

Establishing a Pipeline of Future Special Educators

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



Presenters



David Donaldson
National Center for
Grow Your Own
(NCGYO)



Dr. Lisa Barron
Austin Peay State
University (APSU)



Ben Jackson
Detroit Public
Schools
Community
District (DPSCD)

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)

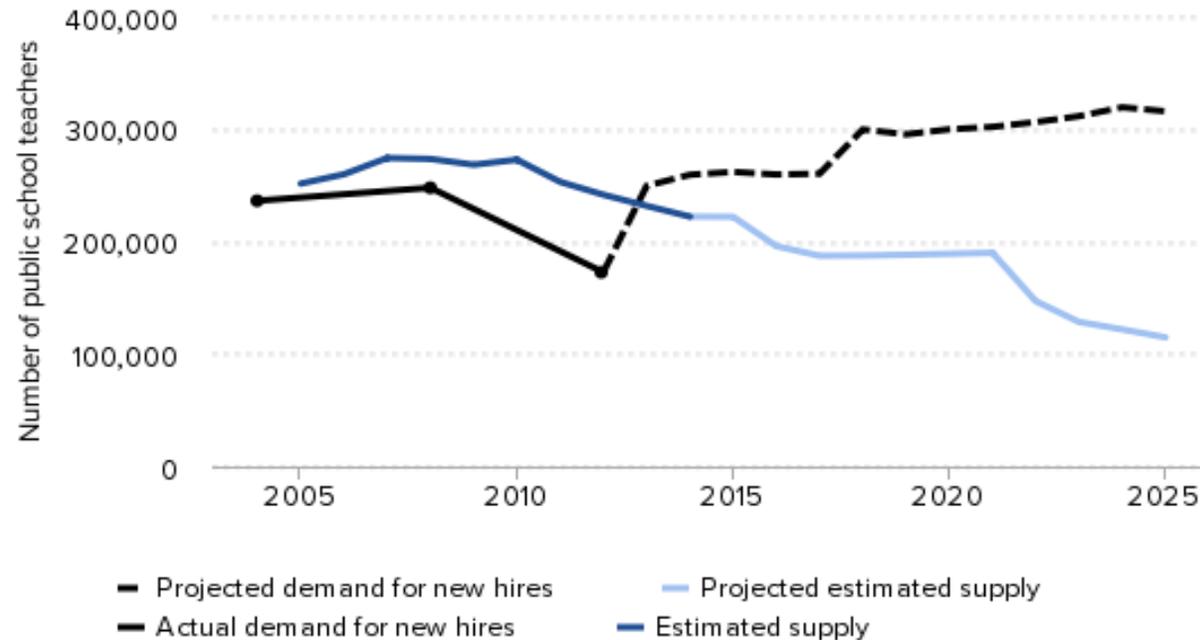
- 37,000 students
- 40 schools
- 50% student diversity
- 50% low socioeconomic status
- 30-year average of adding 670 students each year
- 400 teachers hired each year (average) with 88% retention
- 30% mobility
- 33% military affiliated
- 94%–96% graduation rate

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 Sutchter, 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 Sutchter, 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

