Can Grow-Your-Own Programs Help Diversify the Teacher Workforce?

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Welcome and Introductions

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About REL Northwest

RELs partner with practitioners and policymakers to use data and evidence to help solve educational problems that impede student success. We do this by:

- Providing engaging learning opportunities
- Conducting rigorous research and data analysis
- Delivering customized training, coaching, and technical support

Speaker Introductions

Keynote address: What does the research say about grow-your-own (GYO) teacher programs and efforts to diversify the teacher workforce?

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GROW YOUR OWN (GYO) PROGRAMS AND TEACHERS OF COLOR: EXAMINING PROJECTS, FRAMEWORKS, AND RESEARCH

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CONCEPTUAL FRAMING OF GYO PROGRAMS FOR TEACHERS OF COLOR

(GIST, BIANCO, & LYNN, 2019)

An **integrated system taking place across the teacher development continuum**—recruitment (i.e., mechanisms that support entry into program); preparation (i.e., curriculum, pedagogy, and structures that support learning); and retention (i.e., mechanisms, such as professional development and mentorship, that support teachers to remain in the profession).

CONCEPTUAL FRAMING OF GYO PROGRAMS FOR TEACHERS OF COLOR

(GIST, BIANCO, & LYNN, 2019)

GYO programs as **grounded in grassroots racial and justice movements or initiatives** (Irizarry, 2007; Skinner, Garreton, & Schultz, 2011) and are committed to the academic and professional development of local community teachers of color (Murrell, 2001).

CONCEPTUAL FRAMING OF GYO PROGRAMS FOR TEACHERS OF COLOR

(GIST, BIANCO, & LYNN, 2019)

Teachers of Color possess a form of "community cultural wealth" that imbues them with "an array of knowledge, skills, [and] abilities" (Yosso, 2005, p. 77) to effectively teach Black and Brown youth.

WHAT PROJECTS ARE DRIVING GYO PROGRAM DEVELOPMENT?

Projects are the education and social issues designers are attempting to solve with GYO programs

Gist (2019)

- The Economic Project
- The Workforce Development Project
- The Educator Preparation Project
- The Justice Project

THE ECONOMIC PROJECT

- **TEACHER SHORTAGES**: teacher shortages are acute to particular types of schools (i.e., low-income and majority students of color); recruitment needs to be targeted to address specific district needs (Dee & Goldhaber, 2017)

- **TEACHER ATTRITION**: presents a considerable burden on school districts (Ingersoll & Merrill, 2017)

- **ALTERNATIVE TEACHER DEVELOPMENT PIPELINES**: a programmatic intervention to address supply and demand issues (Grossman & Loeb, 2008)

THE WORKFORCE DEVELOPMENT PROJECT

- **REPRESENTATION:** Increasing racial/ethnic representation of teachers (Ingersoll & Merrill, 2017)

- **PARITY**: Racial parity between teachers and students (Villegas, 2017)

- **HIRING** : Workforce development recruitment and placement strategies for hiring Teachers of Color (D'Amico, Pawlewicz, Earley, & McGeehan, 2017)

- **PROFESSIONAL DEVELOPMENT**: Provision of adequate supports to ensure teaching and learning success (Bailey, Bocala, Shakman, & Zweig, 2016)

THE EDUCATOR PREPARATION PROJECT

- **RECRUITMENT:** primarily targets female, white middle class teacher candidates (Sleeter, 2001; 2017)

- **GATEKEEPING MECHANISM**: prohibitive entry requirements and problematic certification policies (Petchauer, 2014)

- **CURRICULUM & PEDAGOGIES:** lack of culturally responsive and sustaining pedagogies for teacher candidates of color (Gist, 2014; Villegas & Irvine, 2010)

THE JUSTICE PROJECT

- **Equitable Educational Opportunities**: students from low-income backgrounds and students of color often have the least experienced teachers (Ingersoll & Merrill, 2017)

