



GROWING THE TEACHING PROFESSION

A BLUEPRINT TO
ESTABLISHING A
PLACE-BASED GROW
YOUR OWN PROGRAM



**EDUCATORS
RISING**

A Division of
PDK
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WELCOME

American Public Education has reached a crisis point. America needs teachers – districts and states across the country are struggling to put qualified, effective educators in their classrooms, and our current teacher population continues to be primarily white and female, even as our student population becomes more diverse. Educator preparation programs are seeing increasing drops in enrollment; the 2018 PDK Poll found that, for the first time, more than 50% of parents do not want their children to consider education as a profession.

However, there is hope. Here at PDK International, we have spent the last five years building and implementing Educators Rising, a nationwide grow your own program that introduces middle and high school students to teaching while giving them an opportunity to learn crucial skills. And we're seeing results. Sixty percent of the 2019-20 Educators Rising student members state that participation in Educators Rising has increased their desire to join the teaching profession, while 61% state that Educators Rising has given them strong teaching skills. (Li, Maddock, & Sampson, 2020)

I am inspired by students like Dylan Schneider. Dylan was planning to pursue a medical career, until a teacher asked him to help lead a Future Educators Association (FEA) chapter. FEA gave him the opportunity to observe, shadow, and intern in classrooms around the district, developing his skills in public speaking, classroom management, and lesson plan development while still in high school. As FEA transitioned to Educators Rising, he was provided the opportunity to present to his local school board and to work with the state department of education, gaining invaluable experience working directly with policy makers and administrators. Dylan also served nationally for Educators Rising as National Chief of Staff for the 2018-19 school year. He recently graduated from college, has accepted a position to teach 6th-grade science at Emporia Middle School in Emporia, Kansas, in the fall, and will be planning and hosting the second iteration of his annual Trauma Informed Educators Conference in November 2020.

However, building an educator pathway program is only one piece of the puzzle. The 2019 PDK Poll found that 50% of teachers have considered leaving the profession, often citing a lack of respect from the community and inadequate pay as motivating factors. To create a sustainable educator workforce, we have to rethink the profession as a whole. What is preventing classroom teachers from feeling appreciated and respected? What additional supports can be implemented to give teachers a voice and autonomy in their practice? What types of professional growth opportunities can ensure that teachers feel continuously fulfilled and challenged by their work?

Educators are the foundation of our society and communities. From our experience, we have collected best practices from around the country, and along with input from other experts in the field, are presenting them here to guide and support your work. We are proud to be part of this work recruiting the next generation of qualified, diverse educators and thank you for joining us.

There's power in teaching.



Joshua P. Starr, Ed.D.
Chief Executive Officer
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TABLE OF CONTENTS

Executive Summary..... 4
Introduction..... 6
Teacher Preparation and Grow Your Own..... 7
Exploring the Option for Implementation of a Grow Your Own Program..... 12
Planning to Implement a Grow Your Own Program..... 18
Pilot Phase of Implementation..... 26
Expansion of Implementation..... 30
Evaluation..... 36
Retention of Grow Your Own Teachers..... 40
Conclusion..... 45
References..... 46



EXECUTIVE SUMMARY

As districts and states across the country are confronting a shortage of qualified teachers, particularly teachers who are diverse and willing to teach in high-needs areas, many are turning to grow your own programs to create a sustainable solution. Grow your own programs recruit students from the current high school population to enter educator pathway programs that introduce these students to a career in teaching. Districts and states then partner with local educator preparation programs to offer enrollment incentives to students, keeping them close to home so that they will return as teachers to the classrooms where they currently learn.

To guide and support districts and states in this work, this Blueprint will outline step-by-step how to create and implement a place-based grow your own program. The phases of the work are:

1. Exploring the Option for Implementation of a Grow Your Own Program

Stakeholders come together to discuss why a grow your own program is needed in the district or state, if any programs or supports currently exist, whether implementing a new program is feasible, and how such as program would be designed.

2. Planning to Implement a Grow Your Own Program

A program takes shape, including how it will be funded, who will be teaching, and which local institutions of higher education, community groups, and funders will serve as partners. Planning also includes how to create buy-in from students, parents, and the larger community.

3. Pilot Phase of Implementation

The educator pathway program begins at a small number of school sites, providing time to identify best practices and work out any problems prior to expanding the program.

4. Expansion of Implementation

The program is expanded to additional school sites across the state or district to reach as many interested students as possible and to create a full sustainable pathway program.

5. Evaluation

Ongoing evaluation requires continuous feedback from students, parents, and teachers to ensure that the program is operating as designed to fill the needs created by the shortage.

Each section of this Blueprint will explore the work to be done to move forward, including the stakeholders who need to be involved; the logistics, communications, and financial work; and examples of best practices. In recognition that some programs are initiated at the district level, while others begin at the state level, the distinction in work and roles is specified where necessary.

Several key findings and recommendations in this Blueprint include:

- ▶ Communication with all key stakeholders throughout the imagining, implementation, and evaluation processes is crucial to ensure support and buy-in.
- ▶ Financial support can be found through programs built to support workforce development, such as career and technical education (CTE) funds through Perkins V.
- ▶ Students who are attracted to a career in education tend to want to make a positive impact in their communities and believe in the power of educators to do so. This should be highlighted in recruitment strategies.
- ▶ Programs across the country have developed innovative strategies for bringing students back to their home districts after their postsecondary education, including awarding scholarships to local universities as part of the career and technical student organization (CTSO) experience and committing to hiring graduates upon their completion of a degree and teacher certification.

This Blueprint also outlines the importance of strong retention policies and programs for novice teachers to ensure that grow your own graduates who return to teach stay in the classroom. This section explores the reasons teachers name for leaving or considering leaving the profession, how school administrators can rethink the classroom teacher role to provide increased job satisfaction, and actions leaders can take to reduce turnover.

The main purpose of this Blueprint is to support districts and states in implementing grow your own programs with the urgency they require. Rather than having stakeholders and leaders spend valuable time figuring out where to start and when to move forward, this guide provides step-by-step instructions and implementation checklists informed by experts in the field.



INTRODUCTION

It's time for a better approach to teacher recruitment and development. States and districts across the country are struggling with a growing teacher shortage, as students carry the long-term consequences of underprepared teachers filling the void. 65 percent of districts nationwide identify not having enough candidates for open positions as a “big challenge.” (American Association for Employment in Education [AAEE], 2018)

All students, regardless of background or zip code, deserve effective teachers. Additionally, specific needs must be prioritized, which requires a focus on recruiting teachers of color to reflect an increasingly diverse national and student population. While the student population is 52.5% children of color, the teacher workforce is 81.9% white (National Center for Education Statistics, 2018). America is also facing acute shortages of teachers in the STEM subjects, special education teachers, bilingual educators, and male teachers (AAEE, 2018). This is against a backdrop of shortages in the overall teacher population: As the student population is projected to grow by more 3 million students over the next decade, teacher education programs have seen a 35% drop in enrollment since 2009 (Sutcher et al., 2016).

