Who is attending today's webinar?

Please select your role.

- State K–12 education administrator
- State higher education administrator
- Teacher preparation program administrator
- Superintendent or district administrator
- Principal or school administrator
- Teacher
- Researcher
- Other

Credit: Photo by Allison Shelley for EDUimages; American Education: Images of Teachers and Students in Action.

Improving and diversifying the teacher pipeline

Regional Educational Laboratory Midwest

May 24, 2021

Credit: Photo by Allison Shelley for EDUimages; American Education: Images of Teachers and Students in Action.

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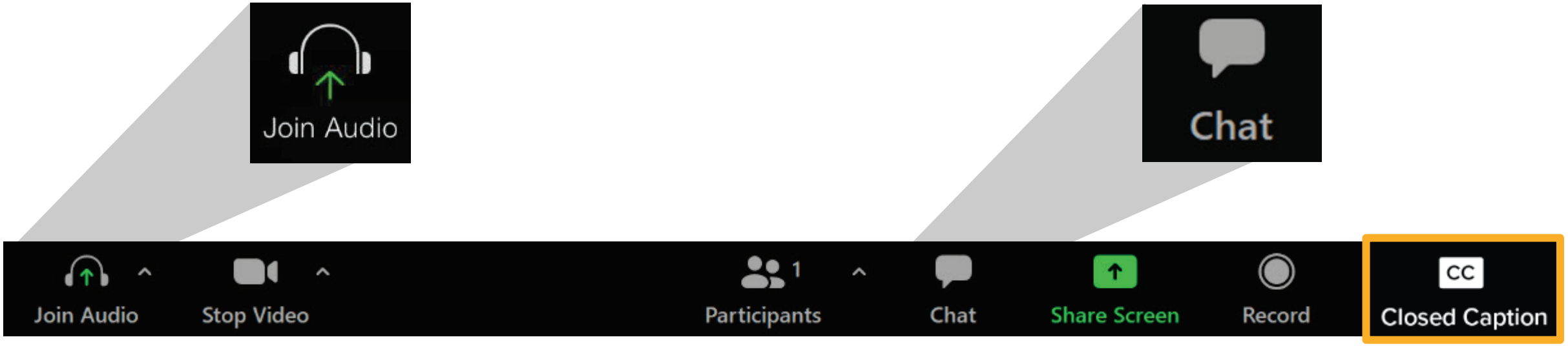


Agenda

1. Welcome and overview.
2. Regional Educational Laboratory (REL) Midwest study: Understanding the teacher pipeline for Indiana's K–12 public schools.
3. Question-and-answer session.
4. Indiana reflections on the REL Midwest study findings.
5. Highlights from the Michigan Department of Education and Indiana educator preparation programs.
6. Panel discussion.

Welcome and overview

Meet the presenters

Yinmei Wan, Ph.D.

Senior Researcher

REL Midwest

Max Pardo

Researcher

REL Midwest

Scott Bogan

Director of Higher Education and Educator Preparation Programs

Indiana Department of Education

Rebecca Estes

Director of Leadership and Innovation

Indiana Department of Education

Meet the presenters

Sarah LaVan, Ph.D.

Associate Director, Office of Educator Excellence

Michigan Department of Education

Kathryn Obenchain, Ph.D.

Associate Dean for Learning, Engagement, and Global Initiatives and Professor

Purdue University

Leah Nellis, Ph.D.

Dean and Professor, School of Education

Indiana University Kokomo

Billie Jo Day, Ph.D.

Researcher

REL Midwest

What is REL Midwest?

- REL Midwest works through collaborative research partnerships with stakeholders in seven states.
- To address the priorities and interests of these states, REL Midwest supports several research alliances as well as emergent partnerships.

Midwest Alliance to Improve Teacher Preparation

- Focuses on teacher development and support along the preparation and employment continuum in Michigan and the Midwest using research and data.
- Provides coaching and training to educators and leaders from Midwest state K–12 education agencies, state higher education agencies, teacher preparation programs, and school districts.
- Recently conducted a study on the teacher pipeline in Indiana.

REL Midwest study:

Understanding the teacher pipeline for Indiana's K–12 public schools

Yinmei Wan, Ph.D.