- **Pedagogical Potential of Teachers of Color**: Impact on access of educational opportunities (Grissom & Redding, 2016) and graduation rates (Gerhenson, Hart, Lindsay, Papageorge, 2017)

- **Anti-racist Structures**: recruitment frames, selection criteria, range of supports, funding program leadership, alternative assessment models that value racial/ethnic, cultural, and linguistic diversity (Gist, 2017)

- **Community Cultural Capital**: investing in community cultural wealth (Yosso, 2005) and providing access to the teaching profession for community-based Teachers of Color from varied racial, class, social, and linguistic backgrounds (Murrell, 2001)

GYO PROGRAMS: RECRUITMENT, PREPARATION, & RETENTION

RECRUITMENT

(GIST, BIANCO, & LYNN, 2019)

COMMUNITY AND SCHOOL TEACHER PIPELINES

- Seeing and believing in the community cultural wealth of Teachers of Color
- The promise of academic, social, and financial supports

MIDDLE AND HIGH SCHOOL TEACHER PIPELINES

- Structures include teacher clubs, double credit offerings, introduction to teaching courses, and career fairs
- Limited focus on the community cultural wealth of Teachers of Color

PREPARATION
(GIST, BIANCO, & LYNN, 2019)

COMMUNITY AND SCHOOL TEACHER PIPELINES

- Investing and drawing from the community cultural wealth of Teachers of Color
- Very high attrition rates at the educator preparation level due to factors such as financial barriers, difficulty with certification exams, and rigid and inflexible program structure
- The preparation time can range from two to eight years, in some cases, a longer time frame

MIDDLE AND HIGH SCHOOL TEACHER PIPELINES

- Scant curricular focus on community cultural wealth of Teachers of Color
- There is not always clear articulation between the high school recruitment pipeline and educator preparation programs
- Few programs have a critical education perspective

RETENTION
(GIST, BIANCO, LYNN, 2019)

COMMUNITY AND SCHOOL TEACHER PIPELINES

- Some evidence of high retention rates among GYO graduates
- Retention appears to be taking place in the absence of programmatic supports for these teachers

MIDDLE AND HIGH SCHOOL TEACHER PIPELINES

- There is a vacuum of placement outcomes for program graduates turned teachers
- Bridge programs for retention are primarily at the beginning of preparation and not for placement in the classroom

GYO PROGRAMS: RESEARCH NEEDS

GYO PROGRAMS: IMPLICATIONS FOR RESEARCH

There is a need for research to:

- Understand and address preparation structures and policies (e.g., acceptance criteria, exam requirements, mentorship) that push out or retain a significant number of aspiring teachers
- Investigate and implement various types of teacher learning supports needed to develop GYO teachers' academic disciplinary knowledge and pedagogical practice
- Identify factors that influence the retention of teachers despite school-based challenges
- Take up empirical and longitudinal studies investigating GYO teachers' impact on student learning, engagement, and school context

GYO PROGRAMS: FIVE EDUCATOR PREPARATION PROGRAM BEST PRACTICES

1. **Interrogate and commit to addressing** race and racism from an intersectional lens in relation to teacher education faculty and teacher candidates, program design and curriculum, and program and college leadership
2. **Incentivize** (i.e., center, fund, support) GYO program development with a commitment to historically marginalized communities and people of color
3. **Require** research and outcome documentation for GYO programs at each stage of the *teacher development continuum* (i.e., recruitment, preparation, and retention), inclusive of data sources from the voices and experiences of teacher, students, faculty members, school leadership, and local community leaders
4. **Value (and fund)** local community school research on nontraditional and historically marginalized populations involving nontraditional methodologies – thereby accumulating a diverse body of knowledge and knowledge systems from communities of color
5. **Orchestrate** a GYO taskforce in *collaboration* and *partnership* with key stakeholders in the local schools, community organizations and leaders, community colleges, career and technical education, and educator preparation programs

QUESTIONS –
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A National Scan of GYO Programs and Policies

Amaya Garcia

REL Northwest Grow Your Own Convening

May 4, 2021

NEW AMERICA

Defining GYO

New America defines Grow Your Own (GYO) as partnerships between educator preparation programs, school districts, and community organizations that recruit and prepare local community members (e.g., high school students, paraeducators, parents, uncertified school staff) to enter the teaching profession and teach in their communities.