Place-based grow your own programs are transforming how America develops aspiring teachers. Starting with high school students, programs provide passionate young people with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. The goal is a pathway for preparing accomplished teachers who are ready on day one to make a lasting difference — not only in the lives of their students, but also in the field of teaching more broadly.

These programs are growing across the country as more districts and states feel the urgency behind the educator shortage. However, due to their relative infancy, a clear outline for how to build an effective and sustainable program has yet to be developed. This guide is designed to fill that gap – starting with program exploration and ending with ongoing evaluation, we have compiled feedback and expertise from the experts doing this work and, combined with our own experience designing and implementing a nationwide grow your own program, have created a document outlining the steps, stakeholders, and resources necessary to build a sustainable pathway.

This guide is based on the premise that a district or state is planning to implement an educator pathway program that includes both a curricular and extracurricular component starting at the high school level. The goals of this program include increasing the amount of certified teachers in classrooms and increasing diversity among them, resulting in a qualified workforce that reflects the demographics of the students they teach.

TEACHER PREPARATION AND GROW YOUR OWN

Teacher training programs can be divided into two categories: traditional certification programs (TC) and alternate certification programs (AC) (Constantine et al., 2009). TCs operate through colleges and universities, wherein an individual obtains their undergraduate degree in teaching and, subsequently, obtains their teaching certification through the state where they are teaching. An AC may operate through a college or university, but it may also operate through an independent organization. While TCs train undergraduate students, ACs may train a variety of individuals who are interested in becoming teachers — most commonly, those with the specific features or skills needed to fill a particular teaching position (U.S. Department of Education, 2015). Another critical difference between TCs and ACs is in the timing of their certification. Typically, TCs are fully certified before they become teachers while ACs may obtain their certification while they are teaching (U.S. Department of Education, 2013). The selectivity, amount of coursework, and purpose of AC programs vary, and studies find inconclusive or mixed results when comparing the effectiveness and retention rates of TC and AC teachers (Bowe et al., 2011; Constantine et al., 2009; Garcia & Weiss, 2019a; Kee, 2012; Redding & Smith, 2016; Uriegas, Kupczynski, & Mundy, 2014).

How do grow your own programs (GYO) fit into this landscape? Conra Gist, Margarita Bianco, and Marvin Lynn (2019) described GYOs as “(a) a community-driven focus to increase the number of teachers from the local geographic community (e.g., community activists, parents, and paraprofessionals) and (b) a precollegiate pipeline focus to increase the number of middle and high school students of color entering the teaching profession.” GYOs are community-based programs that place a high value on the unique culture of the community. GYOs seek to recruit members of a community into their schools as teachers, seeing them as valuable assets because their perspectives and life experiences reflect the students who they are teaching. By doing so, GYOs endeavor to diversify the teacher workforce, of which 82% was white in 2016 (U.S. Department of Education, 2016). GYOs may recruit adult members of the community into TCs or ACs, although partnerships between GYOs and TCs are more common (Gist, 2019). The typical approach is for GYOs to recruit middle and high school students by offering them courses, training, and fieldwork to prepare them for entering and succeeding in TCs (Valenzuela, 2017).

Educators Rising

Phi Delta Kappa International (PDK International) was established in 1906 as a professional nonprofit for educators. PDK International now supports more than 100,000 teachers and school leaders throughout the arc of their careers by elevating the discourse around teaching and learning by providing high-quality content, creating physical and virtual experiences intended to improve practice, and deepening educators' awareness and understanding of inequities.

Educators Rising, a program of PDK International, is a national membership organization for aspiring teachers and their mentors. Launched in 2015 as a reimagining of the existing Future Educators Association (FEA) and with the support of the PDK Educational Foundation and the National Education Association (NEA), Educators Rising provides young people hands-on teaching experience, sparks and sustains their interest in the profession, and assists in cultivating the skills needed for success in the teaching profession. Developed with support from the American Federation of Teachers (AFT), Educators Rising released the Educators Rising Academy curriculum for high schools in the 2017-18 school year. As a Career and Technical Student Organization (CTSO), Educators Rising offers resources that integrate directly into "teacher academy" career and technical education programs at the high school level. More than 2,400 schools with more than 43,000 students have joined the Educators Rising network, with 51% of the student network being students of color. Additionally, 31 states and regions are official Educators Rising affiliates, meaning additional support and programming is made available within states and regions for members.

The Educators Rising program is a flexible model that can be implemented in a variety of educational contexts. It focuses on four key areas: (1) curriculum, (2) clinical experiences, (3) performance assessments, and (4) implementation support for establishing and growing an Academy. The curriculum includes 58 lesson topics with lesson plans of varying lengths, allowing teacher leaders to modify to fit their needs. In addition to completing rigorous coursework, students have the opportunity to work in real classrooms under the guidance of a cooperating teacher, with clinical experiences run in tandem with the Beginning to Teach curriculum. As students gain new skills, they can demonstrate their proficiency by earning Beginning to Teach micro-credentials. Students earn each of the five micro-credentials by completing performance-based assessments in which they demonstrate their competencies as they align with the Educators Rising Standards. To ensure that states, districts, and schools are successful in the establishment of Educators Rising Academies, the national Educators Rising office provides a variety of supports, including technical assistance and program evaluation tools.

The Educators Rising instructional resources are grounded in the Educators Rising standards and cross-cutting themes. Developed in 2016 with support from the National Education Association (NEA) and the National Board for Professional Teaching Standards (NBPTS), the seven Educators Rising standards define what high school students exploring teaching need to know and be able to do in developing skills to become accomplished teachers. The cross-cutting themes incorporate PDK International's core values as an aspirational vision that Educators Rising will develop culturally competent, equity-driven educators.

Other Grow Your Own Programs

In addition to Educators Rising, several other programs across the United States aim to recruit high school students to enter the teaching profession. These programs have similar goals to Educators Rising, but generally approach them slightly differently.

Pathways2Teaching

Pathways2Teaching was created by Margarita Bianco, Associate Professor in the School of Education and Human Development at the University of Colorado Denver, with the intentional focus on diversifying the teacher workforce and the specific aim of recruiting students of color back to their communities as teachers. Pathways2Teaching launched in the 2010-11 school year and is currently operating programs in several districts in Colorado, eastern Oregon, and an affiliate program in Nashville, Tennessee.

Pathways2Teaching currently enrolls several hundred students and is available to students in grades 11 and 12. Students are offered concurrent enrollment with the opportunity to earn 3-9 college credits. The curriculum focuses on critical pedagogy and educational justice. Teaching is presented as an avenue for engaging with, giving back to, and disrupting inequities within students' communities (Goings, Brandehoff, & Bianco, 2018).