Senior Researcher

REL Midwest

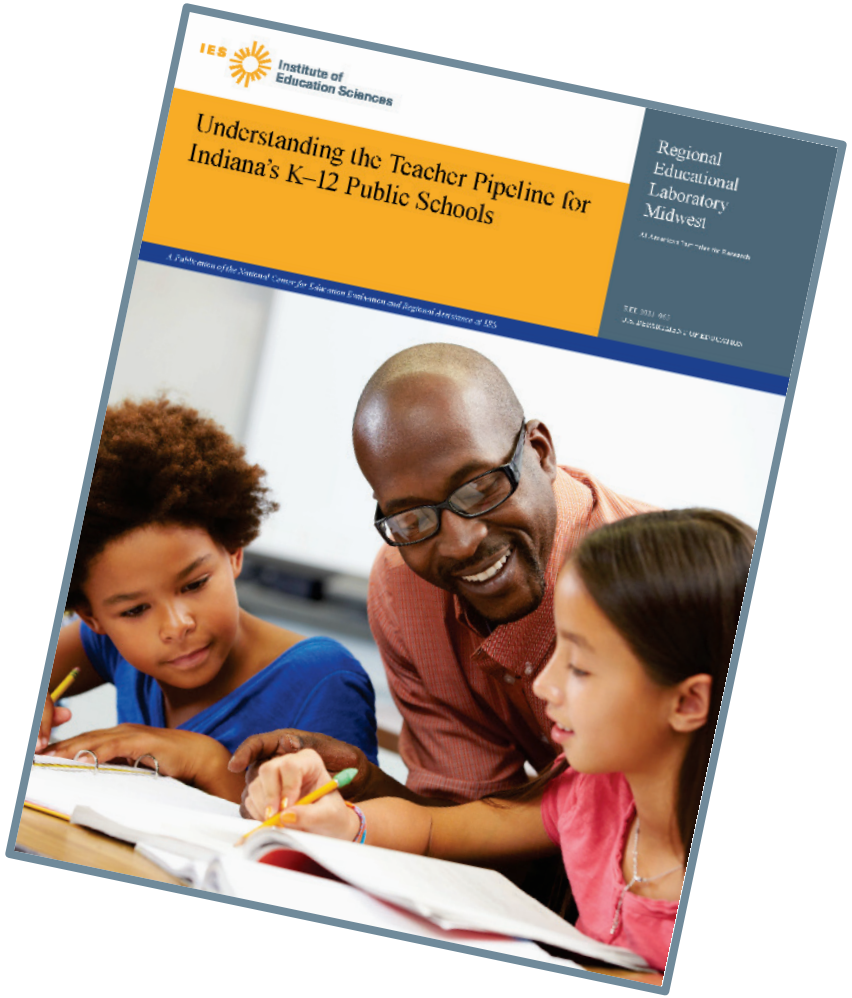
Max Pardo

Researcher

REL Midwest

Why this study?

- Education leaders in Indiana were concerned about teacher shortages given the declines in enrollment in teacher preparation programs.
- They wanted trustworthy and comprehensive information about students in the teacher pipeline.
  - Characteristics: Who are they?
  - Outcomes: How are they progressing in the pipeline?
- They wanted to better understand factors related to completion of a degree in education.



What did the study examine?

Undergraduate education students in the **2010/11–2012/13** cohorts

Entrants

What year in college do students enter an education program?

Completers

By 2017/18

What percentage of entrants complete their degree?

Licensed

By 2017/18

What percentage of completers earn a license?

Teaching

By 2017/18

What percentage of licensed teachers enter teaching?

Retained

By 2018/19

What percentage of teachers are retained?

How were individual/institutional characteristics and timing of entrance related to degree completion?

Did entrance into teaching, retention, or teacher evaluations vary by education program characteristics?

What data did the study use?

- High school student academic and demographic information (2009/10–2017/18).
- Teacher employment and evaluation data (2012/13-2017/18).
- Teacher licensure data (2013/14–2017/18).
- College enrollment and degree records (2010/11–2017/18).
- Characteristics of Indiana colleges, universities, and teacher preparation programs (2010/11–2017/18).

Credit: Photo by Allison Shelley for EDUimages; American Education: Images of Teachers and Students in Action.

What methods did the study use?

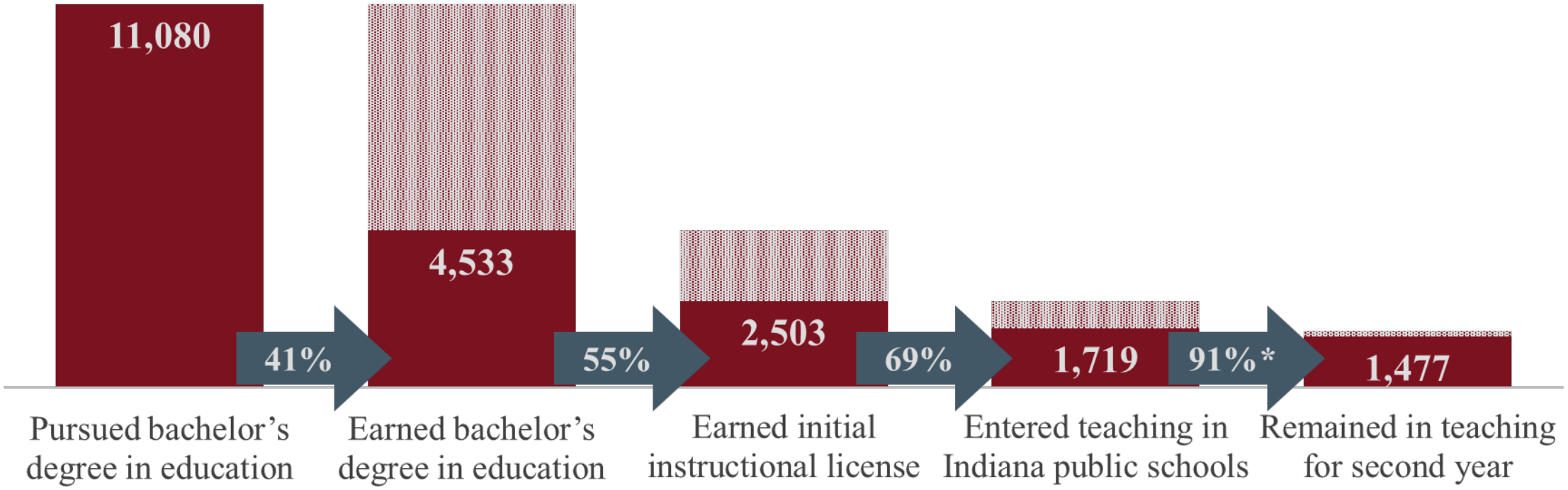
Descriptive analysis

- Describing frequencies of characteristics and outcomes of interest.

