

Diversifying and Widening the Teacher Pipeline with Grow Your Own Programs

March 19, 2019

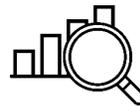


An alliance united by goals to examine practices and policies that support educators throughout the educator pipeline.

Areas of Focus



Educator
Preparation



Educator
Evaluation



Educator
Mobility

Webinar Goals

- To share an overview of current research about Grow Your Own (GYO) programs that help to address issues of educator shortages, retention, and diversity.
- To share two examples of current evidence-based GYO programs in the REL Central region.
 - Teacher Cadet Program of Colorado
 - Columbia Public Schools Grow Your Own Teacher Development and COMOEd Programs

Poll Question

- Are you aware of a GYO program in your community?
 - Yes
 - No

Poll Question

- What area does your GYO program target?
 - High school
 - Collegiate
 - Professional
 - Not sure

Today's Presenters

- Douglas Gagnon
 - REL Central (Facilitator)
- Douglas Van Dine
 - REL Central (Webinar coordinator)
- Conra Gist
 - Associate Professor, Curriculum & Instruction, University of Houston
- Michelle Dennis
 - Coordinator, Colorado Teacher Cadet Program
- Nicolle Adair
 - Supervisor, COMOEd & Grow Your Own, Columbia Public Schools

Grow Your Own Programs: An Overview

- GYO educator programs may seek to both broaden and diversify the pool of candidates by recruiting from local communities.
- GYO programs take on a variety of strategies.
 - Recruiting prospective educators from middle schools, high schools, or even higher education levels.
 - Focus within a specific community, such as recruiting paraprofessionals from within the schools to become teachers or teachers to become school leaders.
 - Recruiting college graduates with nonteaching degrees.
- Often, GYO programs involve collaborations between school districts, higher education institutions, and communities.

**GROW YOUR OWN PROGRAMS
AND TEACHERS OF COLOR:
EXAMINING PROJECTS, FRAMEWORKS,
AND RESEARCH**

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**RESEARCH: A LITERATURE
REVIEW OF
GROW YOUR OWN
PROGRAMS**

GYO TEACHER POOLS

- **Key Recruitment Frame:** recruiting Teachers of Color with local community commitments, experiences, and expertise that may increase their likelihood of being effective teachers and remaining in the teaching profession.
- **Paraprofessional Pool** (undergraduate level)
- **Middle/High School Pool** (undergraduate level)
- **Community Leader Pool** (undergraduate or graduate level)
- **Gender-Specific Pool** (undergraduate or graduate level)
- **Career Changers** (graduate level)

**GYO PROGRAMS: RECRUITMENT,
PREPARATION, AND 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, intro 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 2 to 8 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 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.

**CONCEPTUAL FRAMING OF
GYO PROGRAMS FOR
TEACHERS OF COLOR**

(GIST, BIANCO, & LYNN, 2019)

**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) 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.

GYO PROGRAMS AND COMMUNITY CULTURAL WEALTH

Yosso (2005) posits an asset-based critical race theory that views the knowledge, skills, and experiences of People of Color as cultural capital that can consist of six dimensions.

- **Aspirational Capital:** ability to maintain hopes and dreams for the future even in the face of real and perceived barriers.
- **Navigational Capital:** ability to maneuver through social institutions despite barriers and obstacles.
- **Social Capital:** networks of people and community resources.
- **Resistant Capital:** knowledge and skills fostered through oppositional behavior that challenges inequality.
- **Linguistic Capital:** intellectual and social skills attained through communication experiences in more than one language and/or style.
- **Familial Capital:** cultural knowledges nurtured among family that carry a sense of community, history, memory and cultural intuition.

**BEST PRACTICES FOR
GROW YOUR OWN PROGRAM
DEVELOPMENT**

**GROW YOUR OWN
PROGRAMS:
BEST PRACTICE**

#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.

<http://www.instituteforteachersofcolor.org/>

**GROW YOUR OWN
PROGRAMS:
BEST PRACTICE**

#2

Incentivize (i.e., center, fund, support)
GYO program development with a
commitment to historically marginalized
communities and People of Color.