Upon successful completion of the three courses, students earn a Pathways2Teaching Paraprofessional certificate, which enables them to seek employment within their district as a paraprofessional immediately after high school graduation or while attending college. This opportunity provides additional hands-on classroom experience while also addressing students' financial needs while they attend college (Bianco & Marin-Paris, 2019).

Recruiting Washington Teachers (RWT)

The Recruiting Washington Teacher (RWT) program began as a pilot in 2007 by the Professional Educator Standards Board (PESB) and was expanded in 2015 to a statewide curriculum and resource bank by Washington state's legislation. The program aims to recruit diverse teachers that more closely reflect the current student population. RWT assists students as they complete high school and apply and attend college and aims to create a more robust pipeline from high school to teaching (Geiger & Rosenberg, 2018).

RWT is rooted in equity pedagogy. Students explore cultural identity and educational opportunities as they relate to the teaching profession. The statewide curriculum incorporates standards of cultural competence, new research on teacher preparation, and ideas from the original pilot sites. Students learn about educational inequities while completing a practicum or internship in elementary or middle school classrooms.

PESB maintains a relationship with four grant-funded "learning laboratory" sites where new ideas are tested and data are gathered to analyze program success. RWT claims that its participants graduate at a rate of 96% compared to 79% statewide and proceed to college at high rates, with 87% of participating seniors in the 2017-18 school year applying and being accepted to at least one college (Geiger & Rosenberg, 2018). Although long-term data have not been systematically collected until recently, former participants have been accepted to teaching positions in at least one district, and several districts provide RWT participants with a letter that guarantees them an interview upon return from college (Geiger & Rosenberg, 2018).

One challenge in assessing the effectiveness of RWT has been in its ability to track participants' academic progress after leaving high school. Starting the 2017-18 school year, PESB partnered with the WA Office of the Superintendent of Public Instruction (OSPI) to create a student program code in their Comprehensive Education Data and Research System (CEDARS) to monitor participants' long-term academic achievements. Even though this does not yield immediate RWT data, it will allow for long-term tracking capabilities going forward (Geiger & Rosenberg, 2018).

RWT conducted an anonymous student survey concerning challenges that keep participants from becoming teachers. The results showed that financial challenges are the most prominent barrier to applying to and persisting in college and pursuing a career in teaching. Additionally, time management, application hurdles, and home issues also contributed to keeping students from applying to higher education. Respondents shared that the lack of support from higher education institutions compounded with financial issues dissuaded them from pursuing a career in teaching (Geiger & Rosenberg, 2018).

The Teacher Academy of Maryland (TAM)

The Teacher Academy of Maryland (TAM) was established in 2005 and is currently operating in 13 out of 24 local school systems in Maryland. TAM is a career and technical education (CTE) program that seeks to address the teacher shortage by creating a pipeline of teacher candidates. The program aims to address critical shortage areas for middle and high school teacher positions (Teacher Academy of Maryland, n.d.).

Students begin the program in 10th grade and complete four courses by 12th grade. The program focuses on human growth and development, teaching as a profession, curriculum and instruction, and an education academy internship. TAM participants are also required to maintain active membership in Educators Rising. The Educators Rising program is used in conjunction with TAM to help middle school students develop an interest in the teaching profession (Teacher Academy of Maryland, n.d.).

Students can receive college credit and scholarships to several Maryland TC programs. For example, at Towson University, TAM program completers who are enrolled in courses and have identified education as their major are eligible for a scholarship that is renewable all four years of undergraduate studies as long as the student remains an education major. Alternatively, upon completion of the program and passing the ParaPro credential exam or Praxis Core, high school graduates are ready for employment in the education field. In 2017, more than 2,000 students were enrolled in TAM, with the vast majority being female. Over 90% of TAM students passed the ParaPro credential exam, which was 12% higher than the state average for all industry credentials for all CTE programs in Maryland. Likewise, over 72% of TAM participants completed the credit entrance requirements for the university system of Maryland, which was 13% higher than the average for all CTE programs (Maryland State Department of Education, 2018).

Teacher Cadets

Teacher Cadets started during the 1985-86 school year, piloting in four South Carolina high schools; it has since expanded to 188 schools in South Carolina and to 38 additional states. The program aims to “encourage academically talented, high-achieving, high school students with exemplary interpersonal and leadership skills to consider teaching as a career” (Teacher Cadets, 2019).

Teacher Cadets is a dual-credit course that is taught for a minimum of one class period per day. The curriculum is based on 40 standards that are aligned with those of the National Council for Accreditation of Teacher Education (NCATE), Association of Teacher Educators (ATE), National Board for Professional Teaching Standards (NBPTS), and Interstate Teacher Assessment and Support Consortium (InTASC). Content is organized into three sections: Experiencing Learning, Experiencing the Classroom, and Experiencing the Profession. Instructors are required to take a three-day in-person training (Teacher Cadets, 2019).

Of the 2,991 students who have completed the Teacher Cadets course in South Carolina, 34% are non-white and 23% are male. After completion of the course, 35% of students said they planned to pursue a career in teaching (Teacher Cadets, 2019).



EXPLORING THE OPTION FOR IMPLEMENTATION OF A GROW YOUR OWN PROGRAM

While the need for a place-based sustainable pathway into the profession is evident to many state leaders, superintendents, school leaders, and teachers, the biggest difficulty is often figuring out where to start. This section will outline how to begin exploring what a local grow your own program would look like, including identifying stakeholders, the work to be done, data to be considered, and the impact of existing policies. Concluding the section is a project plan template for this work.

Who Should Be Involved in Exploration

For a program initiated at the district level (depending on the size of the district):

Role	Responsibilities
Superintendent	<ul style="list-style-type: none"> ▶ Determine available budget. ▶ Identify community partners. ▶ Begin conversations with teacher association(s) to identify areas of collaboration. ▶ Present idea to school board.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Engage in conversations with superintendent to identify areas of collaboration.
Central Office Staff <ul style="list-style-type: none"> ▶ CTE Department ▶ HR Department 	<ul style="list-style-type: none"> ▶ Share current teacher recruitment initiatives and programs. ▶ Provide data on current teacher demographics, student demographics, and current and projected teacher shortages. ▶ Share districtwide CTE initiatives and sources of funding. ▶ Research potential funders. ▶ Hold information sessions with parents to identify their interest in supporting the program, how to gain their support, and how to best support students.
Principals	<ul style="list-style-type: none"> ▶ Share knowledge of how program would fit into school. ▶ Generate ideas for parent buy-in and student recruitment. ▶ Explore partnerships between high schools and middle/elementary schools for internship and clinical experience.
Teachers	<ul style="list-style-type: none"> ▶ Compare to existing CTE programs and how an educator pathway program would be similar and different. ▶ Identify existing CTE resources.
Parents/Families	<ul style="list-style-type: none"> ▶ Participate in information sessions with district staff to provide feedback on the program and to share thoughts and concerns about supporting students to enter the education profession.
State Department of Education Staff <ul style="list-style-type: none"> ▶ CTE Department ▶ Staff focused on educator recruitment and professional development 	<ul style="list-style-type: none"> ▶ Provide information on existing programs and opportunities for funding.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Provide information on process to create dual enrollment/credit program.
Potential Funders	<ul style="list-style-type: none"> ▶ Provide feedback on the project and advise on applying for funding.