Regression analysis

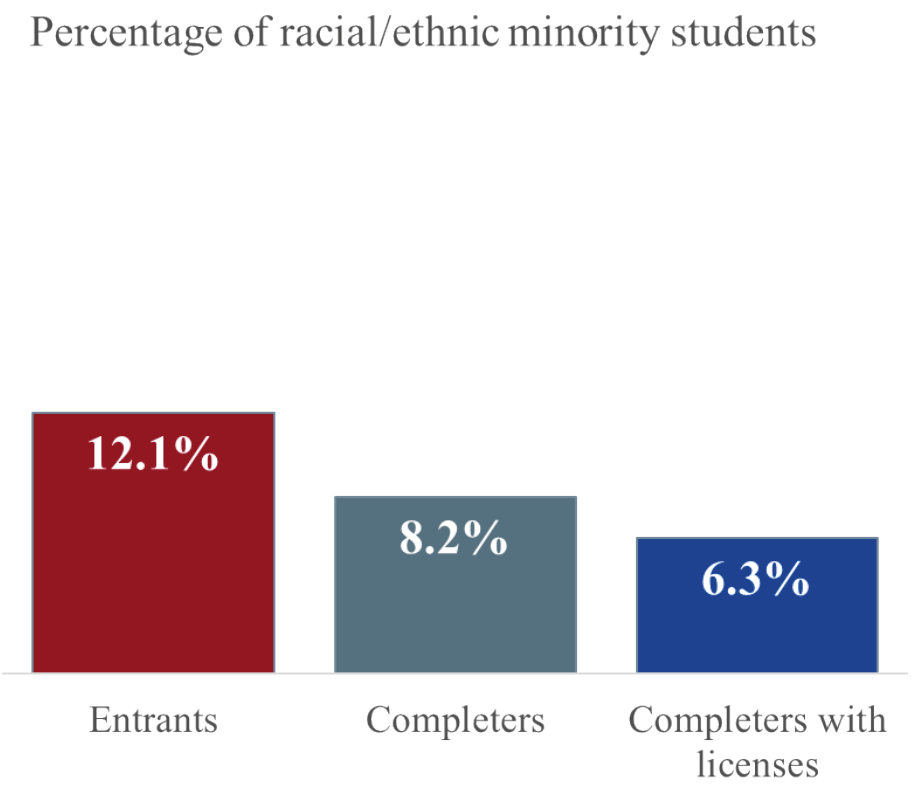
- Examining the relationship between the probability of completing a bachelor's degree and individual/institutional factors.

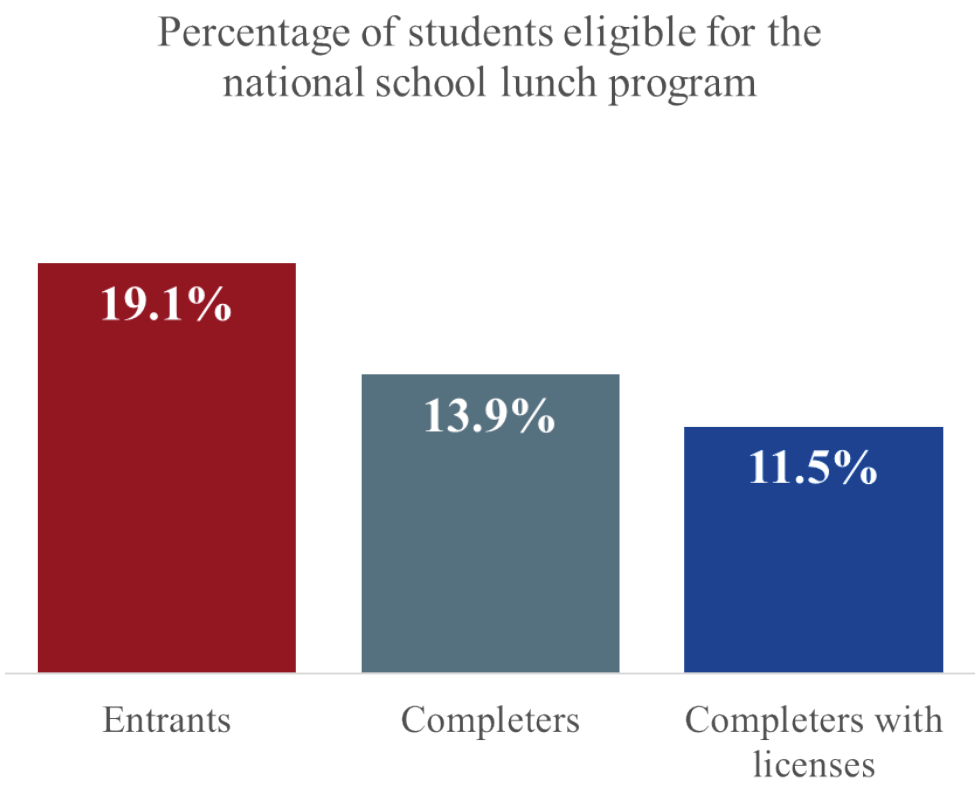
Fewer than half of the undergraduate education students in the 2010/11–2012/13 cohorts obtained a bachelor's degree in education by 2017/18.



