Establishing a Pipeline of Future Special Educators

USING GROW-YOUR-OWN PROGRAMS TO RECRUIT HIGH SCHOOL STUDENTS, CAREER CHANGERS, AND PARAPROFESSIONALS
Presenters

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What Is Grow Your Own?

“Grow Your Own” (GYO) is a partnership between school districts and educator preparation providers (EPPs) to select candidates (paraprofessionals, graduating high school seniors, career changers) from local communities to earn their degree and educator license to teach.
Grow Your Own in Tennessee
The Problems to Address

- Remove financial barriers
- Address vacancies - with focus on SPED and ESL
- Eliminate concept of a first-year teacher
- Educator diversity
- EPP deserts and quality
What We Did

Become a teacher for free and get paid to do so

All graduates dual certified in either SPED or ESL

Minimum of two years for student teaching

Incorporated diversity into the rubric

Increased access to high quality EPPs
What This Led To

65 districts, 14 EPPs and 670+ future educators

Dramatically lowered cost of EPPs to under $10K

US DOL application for teacher apprenticeship

Increase in diversity of EPP enrollees

Higher performing EPPs serving more enrollees

GYO for current educators and aspiring school leaders
Clarksville-Montgomery County School System (CMCSS)

- 37,000 students
- 40 schools
- 50% student diversity
- 50% low socioeconomic status
- 30-year average of adding 670 students each year
- 400 teachers hired each year (average) with 88% retention
- 30% mobility
- 33% military affiliated
- 94%–96% graduation rate
Austin Peay State University

- 11,000 students
- 700 students in the Eriksson College of Education (COE)
- 40 faculty and staff in the COE
- 50% undergraduate and 50% graduate students in the COE
- University-wide: 40% diverse
Teacher shortage as estimated by Sutcher, Darling-Hammond, and Carver-Thomas

Projected teacher supply and demand for new teachers, 2003–2004 through 2024–2025 school years

Note: The supply line represents the midpoints of upper- and lower-bound teacher supply estimates. Years on the horizontal axis represent the latter annual year in the school year.

Source: Recreated with permission from Figure 1 in Leib Sutcher, Linda Darling-Hammond, and Desiree Carver-Thomas, *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.*, Learning Policy Institute, September 2016. See the report for full analysis of the shortage and for the methodology.
National Trend Data

22% of freshman college students declared as education majors

10% of freshman college students declared as education majors

4.6% of freshman college students declared as education majors
Causes of the Teacher Shortage

- Decline in EPP enrollments
- Higher teacher-student ratio
- Higher student enrollment
- Higher teacher attrition
- Pay inequities
- Concerns about COVID-19 and other health-related issues
Equity Concerns

• Basic Education Program funded ratio is 23:1. Wealthier districts supplement for a 19–20:1 ratio. Poorest districts have a 24:1 ratio.

• ESL teacher ratios: wealthier districts are 22:1, poorest are 40:1, even though the ESL population in wealthier districts is 3% and in poorer districts is 10%.

(TN Education Report, 2020)
Paradigm Shifts

- Preparation as a joint effort
- Opportunity not compliance
- Overlapping interests
- Awareness of constraints
Partnerships With a Priority

• Decisions informed by partnership priority.
• “How would this impact our partnerships?”
• Partnership drove university work.
Strategic Goals

• Positively impact teacher shortage (increase EPP enrollment plus teachers hired in district).

• Increase diversity for preservice teacher candidates and teachers hired in the district.

• Increase the number of teachers in high-need areas (particularly in SPED).

• Provide wraparound support to residents/apprentices in the program.

• Provide an accelerated program at no cost to students.
APSU/CMCSS Residency Programs

2019–20
- 20 high school graduates and 20 classified employees (3-year cohort)
- K–5/SPED with emphasis on early learning (Early Learning Teacher Residency)
- Working as educational assistants with full pay and benefits of Levels 4 and 5 teachers
- University classes offered in evening (3-year accelerated program)
- Free tuition/fees

2020–21
- New cohort middle school mathematics or science/SPED (40 students; Early Middle Teacher Residency)

2021–22
- New cohort K–5/SPED (45 students)
- Completes general education in community college
- Includes future teachers in the Spanish immersion program
The Pipeline Numbers in CMCSS

- Early K–5 and SPED: 35
- Middle science or middle math and SPED: 36
- K–5 and SPED: 42
Teacher Residency Supports

APSU
• Financial aid
• Registrar
• Arts and science faculty
• Advising support
• Adjuncts
• COE faculty

CMCSS
• Director of federal projects
• AVID (Advancement Via Individual Determination)
• Clarksville Montgomery County Education Association
• CMCSS adjunct professors
• Opportunity culture
University Challenges

Registrar’s Office and COE

- Advising
- Registration
- Evaluating transcripts
- Course substitutions
- Tracking
- Financial aid
Financial Challenges