NEW AMERICA

50-State Scan of GYO Programs and Policies

- GYO has recently garnered national attention as a strategy for strengthening and diversifying the teaching profession.

- Conducted a 50-state scan to identify GYO programs—including target candidates, types of programs, and their design—and to investigate state policies that support GYO program development, implementation, and sustainability.

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Findings

1) Localities use the term GYO in different ways to address common problems.

2) Most states have at least one GYO program, but tremendous variety exists in program design and strategy.

3) More than half of states have a GYO policy, but funding for GYO programs is inconsistent.

4) Pathways for high school students are the most common type of GYO program.

5) Programs for paraeducators are widely available and targeted to school and student needs.

NEW AMERICA

5 Essential Policies for High-Quality GYO

1. Allocated funding to develop and sustain GYO programs
2. Data systems to track program recruitment and completion, job placement, and retention
3. Program evaluation to gauge impact on local workforce needs
4. Teacher certification and licensure systems that offer multiple approaches to measuring educator skills and competencies
5. Program accessibility for candidates with and without bachelor's degrees through different program models

NEW AMERICA

5 Essential Practices for High-Quality GYO

1. Strong collaboration and coordination across school districts, educator preparation providers, and community organizations

2. Recruitment of linguistically and culturally diverse candidates who are both reflective of and responsive to the needs of the local community

3. Wraparound supports for candidates through the recruitment, preparation, and induction years (e.g., cohort structure, scholarships, licensure test preparation, assistance navigating college admissions process)

4. Paid work-based experience under the guidance of a mentor teacher that aligns with educator preparation coursework

5. Structured pathways for candidates to advance toward required teaching credentials and certification at various stages of their careers

NEW AMERICA

GYO National Network

The GYO National Network will serve three primary purposes:

1. To build a learning community, where a select cohort of programs can connect and share resources, best practices, and strategies to address challenges

2. To strengthen the local capacity of programs by providing them with targeted resources for program and policy development

3. To strengthen the evidence-base on GYO programs by collecting data and sharing stories from the field

We launched the network in January 2021 with 13 programs from 10 states

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Breakout Rooms

Discussion Questions

1. How does the research reflect your experience in teacher recruitment, preparation, and/or retention? What about for GYO programs, specifically?
2. Did anything about the research described today surprise you?
3. What do you still need to know from the research to support your own GYO work or to support the recruitment, preparation, and/or retention of teachers of color?

Panel: Highlighting a successful GYO partnership: Highline Public Schools (Washington) and Western Washington University

Alexandra Manuel
Washington Professional Educator Standards Board

Bernard Koontz
Highline Public Schools

Marsha Riddle Buly
Western Washington University

Future Bilingual Teaching Fellows (BTF)

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A partnership between…

Highline Public Schools

and

Western Washington University

Presented by Bernard Koontz and Dr. Marsha Riddle Buly

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Highline's Strategic Plan Goal:

Students will graduate bilingual and biliterate.

In order to achieve this, we need bilingual teachers!

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Cohort Model

1

2018: 16 graduates

(Two are now graduate assistants for Cohort 3 as they work on master's degrees)

2

2020: 14 graduates

FINISHED during the pandemic

3

2022: 12 candidates

STARTED during the pandemic

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Sixteen new bilingual teachers for classrooms – fall 2018

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Our Goals

- Increase number of highly qualified bilingual teachers from the community
- Increase the number of teachers of color who reflect the student population

Fellow presenting during class held at a school.

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Process

Apply for Bilingual Teaching Fellow position at Highline

Apply for program at Western Washington University

Work and study for two years

Graduate with a BAE and K-8 and Bilingual Teaching Endorsement!