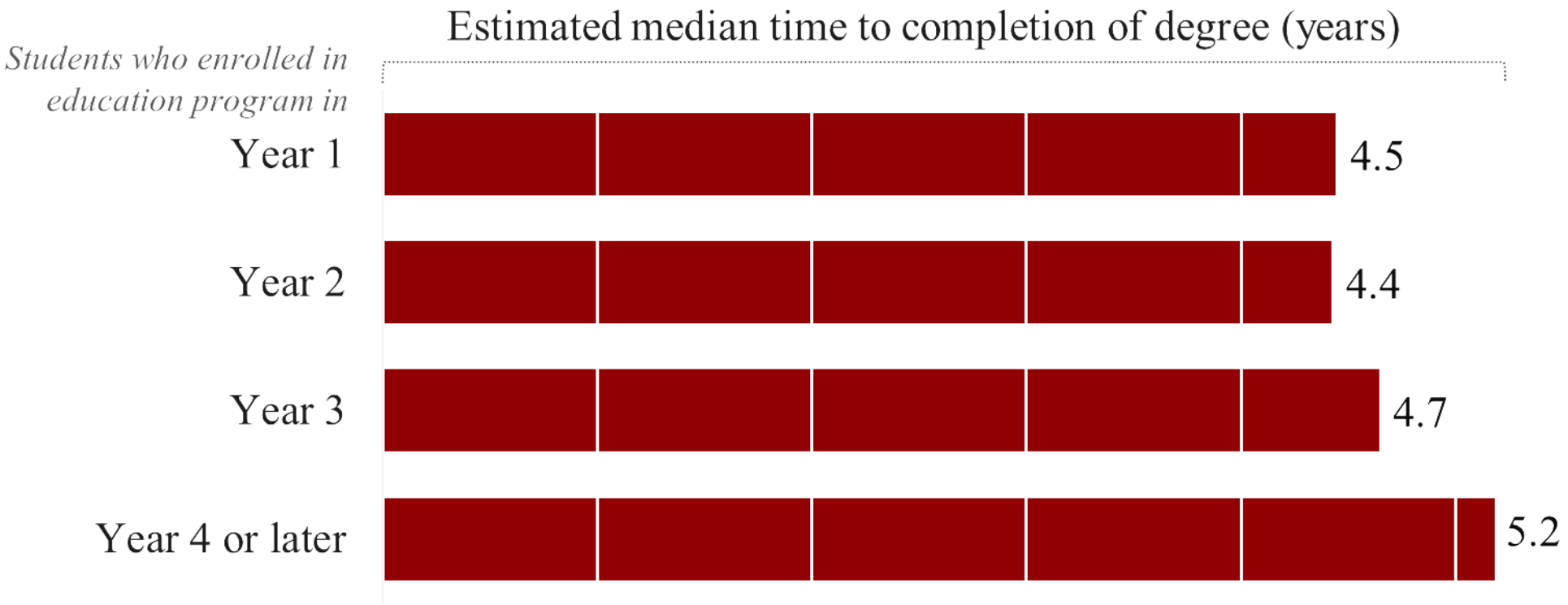
*Proportion of teachers who entered teaching before 2018/19 and remained teaching for a second year. The calculation excluded 96 teachers who entered teaching in 2018/19 for the first time.

Diversity decreased in later stages of the teacher pipeline.