For a program initiated at the state level:

Role	Responsibilities
State Superintendent	<ul style="list-style-type: none"> ▶ Determine Budget. ▶ Identify community partners, including potential funders.
State Department of Education Staff <ul style="list-style-type: none"> ▶ CTE Department ▶ Staff focused on educator recruitment and professional development 	<ul style="list-style-type: none"> ▶ Share current teacher recruitment initiatives and programs. ▶ Provide data on current teacher demographics, student demographics, and current and projected teacher shortages. ▶ Share statewide CTE initiatives and sources of funding.
Superintendents	<ul style="list-style-type: none"> ▶ Share knowledge of how program would fit into district. ▶ Generate ideas for parent buy-in and student recruitment.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Provide information on process to create dual enrollment/credit program.

These stakeholders will form an **advisory committee** that oversees and supports the work throughout the process. The strongest grow your own programs bridge the gaps between career exploration in high school, preparation in postsecondary, and entering the profession. Having representatives from each of these groups on the committee will ensure that a program is designed to introduce high school students to the profession, increase their chances of postsecondary achievement, recruit candidates back to district classrooms, and improve retention through supportive onboarding policies and programs.

When selecting teachers to serve on the committee, educators from existing career and technical education courses should be considered as a helpful resource, particularly if courses on early childhood or other education and training pathways are already offered in the district or state. Additionally, diverse teacher voices, including teachers of color and male teachers, should be included to inform efforts on recruiting and supporting these future educators.

The first meeting(s) of this committee should explore the work required to implement an educator pathway program, current data, and current policies.

Work to be Explored

- ▶ Sources of funding.
- ▶ Proposed program’s alignment with existing CTE courses and pathways.
- ▶ Proposed program’s alignment with state standards.
- ▶ Opportunities for offering dual enrollment/credit.
- ▶ Classroom instructor positions that will be required to administer program.
- ▶ Creation of a commitment to interview or hire candidates upon completion of an educator preparation program.

The creation of an educator pathway program involves identifying or creating curriculum, finding instructors for the course, establishing key partnerships, and building a support system for students. Providing students both a classroom-based course and a student organization to explore various aspects of the education profession gives them a firm foundation to experience the work and be prepared to enter an educator preparation program. Providing dual enrollment or credit opportunities with a local institution of higher education benefits both the student who is earning college credit and the institution that is able to use the course as a recruitment strategy. As educator preparation programs see their enrollment numbers continue to rapidly decline, these partnerships with districts are crucial.

Another successful strategy is the commitment to interview any student who comes back to the district after completion of their accredited educator preparation program. This promise of a potential position prior to starting a postsecondary program is attractive to students while helping districts ensure that those students are motivated to return home.

BEST PRACTICE: VIRGINIA BEACH TEACHERS FOR TOMORROW

In Virginia, it is strongly felt that grow your own and high school programs capturing the interests of potential teachers may be one strategy toward resolving the teacher shortage. As such, Virginia's Teachers for Tomorrow Program is offered to high school juniors and seniors interested in pursuing a career in education. The program is designed to attract high school students to the field of education through exposure to a world-class curriculum and hands-on experience that focuses on teaching. Students must complete the following eligibility requirements to be considered for enrollment in the program:

- ▶ Have and maintain a minimum 2.7 grade point average or its equivalent.
- ▶ Submit three satisfactory teacher recommendations.
- ▶ Submit a brief essay and application.

The Virginia Teachers for Tomorrow instructor is required to be a licensed teacher in the Commonwealth of Virginia. Instructors shall have at least three years of teaching experience at the secondary or postsecondary level; be endorsed in a secondary subject; and hold a valid collegiate professional or postgraduate professional license. A master's degree is required for dual enrollment courses.

Program Purpose

In keeping with the challenge to increase the pool of highly qualified teachers, the purposes of the Virginia Teachers for Tomorrow Program are:

- ▶ To identify, train, and nurture high school students interested in a teaching career.
- ▶ To support the efforts of Virginia's school divisions to meet hiring targets by cultivating an effective "grow your own" recruitment program.
- ▶ To create a high school curricular experience designed to foster student interest, understanding, and appreciation of the teaching profession.
- ▶ To attract students to teaching in critical shortage and high-needs areas of the state.

Program Benefits

In an era of teacher shortages, school divisions can identify potential teachers within their own schools. The Virginia Teachers for Tomorrow Program is an excellent long-term recruitment strategy to increase the pool of candidates who will be able to fill critical shortage vacancies, increase the diversity of teacher applicants, and promote the hiring of local candidates who are more likely to remain within their school divisions. The

BEST PRACTICE: VIRGINIA BEACH TEACHERS FOR TOMORROW (CONTINUED)

program fosters respect for teachers and the teaching profession and provides high school role models for younger students.

Additional benefits for Virginia Teachers for Tomorrow candidates include:

- ▶ An introduction to teaching and the teaching profession.
- ▶ Opportunities to satisfy beginning teacher assessment requirements.
- ▶ Potential dual enrollment credit.
- ▶ Scholarship information.
- ▶ Field trips.
- ▶ Classroom observations.
- ▶ Educational leadership opportunities.
- ▶ Teaching experience before college.
- ▶ Opportunities to make a difference in a student's life.
- ▶ Meaningful, creative, hands-on learning activities.

The high school students will experience learning as individuals and as productive citizens as they explore new concepts and ideas. The students will experience the profession as they are guided through the history of education and the functions of schools and school divisions. Additionally, the students will experience the classroom as they become acquainted with teachers and teaching on a personal and professional level, including a brief internship in a classroom setting.

Virginia Beach Public Schools adds the additional component of committing to hire 40 future educators each academic year into the classroom upon completion of a four-year degree from an accredited university. Beginning at the end of the 2007-08 school year with a commitment to two students, 39 teachers had completed the program and returned to the district as of September 2019.

http://www.doe.virginia.gov/teaching/educator_preparation/teachers_for_tomorrow/index.shtml

Data to be Considered

- ▶ Current and projected teacher shortage (numbers of positions to be filled vs. teachers available to fill them).
- ▶ Current student demographics.
- ▶ Current teacher demographics.
- ▶ Local educator preparation program(s) enrollment.
- ▶ Current career and technical education course and degree track enrollment.