[https://www.clemson.edu/education/call
memister/](https://www.clemson.edu/education/callmemister/)

**GROW YOUR OWN
PROGRAMS:
BEST PRACTICE**

#3

Require rigorous and credible research on 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 teachers, students, faculty, school leadership, and local community leaders.

**GROW YOUR OWN
PROGRAMS:
BEST PRACTICE**

#4

Value (and fund) local community research on nontraditional and historically marginalized populations involving nontraditional methodologies—thereby accumulating a diverse body of knowledge and knowledge systems from communities of color.

<http://teachertestimonyproject.com/>

**GROW YOUR OWN
PROGRAMS:
BEST PRACTICE**

#5

Orchestrate GYO taskforce in *collaboration* and *partnership* with key stakeholders in the local schools, scholars, community organizations and leaders, community colleges, career and technical education, and EPPs.

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; and
- take up empirical and longitudinal studies investigating GYO teachers' impact on student learning, engagement, and school context.

QUESTIONS –
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Colorado Teacher Cadet Cultivating Tomorrow's Teachers



Teacher Cadet Mission



- ▶ Encourage students who possess exemplary interpersonal, academic, and leadership skills to consider a teaching career.
- ▶ Provide these future community leaders with insights about teaching and schools.

**TEACHER
CADETS**

Historical Milestones



- 1985 - Teacher Cadet began in South Carolina
- 1999 - Over 23,500 students have completed Teacher Cadet in South Carolina
- 2001 - Piloted in Colorado at two high schools
- 2017 - Replicated in over 38 states
- 2018 - 29 active programs across the state of Colorado

89% of students indicated that the program helped them develop a positive perception of teaching.



Teacher Cadet Details



- * Yearlong course
- * Honors elective
- * For Juniors and Seniors
- * College level

Enrollment criteria: Application, 3.0 GPA, three teacher recommendations, possible interview

Teacher Cadet Requirements



- ▶ Application process
- ▶ Statewide syllabus
- ▶ Prescribed curriculum
- ▶ Required Colorado artifacts
- ▶ Portfolio
- ▶ Certificates of field experience hours and portfolio credit recommendation

Teacher Cadet Content



Experiencing Learning	Experiencing the Teaching Profession	Experiencing the Classroom
<ul style="list-style-type: none">• Self Assessment• Styles and Needs• Growth and Development• Diversity• Special Needs• Barriers to Learning	<ul style="list-style-type: none">• History and Trends• Structure and Governance• Certification and Employment• Ethics and Professionalism	<ul style="list-style-type: none">• Teacher Roles• Styles and Strategies• Classroom Culture• Discipline• Technology• Assessment• Lesson Plan• Portfolio• Field Experience

Teacher Cadet Programs in Colorado



- ▶ 18th year in Colorado
- ▶ 29 active programs
- ▶ 14 Colorado school districts
- ▶ Under the CCCS/CTE Education and Training Career Cluster
- ▶ Teacher training and ongoing classroom support, PLC model of teacher collaboration, ongoing professional development
- ▶ Active college partners
- ▶ Involved in the rural initiative to recruit and retain teachers
- ▶ Standards and curriculum aligned to Colorado Teacher Quality Standards

**TEACHER
CADETS**

Colorado Implementation



- ▶ Career and technical education (CTE) program formula funding
- ▶ Option to select a dynamic teacher to become the Teacher Cadet instructor
- ▶ CTE credential
- ▶ Curriculum training and professional development
- ▶ Some districts offering English and elective credit
- ▶ Program accountability
- ▶ Rigorous curriculum – Colorado developed portfolio artifacts
- ▶ Student data collection

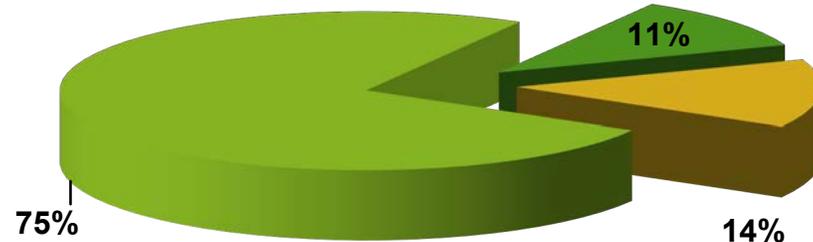
**TEACHER
CADETS**

Historical Milestones – Colorado



2018 Completers

Over 4,000 Colorado students have taken the Teacher Cadet Program (as of May 2018)