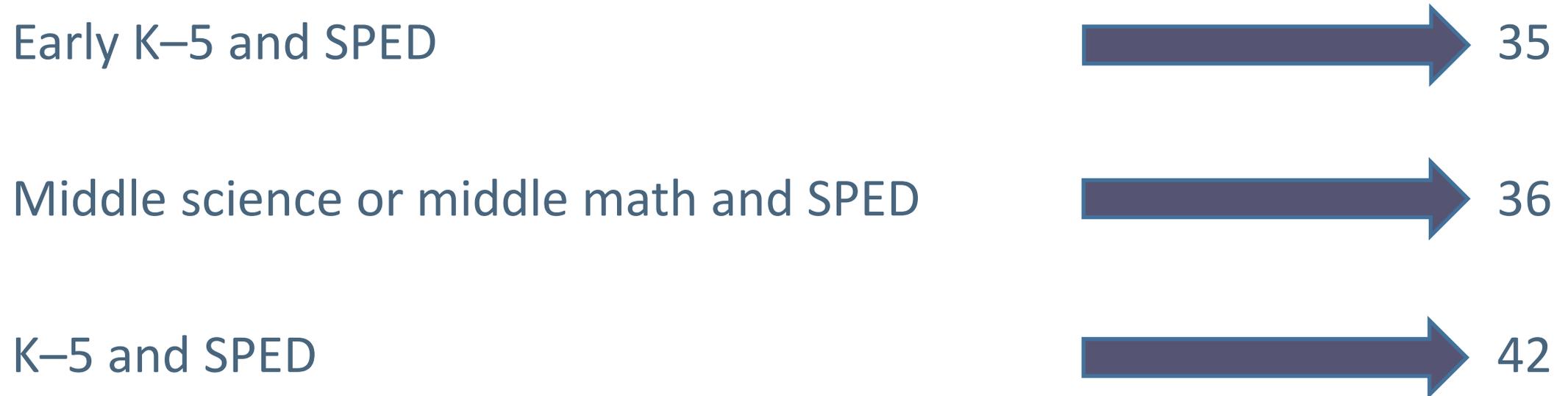
2020–21

- 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



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

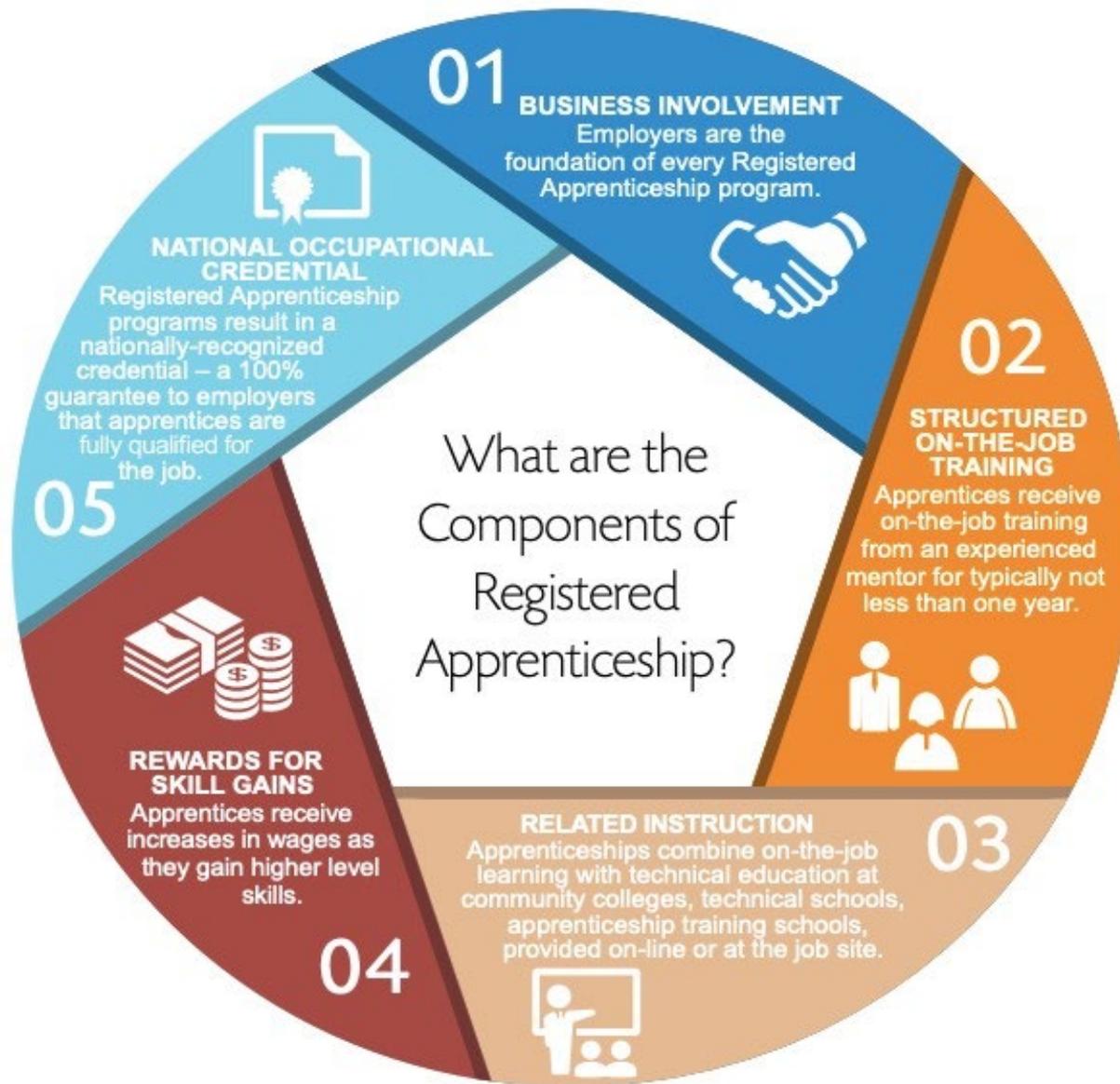
- Advising
- Registration
- Evaluating transcripts
- Course substitutions
- Tracking
- Financial aid