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Program Features

- Full-time Bilingual Teaching Fellows with separate job description (7 hours per day)
- Full-time WWU education students working toward BA + certification (evenings, Saturdays, summer)
- Courses scheduled around work time, focused on Highline curriculum and equity goals
- Quality and rigor equal to—or greater than—that of campus
- Monthly mentor meetings co-facilitated by district teacher on special assignment (TOSA) and university field supervisor

Teachers and Fellows collaborate during monthly mentor meetings.

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Grant and Funding Support

- Tuition support through state competitive grant
- Teamster's Union offers additional funds ($1,000–$1,500/year)
- District provides additional support from STBP & BEST grants
- Eligible for university scholarships/financial aid
- University provides additional funds in terms of personnel, administration, faculty mentors for instructors, and advising

Governor Inslee visits the Fellows!

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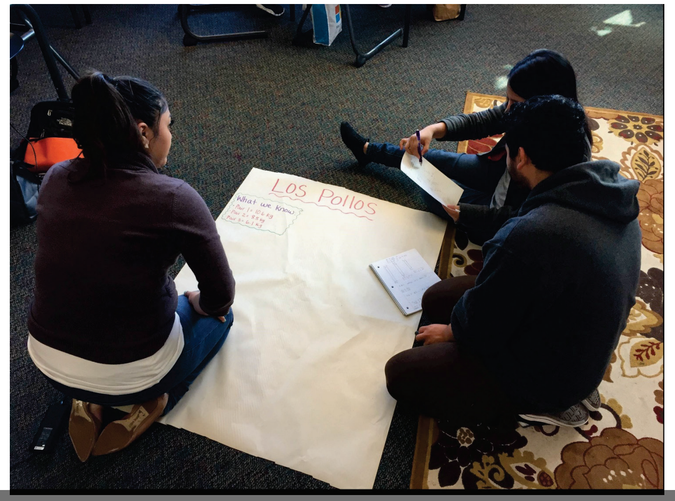
WWU Program Support

- Consistent university field supervisor from day 1 through graduation
- Support staff at the university to navigate university systems
- Instructors come from the district and university, district instructors ae supported by university faculty (share Canvas courses and resources)
- Field supervisor from the university to support Fellows/program
- Graduate assistants from prior cohort



Fellows work together on class assignments.

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Highline District Support

- District refers current bilingual paraeducators and recruits and hires additional candidates
- Half-time TOSA from district to support Fellows and mentors
- BTFs are placed half days with their mentor for two years in dual language or English language learner-clustered classrooms
- Mentors paid extra service hours (up to $900 each) plus clock hours for mentor meetings
- Previous graduates host “Get Real” sessions

A Fellow teaching in her mentor’s classroom.

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Strong Partnership

- Shared commitment to disrupting inequities and diversifying the teacher workforce
- Collaboration around program design, schedules, summer program, and course assignments during work hours
- Mentor, TOSA, and field supervisor work as team to provide “wrap-around” support for candidates
- Issues and challenges are addressed together with clear understanding of roles (school concern vs. work concern)
- Co-developed guidance document for school commitment to host a BTF
- Memorandum of understanding between university and district

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Outcomes

- Of the 30 graduates from 2018 and 2020, 29 have been hired into Highline Public Schools
- First cohort serving as mentors, graduate assistants, and role models
- A 2018 graduate just won Highline's "Rookie Teacher of the Year"!
- Principals report that BTF graduates are:
  - Better prepared than a typical beginning teacher
  - Contributing positively to their school's community
  - Taking on leadership roles early
  - Amazing!!!

Gami Diaz, Outstanding Rookie Teacher! (Grade 1 Dual Language Spanish, Hazel Valley Elementary School)

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Questions?

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Breakout Rooms

Discussion Questions

1. What was most interesting to you about the partnership between Highline Public Schools and Western Washington University?
2. What did you learn from today's example of a successful GYO partnership that you can take back into your work?
3. What questions do you still have regarding what GYO partnerships need to be successful?

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