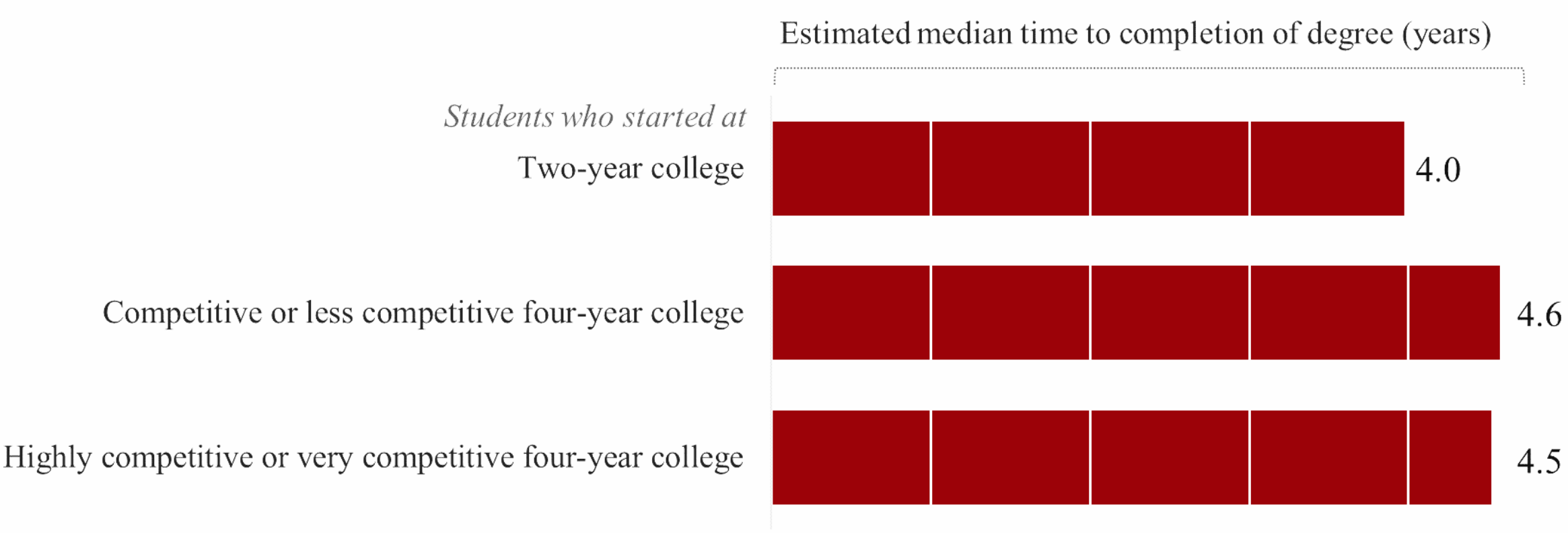




Students who entered an education program in their third year of college or later had a lower probability of completing an education degree than students who entered in their first year.



Students who started at a two-year college and later transferred to a four-year college had a higher probability of completing a bachelor's degree in education than students who started at a four-year college.



Students who received an Indiana 21st Century Scholarship in their first year of college or who received financial aid beyond their first year were more likely to complete a bachelor's degree in education.

	Received any financial aid	Received Pell Grant	Received 21st Century Scholarship
The first year of college	↓	↓	↑
Any year after the first year	↑	↓	—

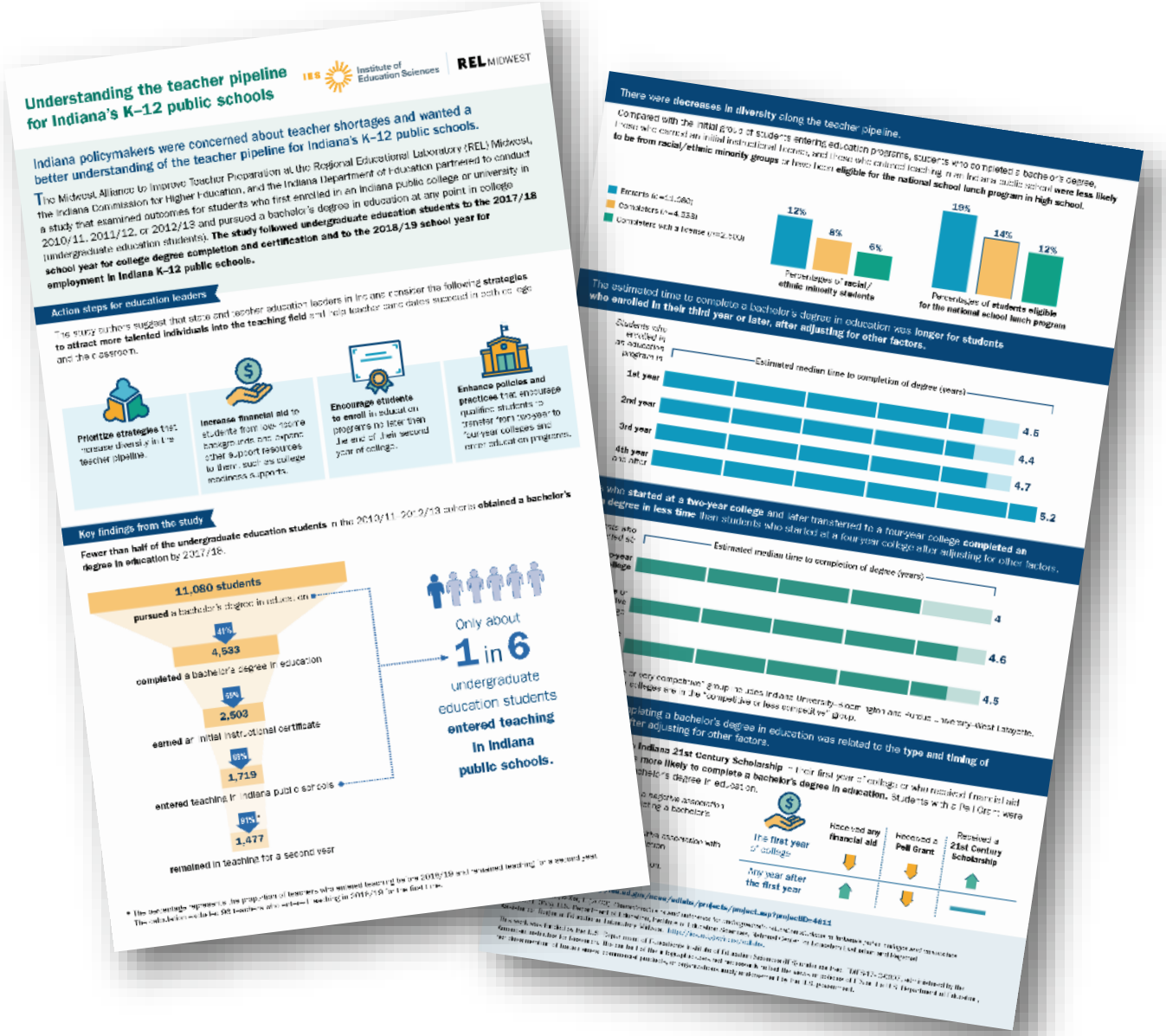
Note: Red downward arrow indicates a negative association with the probability of completing a bachelor's degree in education; green upward arrow indicates a positive association with the probability of degree completion; — indicates no statistical association.