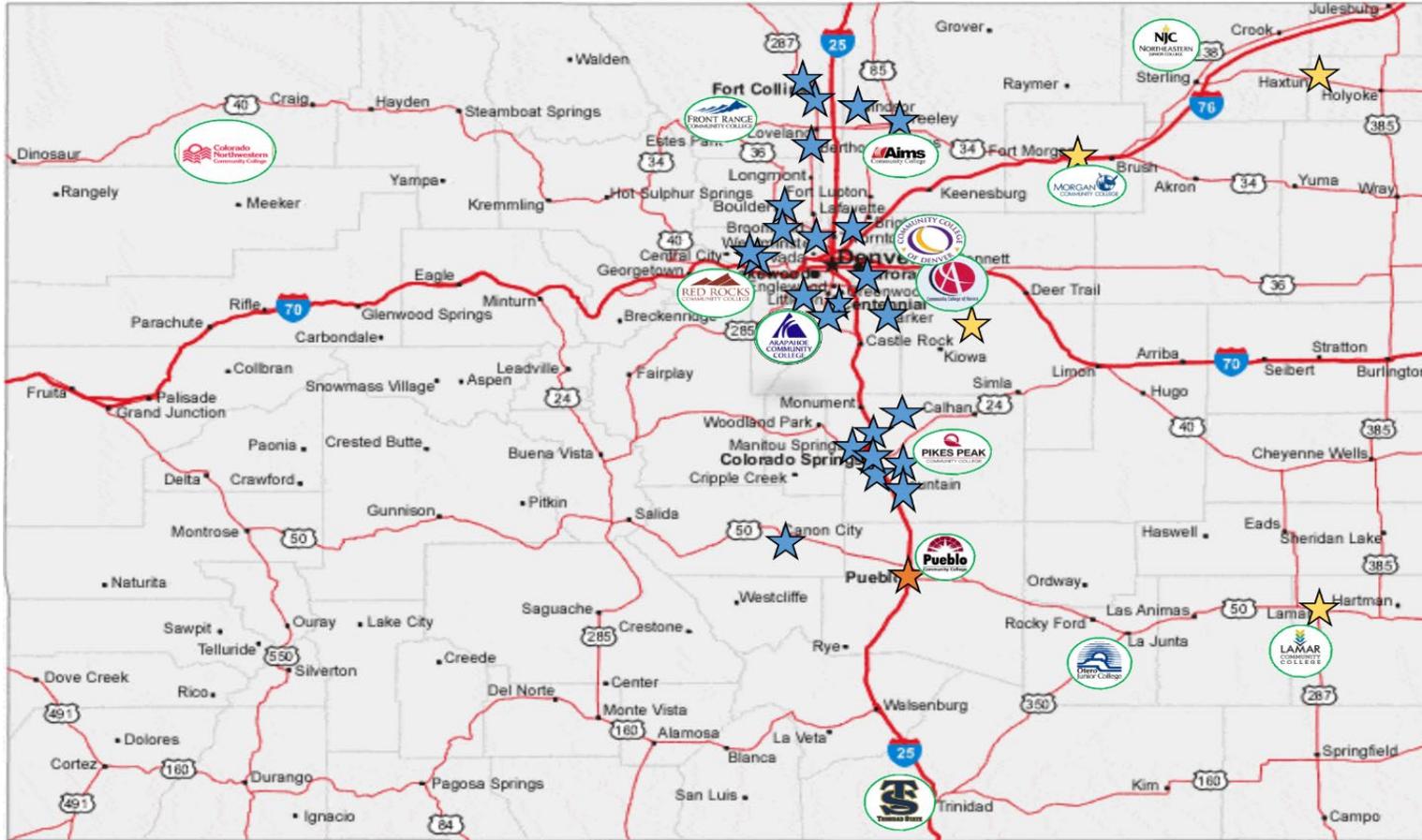


- Career choice of teaching, 75%
- Undecided on career, 11%
- Career other than teaching, 14%

Data from Colorado CTE VE135 report and Colorado Teacher Cadet pre- and post-survey results.