- Budget impact
- Textbooks
- Fees
- Class size waivers
- Potential grants
# Residency Demographics

<table>
<thead>
<tr>
<th>Pipeline program</th>
<th>Percentage of males</th>
<th>Diverse residents</th>
<th>Classified employees</th>
<th>Community members</th>
<th>Recent high school graduates</th>
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<tbody>
<tr>
<td>ELTR</td>
<td>20%</td>
<td>27%</td>
<td>50%</td>
<td>13%</td>
<td>37%</td>
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<tr>
<td>EMTR</td>
<td>9%</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
<td>52%</td>
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<tr>
<td>ETR</td>
<td>11%</td>
<td>41%</td>
<td>51%</td>
<td>19%</td>
<td>30%</td>
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<td>LTR-1</td>
<td>0%</td>
<td>37%</td>
<td>42%</td>
<td>58%</td>
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<tr>
<td>LTR-II</td>
<td>9%</td>
<td>39%</td>
<td>61%</td>
<td>39%</td>
<td>N/A</td>
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<tr>
<td>LMTR</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>67%</td>
<td>N/A</td>
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<tr>
<td>COMBINED</td>
<td>13%</td>
<td>33%</td>
<td>44%</td>
<td>31%</td>
<td>25%</td>
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What are the Components of Registered Apprenticeship?

01 BUSINESS INVOLVEMENT
Employers are the foundation of every Registered Apprenticeship program.

02 STRUCTURED ON-THE-JOB TRAINING
Apprentices receive on-the-job training from an experienced mentor for typically not less than one year.

03 RELATED INSTRUCTION
Apprenticeships combine on-the-job learning with technical education at community colleges, technical schools, apprenticeship training schools, provided on-line or at the job site.

04 REWARDS FOR SKILL GAINS
Apprentices receive increases in wages as they gain higher level skills.

05 NATIONAL OCCUPATIONAL CREDENTIAL
Registered Apprenticeship programs result in a nationally-recognized credential – a 100% guarantee to employers that apprentices are fully qualified for the job.
First Registered Teacher Occupational Apprenticeship

- November 2021
- Tennessee Department of Education is the sponsor
- School district is the employer
- Model and funding can be replicated in Tennessee and throughout the United States
Funding Opportunities

• Apprentice: Cash to pay a variety of bills
  – Housing
  – Daycare
  – Transportation (bus, gas, repair)
  – Food
  – Medical

• Employer educational supports
  – Tuition
  – Books
  – Training
  – Salary
Funding Opportunities

Apprentice:
Cash to pay a variety of bills
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• Food
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• Books
• Training
• Salary
Next Steps

• Ensure that you have an effective partnership with a school district.
• Partnerships should establish goals for common strategic work and needs.
• Develop on-the-job competencies aligned to your teacher evaluation model.
• Establish a relationship with your state/regional workforce agency and the Department of Labor.
• Seek an apprenticeship sponsor (i.e., state department of education).
Talent Pipelines and On the Rise Academy

April 2022
During the last decade, Michigan saw fewer students enrolling in teacher preparation programs and even fewer completing them.

- From 2010 to 2018, the United States saw a decline in enrollment in teacher preparation programs (i.e., EPPs) of 35%. During the same period, Michigan’s decline was 67%, the second highest in the country.

- When it comes to completing teacher preparation programs, Michigan saw the sharpest decline of any state in the country at 54%.

Partelow (2019).
The number of exceptional student education (ESE) teachers prepared in key endorsement areas in Michigan has declined steadily from 2013 to 2019.

ESE Teachers Prepared in Michigan by Endorsement Type 2013–2019

Based on Title II Michigan State Reporting. https://title2.ed.gov/Public/Home.aspx
DPSCD Talent Pipelines expand our available talent pool—especially in hard-to-staff areas—via three connected priorities.

**Manage the pipeline.**

Improve the quality and quantity of partnerships with EPPs to ensure the pipeline they are providing matches our needs.

**Grow local talent.**

Provide opportunities for growth and advancement for DPSCD educators and create pathways to teaching for the local community.

**Train teachers differently.**

Forge cutting-edge partnerships and programs to produce effective teachers for our highest priority subjects.
Managing our pipeline and a sustained focus on recruitment has led to DPSCD staffing levels once thought impossible.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<tbody>
<tr>
<td>Vacancies</td>
<td>275</td>
<td>120</td>
<td>75</td>
<td>46</td>
<td>More than 200 excess hires above the staffing model due to COVID-19 and fully staffed in ESE</td>
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<td></td>
<td>(40 ESE and 6 general education)</td>
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Growing our own talent from within.