Key takeaways

- Prioritize strategies that increase diversity in the teacher pipeline.
- Provide more support to undergraduate education students from low-income backgrounds.
- Encourage students to enroll in education programs no later than the end of the second year of college.
- Enhance policies and practices that encourage qualified students to transfer from two-year to four-year colleges and enter education programs.

Related products

- Check out the study report, snapshot, brief, and infographic: https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4611.
- Blog post highlighting key findings: https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/study-indiana-teacher-pipeline.aspx.



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Questions for the presenters?

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Indiana reflections on the REL Midwest study

Scott Bogan

Director of Higher Education and Educator Preparation Programs

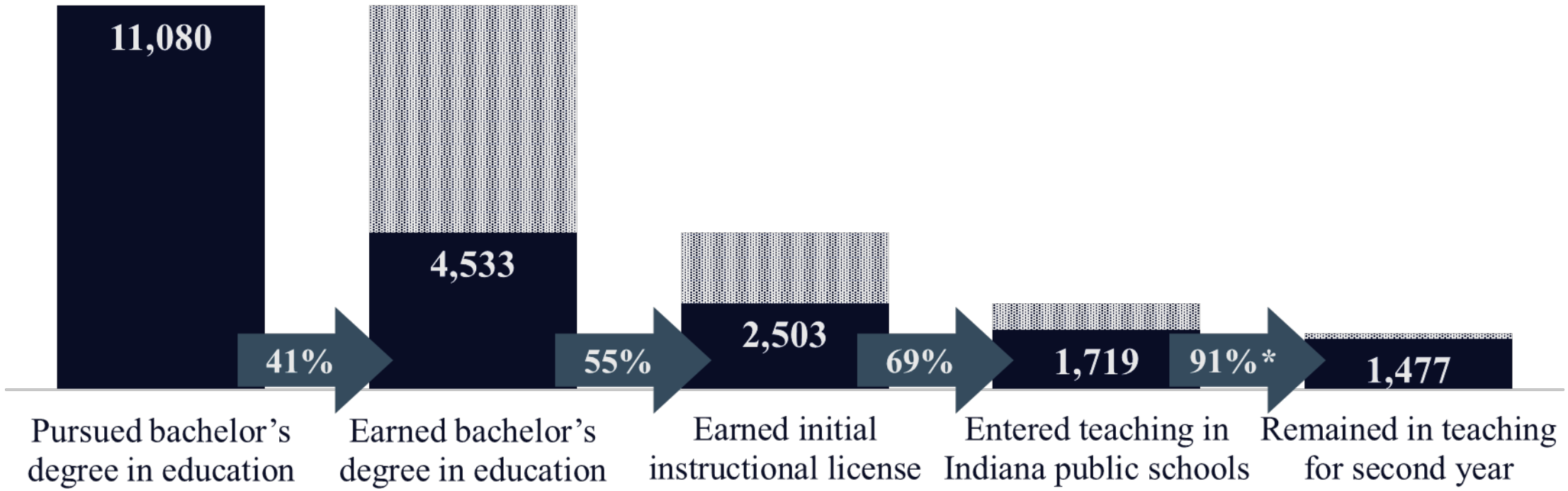
Indiana Department of Education

Rebecca Estes

Director of Leadership and Innovation

Indiana Department of Education

Indiana reflections



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Current strategies to support recruitment and retention efforts

- State agency collaboration and partnerships to increase pathways into education.
- Grow Your Own implementation support at the educator preparation program (EPP) and local education agency level.
- Reviewing Compensation Commission recommendations for additional strategies.

Credit: Photo by Allison Shelley for EDUimages; American Education: Images of Teachers and Students in Action.

Current strategies to support recruitment and retention efforts

- Supporting EPPs in creating recruitment plans focused on increasing diverse teacher candidates who are reflective of the P–12 student body.
- Support career ladders initiatives through grant funding and implementation.
- Grant funding for future educators (Commission for Higher Education Next Generation Educator).

Credit: Photo by Allison Shelley for EDUimages; American Education: Images of Teachers and Students in Action.

Contact information

- Rebecca Estes: restes@doe.in.gov
- Scott Bogan: sbogan@doe.in.gov

Indiana DEPARTMENT OF EDUCATION

Working Together for Student Success

Highlights from the Michigan Department of Education and Indiana educator preparation programs

Sarah LaVan, Ph.D.

Associate Director, Office of Educator Excellence

Michigan Department of Education

Kathryn Obenchain, Ph.D.

Associate Dean for Learning, Engagement, and Global Initiatives and Professor

Purdue University

Leah Nellis, Ph.D.

Dean and Professor, School of Education

Indiana University Kokomo

THEORY OF ACTION

If we acknowledge both the **value of diversity in the workforce** and the **barriers confronted by students** who are marginalized and on the path to a teaching career …

… we can consciously incentivize more inclusive and accessible teacher pathways that meet the challenges and expand opportunity.

MICHIGAN Department of Education

RECRUITMENT: FUTURE PROUD MICHIGAN EDUCATOR CAMPAIGN

https://bit.ly/FuturePME

Expand access to future teacher programming to **grow and diversify** the educator workforce and **reduce** educator shortages.