Comprehensive data are the starting place for any new policy or program, particularly in education. It is imperative to understand the current environment before implementing a new initiative. Data are also necessary for goal setting — what shortages will this program need to fill? How will success be measured based on the current numbers? Why is this program needed?

Policies to be Reviewed

- ▶ Funding allocation for career and technical education programs.
- ▶ Any current educator pathway course and/or student organization offerings.
- ▶ Career and technical education and career and technical student organizations.
- ▶ Teacher preparation, certification, and hiring processes and practices.
- ▶ Credit-bearing course establishment.

Reviewing the policies listed above will provide an understanding of the gaps and opportunities this program will face. Is there work already being done that a new initiative can build on — for example, is a student organization offered for prospective future educators, but no course? Is there funding that can be applied? Are there additional needs beyond solely establishing an educator pathway program? Reviewing current policies and programs, in conjunction with the data, will provide a clear picture of what the district or state needs, where the work currently stands, and what is needed to bridge the gap.



PROJECT PLAN: EXPLORING THE OPTION FOR IMPLEMENTATION OF A GROW YOUR OWN PROGRAM

Task	Detail	Target Date	Staff Responsible
Create advisory committee			
The committee explores the work			
	Sources of funding		
	Proposed program's alignment with existing CTE courses and pathways		
	Proposed program's alignment with state standards		
	Opportunities for offering dual enrollment/credit		
	Classroom instructor positions that will be required to administer program		
	Creation of a commitment to interview or hire candidates upon completion of an educator preparation program		
The committee reviews data			
	Current and projected teacher shortage (numbers of positions to be filled vs. teachers available to fill them)		
	Current student demographics		
	Current teacher demographics		
	Local educator preparation program(s) enrollment		
	Current career and technical education course and degree track enrollment		
The committee reviews policies			
	Funding allocation for career and technical education programs		
	Any current educator pathway course and/or student organization offerings		
	Career and technical education and career and technical student organizations		
	Teacher preparation, certification, and hiring processes and practices		
	Credit-bearing course establishment		

PLANNING TO IMPLEMENT A GROW YOUR OWN PROGRAM

Once the idea for a local grow your own program has been explored by the advisory committee, the foundations and logistics of implementation need to be planned. This section will outline who needs to be involved in planning, as well as the work to be planned and the costs involved with the program. Concluding the section is a project plan template for this work.

Who Should Be Involved in Planning

For a program initiated at the district level:

Role	Responsibilities
Superintendent	<ul style="list-style-type: none"> ▶ Ensure budget allocation. ▶ Advocate policy support at the district and state levels. ▶ Collaborate with teacher association(s) on working within existing policy, promoting the program, and partnership opportunities. ▶ Work with school board to prepare and equip them to champion the program in the community, approve policy changes, and allocate funding for the program. ▶ Engage potential funders and other community partners.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Collaborate with superintendent on working within existing policy, creating new policy, and partnership opportunities. ▶ Collaborate with district staff on creating program goals and standards. ▶ Advocate for funding and support at the district and state levels.
Central Office Staff	<ul style="list-style-type: none"> ▶ Identify schools for initial implementation. ▶ Select curriculum. ▶ Select CTSO to be implemented along with curriculum. ▶ Create commitment to interview or place graduates upon their completion of an educator preparation program. ▶ Determine eligibility for Perkins funding. ▶ Work with potential funders and other community partners.
Principals	<ul style="list-style-type: none"> ▶ Commit to host and support program at the school level. ▶ Select/hire instructor(s) for course. ▶ Work with teachers to recruit students. ▶ Work with potential funders and other community partners.
Teachers	<ul style="list-style-type: none"> ▶ Plan to lead course and student organization. ▶ Organize off-site learning activities. ▶ Work with potential funders and other community partners. ▶ Plan fundraisers.
Parents/Families	<ul style="list-style-type: none"> ▶ Collaborate with district staff, principals, and teachers on student recruitment. ▶ Collaborate with teachers to ensure students are being prepared to work with parents and the community from their role in the classroom.
Students	<ul style="list-style-type: none"> ▶ Provide input into program design and offerings.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Design dual enrollment/credit offering. ▶ Collaborate with central office staff on curriculum selection. ▶ Explore option for student organization to continue at postsecondary level.
Potential Funders	<ul style="list-style-type: none"> ▶ Pledge financial support and outline requirements and goals for funding.

Questions to Ask the State from the District-Level:

1. Is this program/pathway eligible for Perkins Funding?
2. Is there training available for teachers of this pathway?
3. What are the course sequence and CIP codes for courses in this program?
4. What are the CTSO requirements for this pathway?
5. Is this program/pathway eligible for state funding?
6. Is there a contact at the state department for this pathway?
7. What are the certification requirements for a teacher to be certified to teach courses in this program/pathway?

For a program initiated at the state level:

Role	Responsibilities
State Department of Education Staff	<ul style="list-style-type: none"> ▶ Ensure budget allocation. ▶ Select curriculum. ▶ Select CTSO to be implemented along with curriculum. ▶ Advocate policy support at the district and state levels. ▶ Work with teacher association(s) on existing policy and contractual obligations, promoting the program, and partnership opportunities. ▶ Determine eligibility for Perkins funding. ▶ Work with potential funders and other community partners.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Collaborate with superintendent on working within existing policy, creating new policy, and partnership opportunities. ▶ Collaborate with district staff on creating program goals and standards. ▶ Advocate for funding and support at the district and state levels.
Central Office Staff	<ul style="list-style-type: none"> ▶ Determine schools for initial implementation. ▶ Create commitment to interview or place graduates upon their completion of an educator preparation program. ▶ Work with potential funders and other community partners.
Principals	<ul style="list-style-type: none"> ▶ Commit to host and support program at the school level. ▶ Select/hire instructor(s) for course. ▶ Work with teachers to recruit students. ▶ Work with potential funders and other community partners.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Design dual enrollment/credit offering. ▶ Collaborate with state department of education staff on curriculum selection. ▶ Explore option for student organization to continue at postsecondary level.
Potential Funders	<ul style="list-style-type: none"> ▶ Pledge financial support and outline requirements and goals for funding.

Planning Needs

- ▶ Funding
 - ▶ Purchasing or developing a curriculum.
 - ▶ Salary and benefits for the instructor(s).
 - ▶ Travel for off-site activities.
 - ▶ Student organization activities.
 - ▶ Membership fee.
 - ▶ Travel to regional, state, and national conferences.

The cost of curriculum and salary are most often covered by the district or state. However, the cost of travel and membership may be covered through community partnerships (local businesses, foundations, and other funders), as well as school-based fundraisers. The key for instructors and/or administrators and central office leaders is to plan well in advance for these funding needs (i.e., recruiting community partners during the summer or holding fundraisers early in the school year).

