesters. There are also additional hours required for reading and preparation for class, during which he, his mentor teacher and his partnering adjunct discuss teaching methodology and the specific support that the adjuncts bring to the classroom. Adjuncts are required to make at least a one-year commitment to the classrooms and the teachers. Levy says he will continue as long as he can and may even add an additional course. He is happy with his part-time workload and has no desire to pursue full-time teaching.

However, several adjunct teachers have pursued full-time teaching through alternative certification programs. Forging that pathway is a specific goal of the business and state department of education partnership. Adjuncts are set toward becoming “teacher of record” for a single high-need field class. The school administrator and mentor teacher determine whether the adjunct is ready for that role.

IMPACT

Levy has helped fill in the gaps for both teachers and students in the field of science. He has provided consistent support for the current teacher of record to help her manage what he calls “an overwhelming workload.” He has also become her regular substitute

Levy has helped fill in the gaps for both teachers and students in the field of science.

if she is out of school. Levy acknowledges that his presence and his work in the classroom have helped demonstrate to teachers that “there are lots of ways to teach the materials, and sometimes I can bring in a new method.” The reaction of the school has been very positive. Chronic teacher shortages in math and science mean that the administration is “appreciative of any and all help,” Levy says.

Levy also brings critical real-world context to students’ classroom practice. He regularly talks to them about how to be prepared for work in the high-tech field and provides them with extra academic support and remediation as needed.

“I believe this program is increasing the future potential work force, and strengthening future potential employees,” Levy says.

Work force development drives the Adjunct Teaching Initiative, especially for its business partners who see this program as a way to strengthen the local teaching force that is guiding and training their potential future employees. The partnership between the business interests and the school administration is a key component to the success of the program.

EXPANSION

Levy’s position is a good example of a part-time role that works for both the school and the individual, one that is ripe for replication and expansion. This work also represents a role that could be maintained as is or expanded through additional training and support. Levy does not receive payment for his work at the school (Intel employees get release time), but adjunct teachers can apply for a stipend – paid by the state – at the rate of a part-time substitute.

Pushing on this pay structure, the Adjunct Teaching Initiative is expanding its efforts to recruit retirees specifically, in order to create a greater number of individuals in this paid role. In addition, the program pays for training and any associated costs.

The initiative is an innovative effort by the Arizona state department of education to expand the pool of prospective teachers while creating new ways to support current teachers. This model creates a bridge between new teacher training and first jobs. Without that bridge, new teachers can become shell shocked

at their first assignments. That shock, in part, leads to chronic high attrition rates among new teachers (including alternatively certified teachers). In addition, the Arizona Adjunct Teaching Initiative has strengthened the ability of schools to build up the future work force. By linking students more directly to “real life” scientists, the initiative is giving students role models in science and blueprints for future science education and careers.

Levy’s position is a good example of a part-time role that works for both the school and the individual, one that is ripe for replication and expansion.

Notes

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- Milwaukee Teacher Education Center: <http://www.mteonline.org>
- National Commission on Teaching and America's Future. *Did You Know* (video). <http://www.learningteams.org>
- Santa Fe Alliance for Science: <http://www.sfafs.org>



Author Elizabeth Foster is Director of Strategic Initiatives. NCTAF is a nonprofit, nonpartisan advocacy and action organization dedicated to providing every child with quality teaching in schools organized for success. With a network of 27 state coalitions, strong school district partnerships and links to professional education organizations across the country, NCTAF provides leadership for innovation and improvement in teaching and learning in America's schools.

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MetLife Foundation

MetLife Foundation was established in 1976 by MetLife to carry on its longstanding tradition of corporate contributions and community involvement. In the area of aging, the Foundation funds programs that promote healthy aging and address issues of caregiving, intergenerational activities, mental fitness, and volunteerism.

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● ENCORE ; CAREERS

Civic Ventures is a national think tank on boomers, work and social purpose. Its Encore Careers campaign aims to engage millions of boomers in encore careers, providing personal fulfillment doing paid work and producing a windfall of talent to solve society's greatest problems.

Encore.org/research