Financial Challenges

- Budget impact
- Textbooks
- Fees
- Class size waivers
- Potential grants

Residency Demographics

Pipeline program	Percentage of males	Diverse residents	Classified employees	Community members	Recent high school graduates
ELTR	20%	27%	50%	13%	37%
EMTR	9%	24%	24%	24%	52%
ETR	11%	41%	51%	19%	30%
LTR-1	0%	37%	42%	58%	N/A
LTR-II	9%	39%	61%	39%	N/A
LMTR	33%	33%	33%	67%	N/A
COMBINED	13%	33%	44%	31%	25%



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

- Housing
- Daycare
- Transportation (bus, gas, repair)
- Food
- Medical

Employer educational supports

- Tuition
- 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).

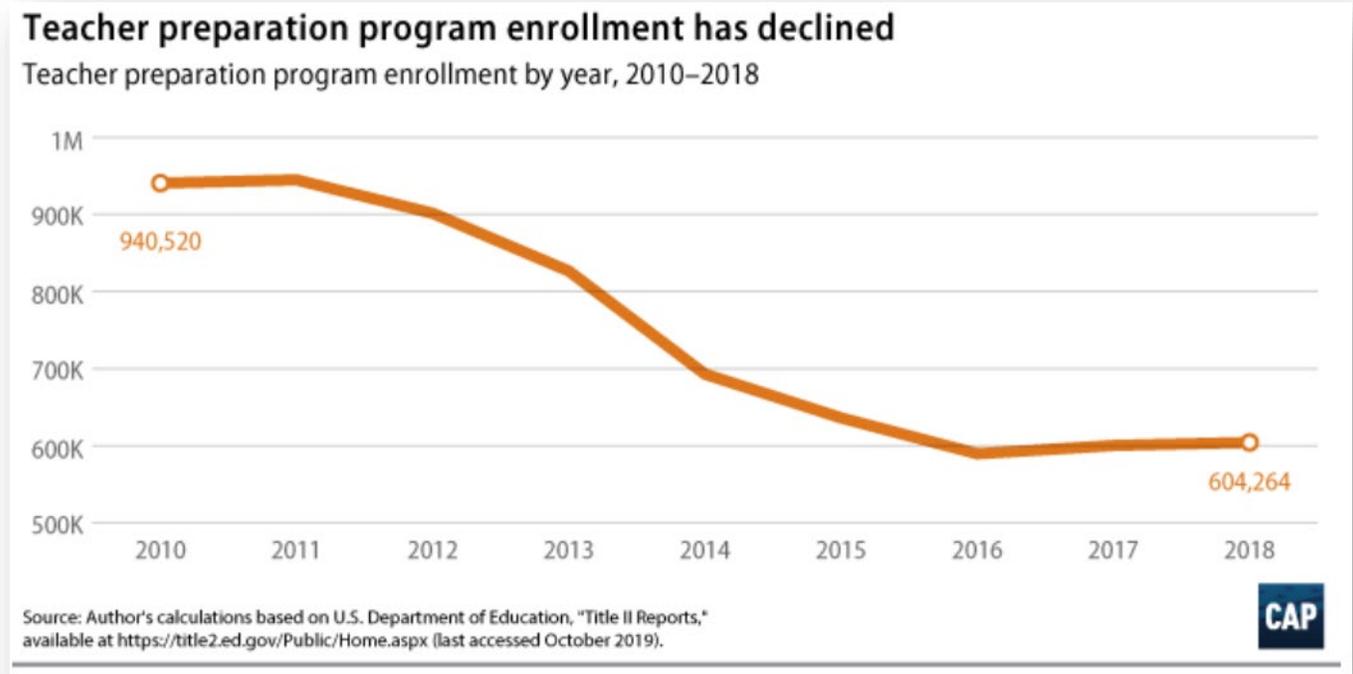
Talent Pipelines and On the Rise Academy