The Carl D. Perkins Career and Technical Education Act of 2006 (reauthorized in 2018 as Perkins V) provides nearly \$1.3 billion annually for CTE programs. States must submit a plan for approval to receive funding under this bill. For more information on specific areas of eligible funding, stakeholders should consult their state CTE departments.

▶ Curriculum content

Planning for curriculum and content requires either finding an existing product (such as the Educators Rising Academy Curriculum) or creating one from scratch. Curriculum for an educator pathway program should certainly focus on best practices in teaching and learning but should also emphasize the teacher's impact beyond curricular content. This involves exploring anti-bias work, understanding your community and future student population, and gaining insight into how your identity and background affects your students' classroom experience.

Future educators should also understand the full system that they will be a part of as a classroom teacher. This includes the district structure (including school-based administration and central office and the role of the school board); the state department of education structure; and local, state, and federal education policy.

Educator pathway curriculum also often incorporates a clinical experience, allowing students to gain an understanding of work in the classroom prior to their student teacher experience in their postsecondary program. Giving students the opportunity to "try out" their chosen subject and age group prior to committing to a preparation program can lead to increased retention in those programs — students are able to either confirm their passion for their chosen age and subject matter or recognize a misalignment and adjust to find their fit. The educator pathway instructor works with local partner schools and teachers to place students in classrooms aligned with their desired field; a common model is for this placement to happen during the students' senior year, following their junior year educator pathway coursework.

▶ **Career and technical student organization options**

A career and technical student organization (CTSO) is an extracurricular group for students in CTE pathways to further their knowledge and skills by participating in activities, events, and competitions (Stauffer, 2018). Educators Rising is currently the only national CTSO that is solely focused on preparing members for careers in the teaching profession.

As a complementary component for educator pathway programs, Educators Rising offers resources and opportunities that integrate directly into the academic programs of “teacher academy” career and technical education courses at the high school level.

Through Educators Rising, students get access to:

- ▶ **The EdRising Membership Portal, a dynamic online community that houses all student and teacher leader resources and connects members.**
- ▶ **The Educators Rising National Conference, an annual event that brings together more than 1,000 rising educators from across the country.**
- ▶ **Competitive events to demonstrate the teaching skills developed through the educator pathway program and to gain national recognition.**
- ▶ **Micro-credentials to help showcase and assess growing skills.**
- ▶ **Leadership opportunities like the Educators Rising Ambassador Program and National Student Officer Program.**
- ▶ **Scholarships to support postsecondary studies in education.**

States who have a state affiliation with the national Educators Rising organization have a designated State Coordinator who is responsible for overseeing and administering the statewide program. This includes an annual state conference, where state competitions are held; these state competitions determine the students who qualify for the national competitions. The State Coordinator also serves as Educators Rising liaison for all teacher leaders in the state, supporting their work and designing statewide resources and programming as needed. This extra level of state support ensures that programs are localized and able to support unique state needs while taking advantage of the resources and structure of the national organization.

To support students as they work through their postsecondary educator preparation program, Educators Rising Collegiate continues to provide future educators access to an additional level of supports and content to ensure they are ready for the classroom. Throughout the year, students participate in a variety of activities designed to engage them in deeper discussions around hot-button topics in education, spur them to think about actions they can take at the local level, and prepare them for a classroom of their own.

Additional Planning Needs:

- ▶ Student recruitment.
- ▶ Curriculum alignment with state CTE standards.
- ▶ School site(s).
- ▶ Hiring and/or assigning a course instructor.
- ▶ Dual enrollment/credit options.
- ▶ Curriculum alignment with state educator licensing standards.
- ▶ Physical placement of course (for example, in a traditional high school classroom vs. at a CTE center vs. at a local college/university).
- ▶ Social media and marketing strategy for students, parents, and other community members.

BEST PRACTICE: UNIVERSITY OF LOUISIANA AT MONROE PRE-EDUCATOR PATHWAY

The Educator Pathway provides a K-16/pre-education program for both TOPS (Taylor Opportunity Program for Students) University and TOPS Tech diploma-seeking high school students who intend to pursue a career in education. The ultimate mission of this pathway is to cultivate highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. The blended curriculum provides strong foundational academic knowledge and skills and education-focused coursework that build understanding of diverse learners and the learning environment. In this pathway, academic instruction and field experiences will be paired to prepare students to pass required Louisiana teacher certification exams (e.g. Praxis Core Reading, Writing, Math) and ultimately master the General Teacher Competencies required for teacher certification in Louisiana.

COLLEGE AND CAREER CONNECTIONS

College Ready	Career Ready
Certified Louisiana Classroom Teacher <ul style="list-style-type: none"> ▶ Early Childhood Education Teacher (PK-3) ▶ Elementary School Education Teacher (1-5) ▶ Middle School Education Teacher (4-8) ▶ Secondary Education Teacher (6-12) ▶ Special Education Teacher (Birth-12) ▶ Art Teacher (K-12) ▶ Foreign Language Teacher (K-12) ▶ Computer Science Teacher (K-12) 	Non-certified Educator Opportunities <ul style="list-style-type: none"> ▶ School System Cyber Security Analyst ▶ Para-professional ▶ Substitute Teacher ▶ Professional Tutor ▶ Childcare Worker

STATEWIDE CREDENTIALS INCLUDED

The following is a list of credentials for pre-educator STEM pathway students.

- ▶ CIW Web Security Professional (Advanced)
- ▶ CIW Web Security Associate (Basic)
- ▶ CIW Web Security Specialist (Basic)
- ▶ CompTIA A+ Basic
- ▶ CompTIA Security+

BEST PRACTICE: UNIVERSITY OF LOUISIANA AT MONROE PRE-EDUCATOR PATHWAY (CONTINUED)

REGIONAL CREDENTIAL LEVELS

The Pre-Educator University of Louisiana at Monroe (ULM) Regional Core Credential will be issued to students who successfully complete the full ULM endorsed pathway.

▶ TIER 1

Students will earn a Tier 1 credential by successfully completing the full ULM pathway and earning at least two dual enrollment credits from the required educator pathway course offerings and passage rate on the PRAXIS I exam or qualifying ACT/SAT score equivalent, (Per Bulletin 746: an ACT composite score of 22 or an SAT combined verbal and math score of 1100 or higher (New SAT).

▶ TIER 2

Students will earn a Tier 2 credential by successfully completing the full ULM pathway and earning a passing rate on two micro-credentials designed by Educators Rising, a national network of educators that supports curricular programs where students explore the teaching profession and gain hands-on teaching experience.

https://www.louisianabelieves.com/docs/default-source/js-graduation-pathways/pre-educator-pathway-brief--university-of-louisiana-at-monroe-pre-educator-pathway.pdf?sfvrsn=7c549d1f_2

Context and Framing

Context and framing are crucial for creating buy-in from all stakeholders, particularly those involved in funding. While costs vary by state and district, the costs of an educator pathway program are generally considerably lower than other CTE programs that often require materials and equipment to operate (Foster, Klein, & Elliott, 2014). Additionally, the return on investment can be huge for schools and their communities. Using data to present the need for an educator pathway program creates a clear picture of the urgency and potential programmatic impact for stakeholders who may not be intimately familiar with education workforce issues.