STUDENTS IN GRADES 6-12

CTE Programs
Explore Programs

INDIVIDUALS WORKING IN K-12 SCHOOLS

Traditional Programs
Alternative Routes
Residency Programs

CAREER-CHANGERS

Alternative Routes
Residency Programs

EDUCATORS TRANSFERRING LICENSURE FROM OTHER STATES

Full Reciprocity
Temporary Licensure

Future Proud Michigan Educator

MICHIGAN Department of Education

RECRUITMENT, RECOGNITION, AND RETENTION: WORKFORCE DIVERSITY

- Diverse Education Advisory Group → **Support policies, procedures, and processes that reduce barriers.**
- Ambassadors/Partners Program → **Leverage Michigan educators to recruit through their networks.**
- Professional Communities of Practice → **Support educators' sense of belonging and inclusion in schools.**

MICHIGAN Department of Education

GROW YOUR OWN

- Encourage youth to remain/return home to live and work in their home communities.
- Reduce the cost of higher education through community investment in youth.
- Consistent with the strategic goals of the Indiana Commission for Higher Education.
- Pilot funded by the Indiana Department of Education.

Grow Your Own: 1-2-1 partnership

Partners

- Indiana Department of Education (https://www.doe.in.gov/)
- Whitley County Schools (https://www.wccsonline.com/)
- Lawrence Township Schools (https://www.ltps.org/)
- Purdue University–West Lafayette (https://www.education.purdue.edu/)

1-2-1 structure

- Year 1: While still in high school, earn approximately one year's worth of relevant college credits through, for example, dual credit, College Level Examination Program or Advanced Placement examinations, and online classes.
  - Approximately 30 credits
  - Includes participation in "Early Start" summer program on Purdue campus prior to year two
- Years 2 and 3: Traditional years on Purdue's campus in classes with peers.

1-2-1 structure

- Year 4: Yearlong residency in home community with local education agency providing some level of financial support.
  - Possible use of 3-2-1 model adapted from Arizona State University.
  - Requires an unfilled position with salary split four ways.

3-2-1 PLAN

3 **Resident interns**

2 **Classrooms**

1 **Mentor teacher**

Contact information

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Improving and Diversifying the Teacher Pipeline

Leah M. Nellis, Ph.D.
Professor of Education
Dean, School of Education
Indiana University Kokomo

INDIANA UNIVERSITY
KOKOMO

Snapshot of the School of Education

Programs and Teacher Licensure

- 8 initial licensure programs
- 1 alternative licensure program
- 5 online collaborative programs
- High School Grow Your Own Tomorrow's Teachers
- Teacher residency program

Key Program Features

- Freshman learning community
- Early clinical experiences
- Kokomo Experience and You (KEY) experiential learning
- Social-emotional learning. and educator wellness
- Mentoring network
- Interdisciplinary recruitment

Center for Educational Partnership with 35 member school districts

Tomorrow's teachers: Growing our own

- A teacher pipeline program for high school juniors and seniors
- Codeveloped and implemented with four school district partners
- Intentional recruitment and mentoring
- Impact on students' teacher self-efficacy, teacher education enrollment, and P–12 district hiring

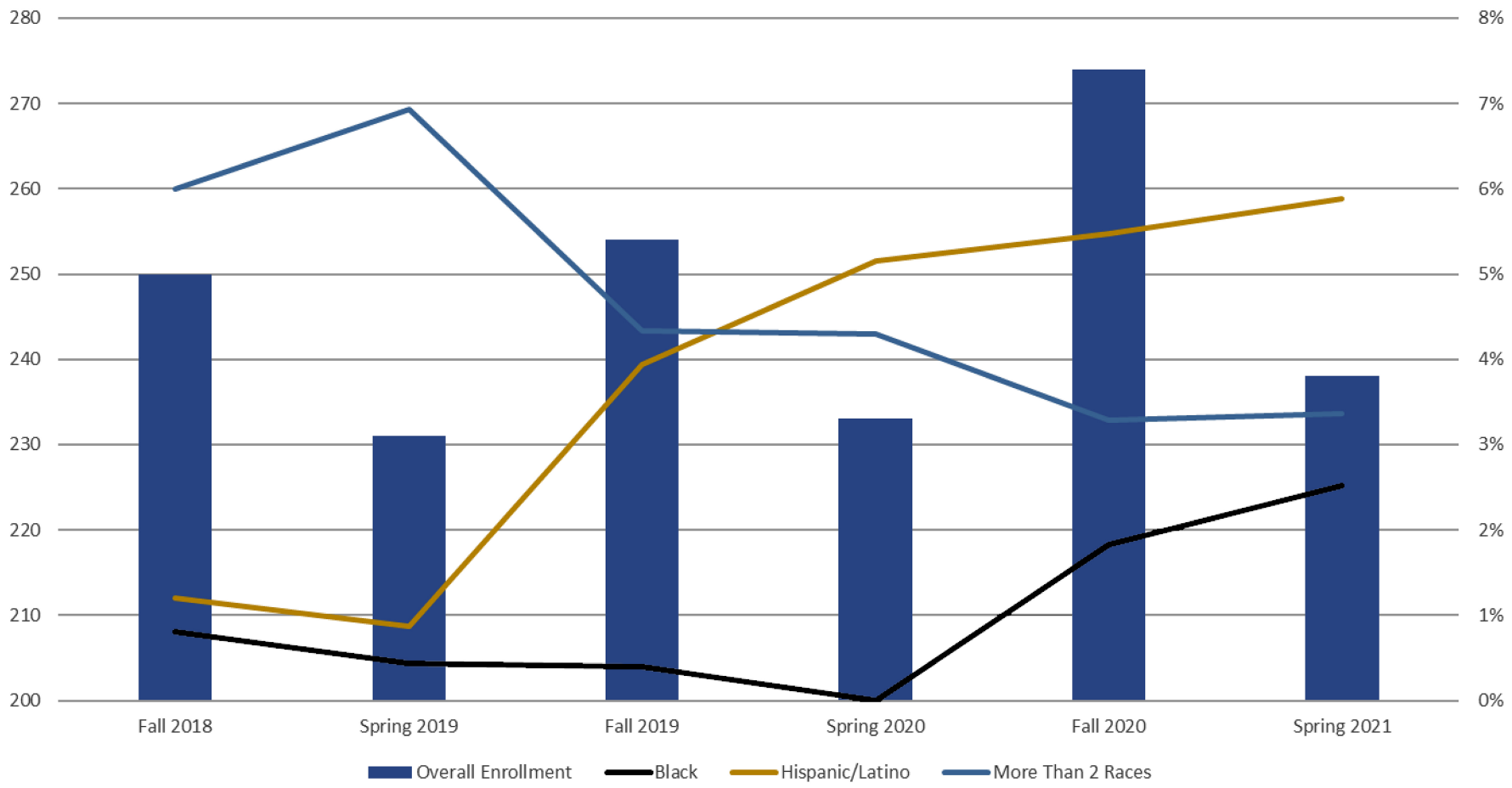
Credit: Photo by Allison Shelley for EDUimages; American Education: Images of Teachers and Students in Action.