April 2022



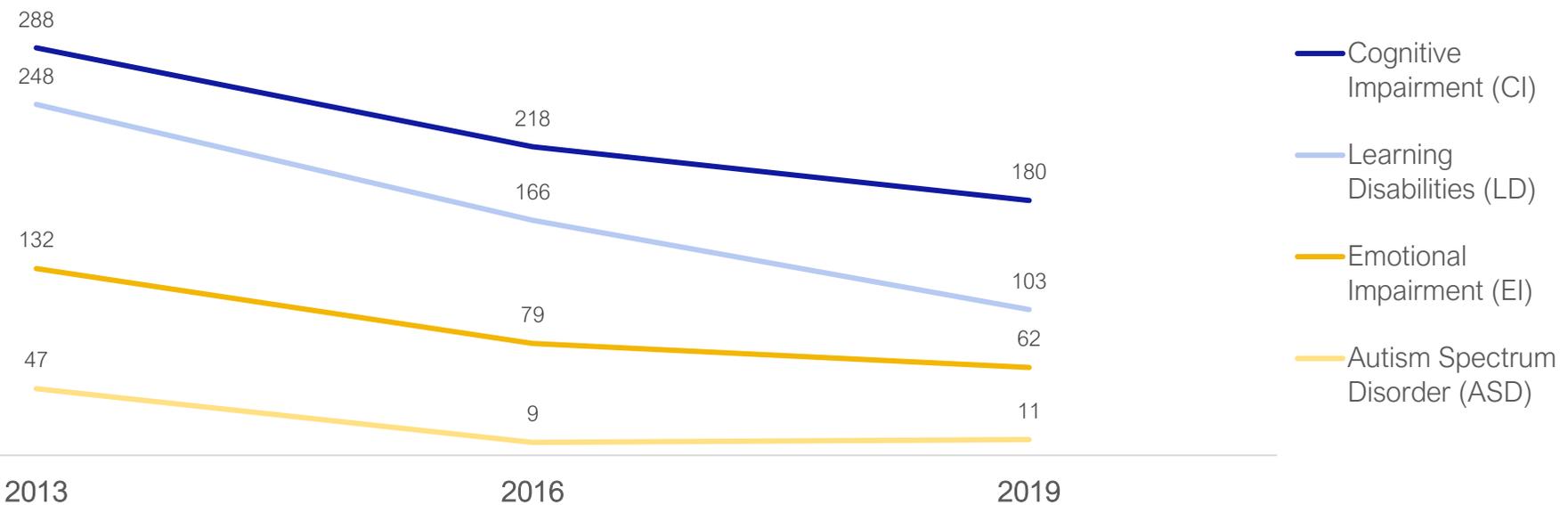
During the last decade, Michigan saw fewer students enrolling in teacher preparation programs and even fewer completing them.

- 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%.



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.

	2017	2018	2019	2020	2021
Vacancies	275	120	75	46 (40 ESE and 6 general education)	More than 200 excess hires above the staffing model due to COVID-19 and fully staffed in ESE

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.