Colorado Teacher Cadet Programs



**TEACHER
CADETS**

29 Programs & 14 Districts

Resources for Experiencing Education

- ▶ Experiencing Education, 11th Edition Curriculum; A Model for Homegrown Teacher Recruitment
- ▶ Supplemental college text:
 - *Becoming a Teacher* (F. W. Parkay)

Connections with Higher Education



- ▶ Curriculum alignment to the Colorado Teacher Quality Standards
- ▶ Concurrent enrollment
- ▶ Transcribed credit for ED221



Student Benefits

- ▶ Develop leadership skills
- ▶ Build presentation skills
- ▶ Inside look at education as a career
- ▶ Experience the intrinsic rewards of teaching
- ▶ Expand decision-making experiences
- ▶ Begin development of common EDU artifacts based on Colorado teacher licensure
- ▶ Earn field experience and credit toward teacher prep programs

Program Vision



- ▶ Student access to a Teacher Cadet program in **every** district in Colorado—rural, urban, and suburban.
- ▶ Strengthen the teaching pathway by linking middle school students to high school programs that continue into college teacher education programs in Colorado.
- ▶ A state leadership position and funding for the administration, training, professional development, articulation, and public relations of the program.

**TEACHER
CADETS**

Questions?

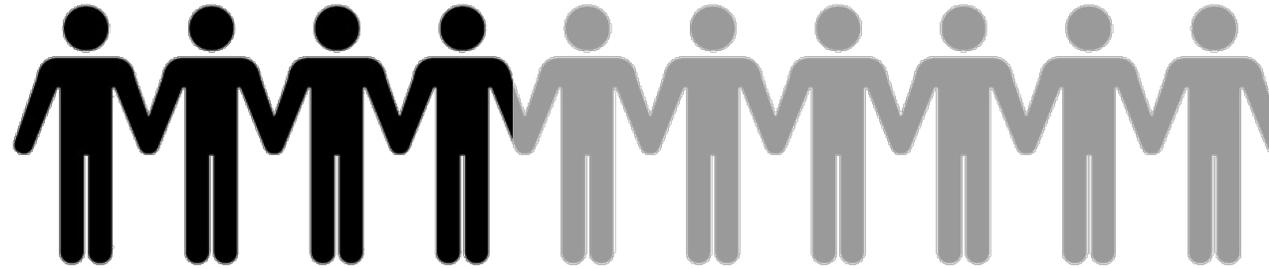
**COMOEd
Home Grown**

Teacher Development Program

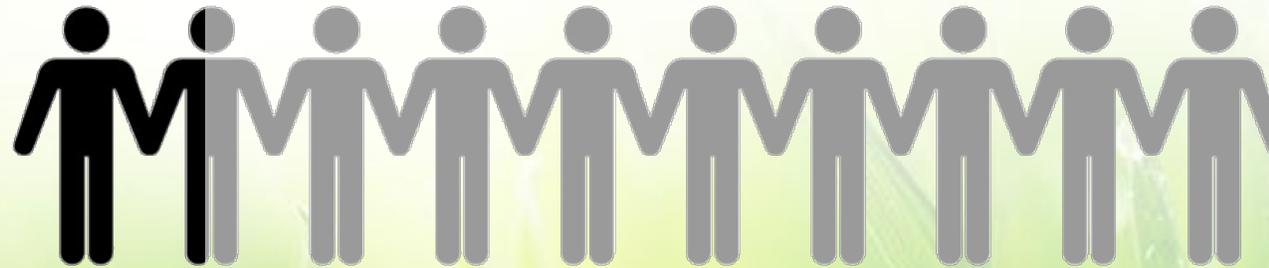
Nicolle Adair
Columbia Public Schools



A Snapshot of Students of Color vs. Teachers of Color



18,600 students attend Columbia Public Schools
39% are students of color



1,411 teachers employed in Columbia Public Schools
7.8% identify as teachers of color

The Importance of Diversity

neaToday
News and Features from the National Education Association

ARTICLES MUST READS MORE NEA WEBSITES

f t p i r Search



Where Are All the Black Male Teachers?