Tomorrow’s teachers: Growing our own

Three components:

- Dual-credit courses taught by Indiana University Kokomo School of Education faculty
- Experiential learning in school district P–8 classrooms
- Indiana University Kokomo campus engagement

Three-year enrollment trend



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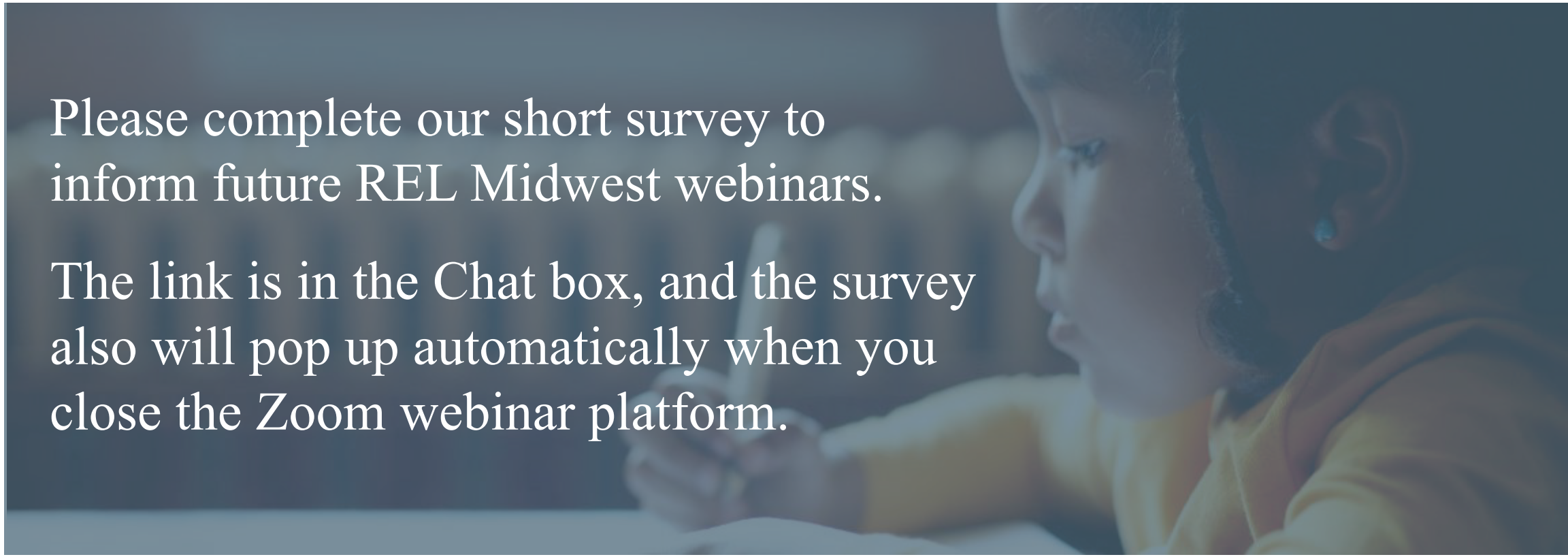
Panel discussion

Wrap-up and closing remarks



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Wrap-up and closing remarks

Follow us on Twitter: @RELMidwest.

Sign up for our newsletter to stay up to date on additional resources and events.

To request a certificate of participation, email cgoldston@air.org.

Please join us in thanking our presenters

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Thank you for joining us today.