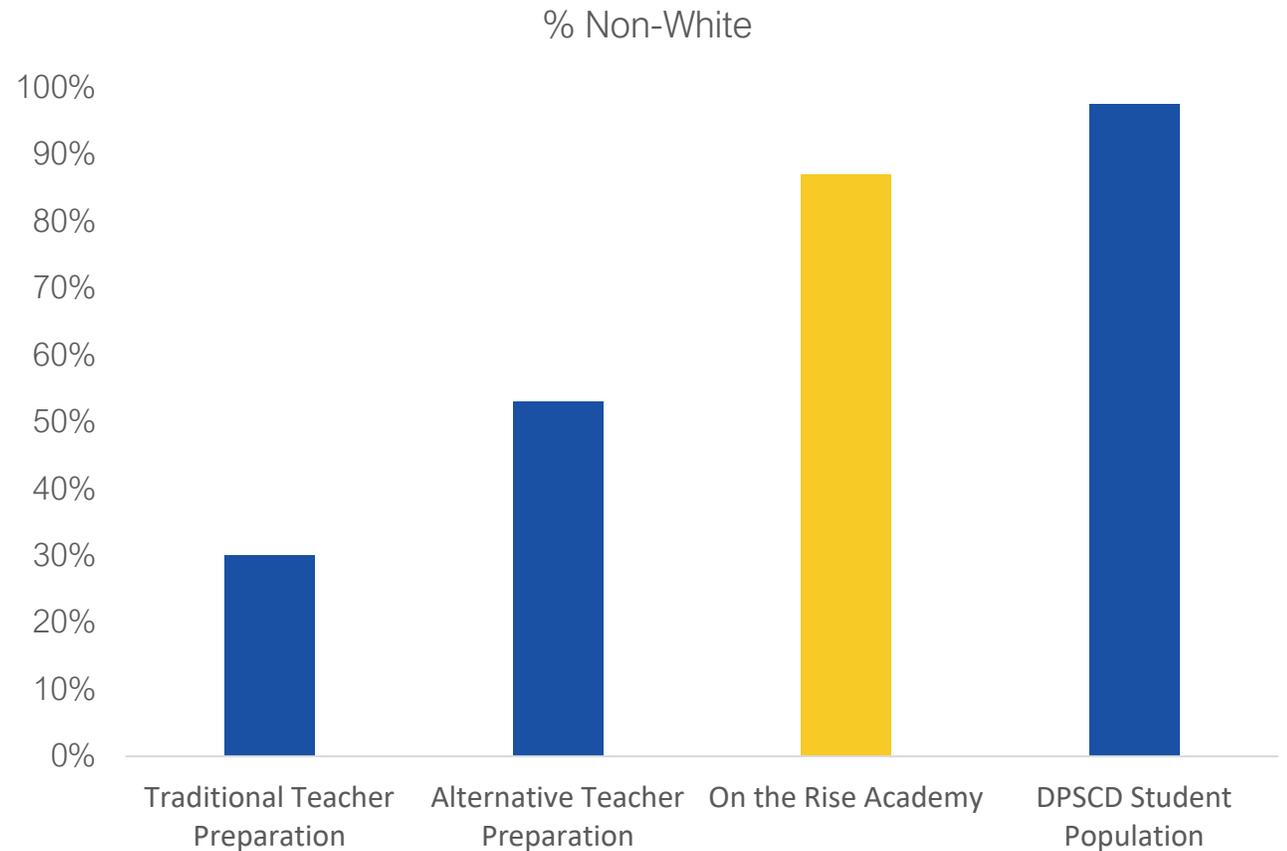
70% of the Fellows are current employees, including

- clericals,
- academic interventionists,
- paraeducators,
- trainable aides,
- attendance agents, and
- substitutes.

On the Rise Academy is expanding its access to diverse, high-quality teacher talent.