As minority children have become a majority in public schools, districts struggle to build a diverse educator workforce.

— SEPTEMBER 22, 2015 • BY B. DENISE HAWKINS —



With Just One Black Teacher, Black Students More Likely to Graduate

April 5, 2017
FOR IMMEDIATE RELEASE
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Low-income black students who have at least one black teacher in elementary school are significantly more likely to graduate high school and consider attending college, concludes a new study co-authored by a Johns Hopkins University economist.

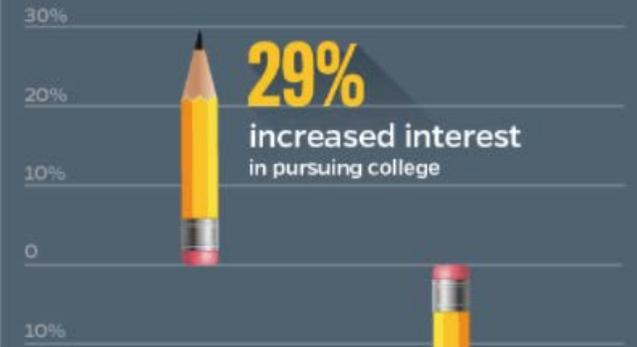
Having at least one black teacher in third through fifth grades reduced a black student's probability of dropping out of school by 29 percent, the study found. For very low-income black boys, the results are even greater – their chance of dropping out fell 39 percent.

Previous research has shown there are short-term benefits to pairing students with teachers of the same race, but this study, a [new working paper](#) published by the [Institute of Labor Economics](#), demonstrates the positive impacts of having just one of these teachers can continue over many years.

"Black students matched to black teachers have been shown to have higher test scores but we wanted to know if these student-teacher racial