In December 2020, more than 700 DPSCD support staff, including paraeducators, ESE aides, academic interventionists, and substitute teachers responded to a survey to gather data regarding interest in continuing their education. An overwhelming number of respondents indicated an interest in becoming certified teachers:

- **Sixty percent said they are interested in becoming certified teachers** (and of these, one third already had a bachelor’s degree and wanted to enroll in a program).

- **Of those wanting to become a teacher, 50% cited program cost** as the most important factor influencing their decision to apply.
On the Rise Academy launched in spring 2021 as the first district-based alternative route program in Michigan.

**Local**  
Seek talented people with **deep roots** in the community.

**Diverse**  
Recruit candidates whose demographics **mirror our students** by removing common barriers that disproportionately impact candidates of color.

**Low to no cost**  
The program is **free for individuals who commit to teaching** in DPSCD for 6 years.

**Aligned**  
Engage participants in coursework and coaching that is fully aligned to our **Vision of Excellent Instruction** and rooted in DPSCD’s students’ needs.

**Rigorous**  
Establish **high standards** for future teachers through a rigorous training model that includes authentic fieldwork, coursework, and multiple performance screens to ensure we are putting the best teachers in front of our students.
The program recruits from two pipelines of potential teachers. The first fellow cohort launched in June 2021.

| Aspiring Teachers | Called **Fellows**, they will participate in our alternative certification program to earn initial certification. |
| Certified Teachers | Called **Continuing Teachers**, they will expand their impact by earning an additional endorsement in a high-need area. |

In the launch year (2021), candidates sought certification in elementary, integrated science, and mathematics. For Year 2, we are expanding to ESE/SPED in select endorsement areas (cognitive impairment, emotional impairment, learning disabilities) with the passage of a new law in Michigan allowing alternative-route providers to endorse in ESE.
Candidates for On the Rise Academy are selected through a rigorous, multiphased selection process.

Candidates submitted initial applications through our career site just like other applicants. In addition to screening candidates for entry requirements and eligibility, candidates responded to essay questions to assess professionalism, critical thinking, and commitment to the school community.

Brief telephone screens evaluated candidates’ content knowledge and further assessed their commitment to DPSCD.

The final step in selection included a panel interview with DPSCD principals and a demonstration lesson. Candidates were provided with feedback on their lesson and asked to apply a specific piece of feedback in a mini reteach.

In Year 1, 215 candidates applied for 62 Fellow spots.

70% of the Fellows are current employees, including:
• clericals,
• academic interventionists,
• paraeducators,
• trainable aides,
• attendance agents, and
• substitutes.
On the Rise Academy is expanding its access to diverse, high-quality teacher talent.

- Alternative certification programs often are more diverse than traditional programs. Nationally, traditional EPPs are close to 70% White, whereas alternative certification programs are 47% white.

- On the Rise Academy’s inaugural cohort is 82% Black/African American and 87% non-White, which closely mirrors the DPSCD student population. In addition, 23% of the cohort identifies as Black males compared with 13% of current DPSCD teachers.

- Research has shown that teachers trained under a practice-focused, content-specific model are as or more effective than teachers trained in traditional models of preparation.
On the Rise Academy uses a practice-based model of teacher preparation that immerses participants in authentic field-based experiences.

Instructors introduce a high-leverage practice and make connections to the core training competencies.

Instructors model the high-leverage practice through live or video models.

Participants engage in multiple rounds of practice and receive feedback from coaches and peers.

Participants plan how to use the high-leverage practice in their classrooms.

Participants apply feedback and revise their approach to the high-leverage practice.
Fellow training begins with an intensive institute experience, aligned to DPSCD’s Vision of Excellent Instruction.

**Skill Building**
Fellows participate in instructor-led sessions in four strands: Culturally Relevant Pedagogy; Management, Culture, and Climate; Teach Like a Champion; Rigorous Content

**Field Experience**
In collaboratives with three peers, Fellows practice teaching in DPSCD summer school classrooms while receive coaching from a model teacher.

**Performance Screen**
Fellows must pass a performance screen to be recommended for the interim teaching certificate and continue their training.
During the school year, Fellows and Continuing Teachers complete online coursework while teaching in the certification area they are pursuing.

**Coaching**
Participants receive intense coaching that includes

- one-to-one in-class coaching,
- monthly responsive coaching seminars, and
- quarterly intercessions.

**Online Coursework**
Participants pursuing a general education certification will complete three content-specific, practice-focused courses aligned to DPSCD’s Vision of Excellent Instruction.

Participants pursuing SPED endorsements will complete the equivalent of 32 additional credit hours of SPED-specific coursework.

**Performance Screen**
Participants must pass a performance screen with multiple measures of performance:

- Thrive for Teachers (DPSCD’s evaluation system) includes observations, student surveys, commitment to school community, and student achievement
- Portfolio
“This program gives us everything that a brand-new teacher who went through a teacher prep program wishes that they had. That’s the best way I can describe it.”

—Demarcus James, Fellow
References


Contact Information

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