Data to share:

- ▶ The rate of teacher shortage (particularly non-white teachers, male teachers, and teachers in high-needs areas, such as STEM and special education).
- ▶ Research on the positive impact of teachers of color on students of color.
- ▶ How the teacher shortage is projected to grow over time.
- ▶ The declining rates of educator preparation program enrollment.

The most successful programs are supported not only by personnel directly in the district central office or the state department of education, but also by teacher associations, local school boards, and local funders. These groups should all be invited to meetings that involve open discussion around program design, with the ultimate goal of garnering support and creating consensus on moving forward in partnership.

Working with parents to gain their support is imperative. According to the 2018 PDK Poll, more than 50% of parents do not want their children to consider teaching as a career. Particularly for parents of color, who are more likely to have had negative experiences with the school system, the idea of the teaching profession can bring up negative feelings and traumatic memories. Changing the narrative

around the profession and highlighting the tangible benefits of being a teacher has to be part of the implementation plan. This can take the form of information packets, informational meetings for parents, or a marketing campaign in the district. Parents also have connections to local businesses and other community groups that can sponsor fundraisers, provide content and resources, and support activities.

Social media is an easily accessible tool that can reach a wide audience quickly. Social media channels can be used to build awareness of the program, to recruit students, and to attract partners and funders. Examples of campaigns include:

- ▶ **Why We're Creating an Educator Pathway Program** — demonstrating the need and potential impact for an audience of local businesses, organizations, and funders.
- ▶ **You Should Be a Teacher** — recruiting students to the program by exploring the benefits and joys of teaching in your state and/or district.
- ▶ **Why Your Child Should Be a Teacher** — informing parents about the profession and encouraging them to support their children in exploring a career in the classroom.

To attract students, emphasis should also be placed on the potential for teachers to create positive change in their communities. Eighty-three percent of Educators Rising students indicated that the ability of teachers to contribute to society was highly important in their decision to enter a career in teaching (Li, Maddock, & Sampson, 2020). Students who have never thought about teaching may be attracted to careers that position them to positively impact society, such as law, medicine, or nonprofit work. These students can be attracted to a career in the classroom instead through messaging that presents the profession as one that directly benefits and supports their community.

PROJECT PLAN: PLANNING TO IMPLEMENT A GROW YOUR OWN PROGRAM

Task	Detail	Target Date	Staff Responsible
Prepare stakeholders for their role(s) in planning			
Plan for funding needs			
	Purchasing/developing a curriculum		
	Salary and benefits for the instructor(s)		
	Travel for off-site activities		
	Student organization activities		
Plan for curriculum content			
Plan for CTSO implementation			
Plan for additional needs			
	Student recruitment		
	Curriculum alignment with state CTE standards		
	School site(s)		
	Hiring and/or assigning a course instructor		
	Dual enrollment/credit options		
	Curriculum alignment with state educator licensing standards		
	Physical placement of course		

PILOT PHASE OF IMPLEMENTATION

During the pilot phase of implementation, the program begins in a small number of sites, giving stakeholders an opportunity to identify best practices and areas of improvement prior to a wide-scale implementation. School and classroom-based educators involved in this pilot implementation should receive a high level of support from the central office and the state department of education (for a program initiated at the state level) — this is a learning experience for all involved and should be treated as such. These pilot participants will then become key trainers and experts as the program grows. Regular virtual and in-person meetings and communities of learning ensure that the pilot meets its goals of creating an effective and expandable program. Concluding the section is a project plan template for this work.

Who Should Be Involved in the Pilot Phase of Implementation

For a program initiated at the district level:

Role	Responsibilities
Central Office Staff	<ul style="list-style-type: none"> ▶ Provide training for course instructors. ▶ Check in with principals and teachers to evaluate program.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Work with district staff on areas of partnership.
Principals	<ul style="list-style-type: none"> ▶ Ensure instructors are prepared for course. ▶ Recruit students. ▶ Provide information to parents about program. ▶ Partner with local community groups for support.
Teachers	<ul style="list-style-type: none"> ▶ Create school year plan. ▶ Recruit students. ▶ Plan student organization activities. ▶ Host fundraisers.
Parents/Families	<ul style="list-style-type: none"> ▶ Collaborate with district staff, principals, and teachers on student recruitment. ▶ Collaborate with teachers to ensure students are being prepared to work with parents and the community from their role in the classroom. ▶ Identify community businesses to serve as sponsors.
Students	<ul style="list-style-type: none"> ▶ Enroll in course. ▶ Serve in student organization leadership positions. ▶ Recruit peers. ▶ Participate in fundraisers.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Host instructor trainings on campus. ▶ Provide content support to instructors throughout school year.
Community Groups	<ul style="list-style-type: none"> ▶ Provide funding, particularly for student organization costs. ▶ Provide learning opportunities for students. ▶ Donate items for fundraisers.

Community groups are a potentially rich source of support and resources. Who these groups are will vary by locality, but examples include local businesses that can provide funding for travel and activities, as well as nonprofit groups with relevant missions and other education organizations (including after-school providers, summer camps, and tutoring programs) that can provide learning opportunities. These partners can serve as strong ambassadors and supporters of the pathway program, not only by providing tangible support of the program itself, but also by creating a community that is supportive of educators.

For a program initiated at the state level:

Role	Responsibilities
State Department of Education Staff	<ul style="list-style-type: none"> ▶ Provide training for course instructors (possibly multiple trainings based on region, depending on size of the state). ▶ Check in with superintendents and central office staff to evaluate program. ▶ Provide funding.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Work with state department staff on areas of partnership.
Superintendents	<ul style="list-style-type: none"> ▶ Serve as a point of contact with state department of education.
Central Office Staff	<ul style="list-style-type: none"> ▶ Check in with principals and teachers to evaluate program. ▶ Serve as a point of contact with state department of education.
Principals	<ul style="list-style-type: none"> ▶ Ensure instructors are prepared for course. ▶ Recruit students. ▶ Provide information to parents about program.
Teachers	<ul style="list-style-type: none"> ▶ Create school-year plan. ▶ Recruit students. ▶ Plan student organization activities. ▶ Host fundraisers.
Parents/Families	<ul style="list-style-type: none"> ▶ Collaborate with district staff, principals, and teachers on student recruitment. ▶ Collaborate with teachers to ensure students are being prepared to work with parents and the community from their role in the classroom. ▶ Identify community businesses to serve as sponsors.
Students	<ul style="list-style-type: none"> ▶ Enroll in course. ▶ Serve in student organization leadership positions. ▶ Recruit peers. ▶ Participate in fundraisers.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Host instructor trainings on campus. ▶ Provide content support to instructors throughout school year.