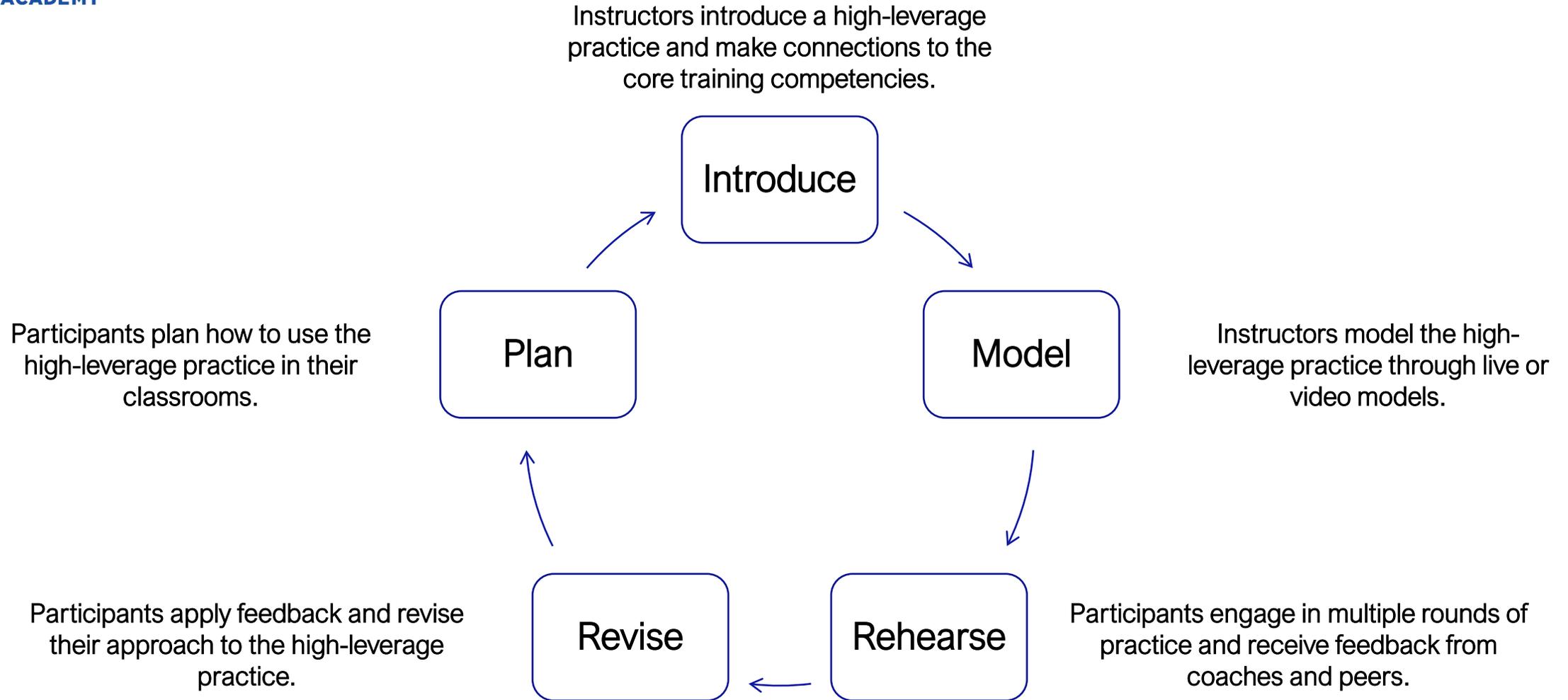


- Alternative certification programs often are more diverse than traditional programs. Nationally, traditional EPPs are close to 70% White, whereas alternative certification programs are 47% white.
- On the Rise Academy's inaugural cohort is 82% Black/African American and 87% non-White, which closely 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.



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

New Detroit program puts support staff on the fast track to become teachers

By Lori Higgins | Oct 13, 2021, 7:17pm EDT

“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



Damarcus James, a former college transition advisor, is one of dozens of people who are part of an inaugural program to provide an alternative path towards becoming a teacher in the Detroit school district.

| Lori Higgins / Chalkbeat

References

Partelow, L. (2019). *What to make of declining enrollment in teacher preparation programs*. Center for American Progress. <https://www.americanprogress.org/article/make-declining-enrollment-teacher-preparation-programs/>

TN Education Report. (2020).

Contact Information

Dr. Lisa Barron of Austin Peay State University: barronl@apsu.edu

Ben Jackson of Detroit Public Schools Community District: benjaman.jackson@detroitk12.org

David Donaldson of National Center for Grow Your Own: info@ncgyo.org and www.ncgyo.org