BLACK TEACHERS MAKE A DIFFERENCE

Persistently low-income black boys with a black teacher in 3rd-5th grade



A Coalition of Unlikely Partners

Community members



STEPHENS
COLLEGE



University
personnel

Columbia



Columbia



Retired teachers



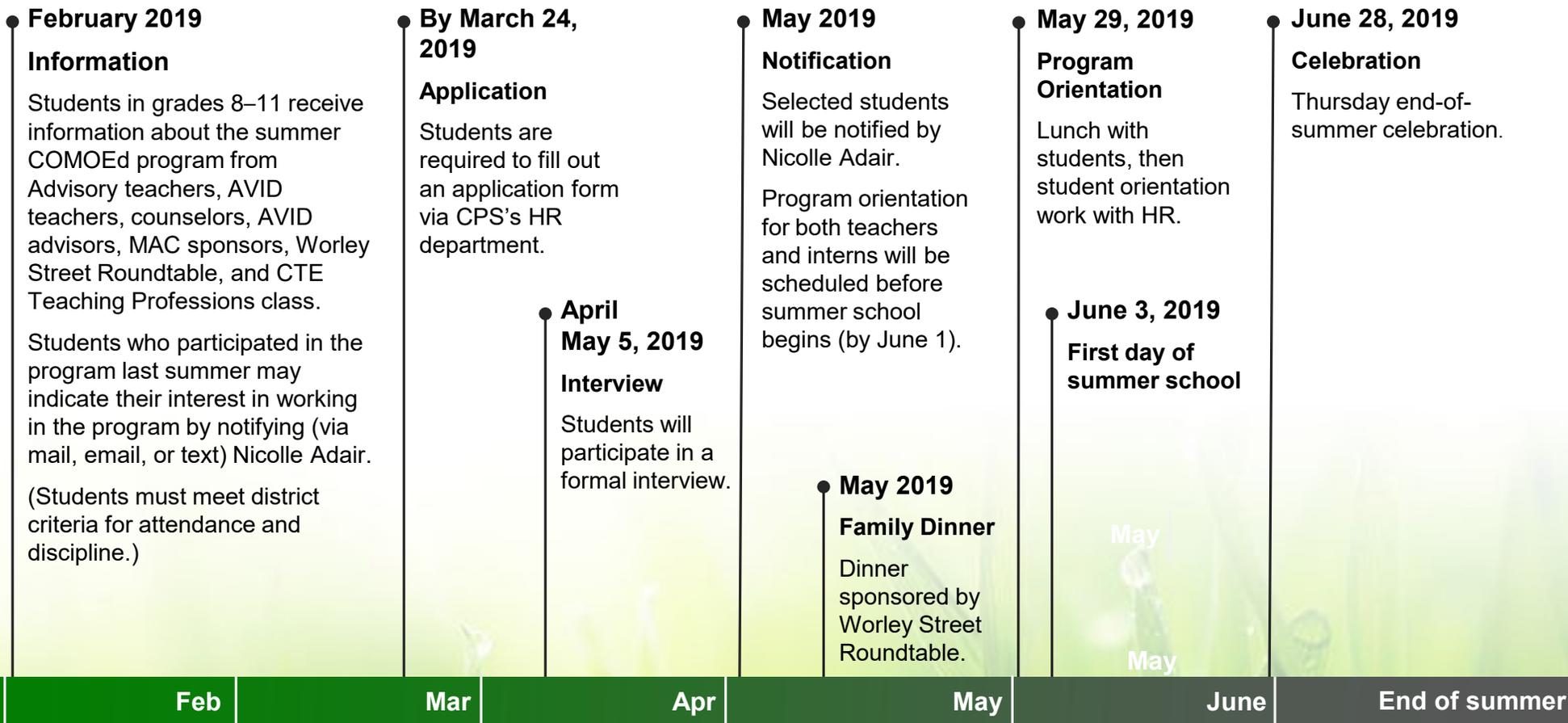
Worley Street
Roundtable



Grow Our Own Teacher Process in Columbia Public Schools



Grow Our Own Timeline, 2019



Students must have a minimum cumulative 2.5 GPA, a 90% attendance rate, and no more than 2 days of out-of-school suspension.



Columbia Public Schools

Our vision: To be the best district in our state.
Our mission: To provide an excellent education for all our students.

COMOEd Scholars, Cohort 1

Average Scores & Activities for COHORT 1

- Unweighted GPA - 2.73
- ACT composite score, 2016 - 19
- Average attendance (average, last 2 years) - 94.33%
- Average senior year AP courses - 1
- Average completed AP courses - 3
- Average completed honors courses - 2

Some Activities for Students Include

- A+
- AVID
- Girls' Empowerment Club
- Theater
- Employed as day care worker during summer months
- Youth group/church community
- Actively involved in faith community

COMOEd Scholarship

Students who have participated in COMOEd and have maintained the requirements to participate may apply for the COMOEd Scholarship as seniors. This scholarship provides for tuition and room and board. Scholars are required to return to teach for Columbia Public Schools for four years upon graduation.

We Did It!

COLUMBIA DAILY TRIBUNE

Future CPS teachers commit to local colleges

By Roger McKinney

[Follow](#)

Posted May 18, 2017 at 12:01 AM

A Columbia Public Schools program meant to increase the number of minority teachers celebrated a victory Wednesday with the signing of three high school graduates to Columbia College and Stephens College with full, four-year scholarships.

The Grow Our Own Teacher Development Program provides mentors for the selected students throughout high school and their university education. When they graduate from a university and get their teaching certificates, they're promised jobs in CPS.

Hickman High School seniors Consilee Mbabazi and Tyus Monroe will attend

COHORT 2 Students

- **Olivia Zacharias, Columbia College,**
- **Fernando Jimenez of Central Methodist University**
- **Serenity Washington, University of MO, Columbia.**



Monica Naylor and Nicolle Adair

Questions?

Closing

- Thank you
- Materials and recording of the webinar available on website
- Stakeholder feedback survey

Thank You

Please visit our website and follow us on Twitter
for information about our events, priorities, and research alliances,
and for access to our many free resources.

ies.ed.gov/ncee/edlabs/regions/central/index.asp

@RELCentral

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RELCentral@marzanoresearch.com

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