Size and Scope of Pilot Implementation

Experts agree that the size and scope of a pilot program largely depends on capacity and funding. Statewide programs could start either in multiple districts with one school per district or in one district in multiple schools. Districtwide programs typically begin in one high school for the first year.

Items and Areas to be Monitored and Tracked

- ▶ Student enrollment.
- ▶ Student demographics (race, gender, etc.).
- ▶ Student satisfaction with the course.
- ▶ Instructor demographics (race, gender, age, length of classroom career, etc.).
- ▶ Instructor satisfaction with the course.
- ▶ Student achievement data.
- ▶ Student likelihood of entering the education profession prior to course.
- ▶ Student likelihood of entering the education profession after completion of course.
- ▶ Course rigor.

BEST PRACTICE: PILOT SITES AS LEARNING LABORATORIES - STATE OF WASHINGTON PROFESSIONAL EDUCATORS STANDARDS BOARD ANNUAL REPORT

The overarching goal of the Recruiting Washington Teachers (RWT) program is to “grow our own” diverse group of future teachers who more closely reflect the population of today’s children and youth. RWT is a Washington high school teacher academy program, founded in equity pedagogy, that helps students to explore cultural identity and educational opportunities through the lens of the teaching profession. The RWT pilot sites operate as learning laboratories out of which the curriculum and program resources have been developed. Each year, data are collected through site visits, instructor reports, and a student survey to better understand the impact of RWT. These reports are a deeper look into current successes and future areas of growth for RWT using the pilot site data.

<https://www.pesb.wa.gov/pathways/rwt/rwt-reports/>



PROJECT PLAN: PILOT PHASE OF IMPLEMENTATION

Task	Detail	Target Date	Staff Responsible
Prepare stakeholders for their role(s) in pilot implementation			
Determine size and scope of implementation			
Set up items and areas to monitor and track			
	Student enrollment		
	Student demographics (race, gender, etc.)		
	Student satisfaction with the course		
	Instructor demographics (race, gender, age, length of classroom career, etc.)		
	Instructor satisfaction with the course		
	Student achievement data		
	Student likelihood of entering the education profession prior to course		
	Student likelihood of entering the education profession after completion of course		
	Course rigor		
	Credit-bearing course establishment		

EXPANSION OF IMPLEMENTATION

Once the pilot phase of implementation has shown demonstrated success based on predetermined benchmarks, the program is ready to be expanded across the district or state. Expanded implementation has no set end date, and program goals should reflect both short- and long-term outcomes. Concluding the section is a project plan template for this work..

Who Should Be Involved in Expanded Implementation

For a program initiated at the district level:

Role	Responsibilities
Central Office Staff	<ul style="list-style-type: none"> ▶ Determine additional school sites. ▶ Ensure additional funding needed for program expansion.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Work with district staff on areas of partnership. ▶ Collaborate with state to identify areas of success and improvement.
Principals	<ul style="list-style-type: none"> ▶ Ensure instructors are prepared for course. ▶ Recruit students. ▶ Provide information to parents about program.
Teachers	<ul style="list-style-type: none"> ▶ Create school-year plan. ▶ Recruit students. ▶ Plan student organization activities. ▶ Host fundraisers.
Students	<ul style="list-style-type: none"> ▶ Enroll in course. ▶ Serve in student organization leadership positions. ▶ Recruit peers.
Parents/Families	<ul style="list-style-type: none"> ▶ Receive information from the district about the program. ▶ Collaborate with district staff, principals, and teachers on student recruitment. ▶ Collaborate with teachers to ensure students are being prepared to work with parents and the community from their role in the classroom. ▶ Identify community businesses to serve as sponsors.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Host instructor trainings on campus. ▶ Provide content support to instructors throughout school year.
Community Groups	<ul style="list-style-type: none"> ▶ Provide funding, particularly for student organization costs. ▶ Provide learning opportunities for students. ▶ Donate items to be used in fundraisers.

For a program initiated at the state level:

State Department of Education Staff	<ul style="list-style-type: none"> ▶ Plan and execute a state conference for the student organization. ▶ Determine additional school sites. ▶ Ensure additional funding needed for program expansion. ▶ Provide training for course instructors (possibly multiple trainings based on region, depending on size of the state). ▶ Check in with superintendents and central office staff to evaluate program.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Work with state department staff on areas of partnership. ▶ Advocate for funding and support at the district and state levels.
Superintendents	<ul style="list-style-type: none"> ▶ Serve as a point of contact with state department of education.
Central Office Staff	<ul style="list-style-type: none"> ▶ Check in with principals and teachers to evaluate program. ▶ Serve as a point of contact with state department of education.
Principals	<ul style="list-style-type: none"> ▶ Ensure instructors are prepared for course. ▶ Recruit students. ▶ Provide information to parents about program.
Teachers	<ul style="list-style-type: none"> ▶ Create school-year plan. ▶ Recruit students. ▶ Plan student organization activities. ▶ Host fundraisers.
Students	<ul style="list-style-type: none"> ▶ Enroll in course. ▶ Serve in student organization leadership positions. ▶ Recruit peers.
Parents/Families	<ul style="list-style-type: none"> ▶ Receive information from the state and district about the program. ▶ Collaborate with district staff, principals, and teachers on student recruitment. ▶ Collaborate with teachers to ensure students are being prepared to work with parents and the community from their role in the classroom. ▶ Identify community businesses to serve as sponsors.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Host instructor trainings on campus ▶ Provide content support to instructors throughout school year
Community Groups	<ul style="list-style-type: none"> ▶ Provide learning opportunities for students. ▶ Donate items to be used in fundraisers.

When Should the Pilot Implementation Expand

This is another determination that must be made at the local level. Factors influencing this decision include engagement and enrollment in the program; the level of commitment in terms of funding and support from the state, higher education institutions, and outside funders; and the designed length of the program.

What is Required to Expand Implementation

- ▶ Additional instructors.
- ▶ Additional school sites.
- ▶ Additional funding.
- ▶ Additional buy-in from stakeholders.
- ▶ Dual enrollment/credit options.
- ▶ Evidence of impact.

The evidence of impact should be aligned with the program’s mission and goals and should come from the data being monitored and tracked throughout the pilot phase. Benchmarks to be met prior to expansion should be determined and set prior to the initial pilot. Student voice should be used as formal and informal evidence of impact. Through survey and conversation with students enrolled in the program, stakeholders should be constantly ensuring that students are heard and ultimately benefiting from participating.

Additional Support Required for Expanded Implementation

- ▶ Partnerships.
- ▶ Assessment.
- ▶ Funding.

BEST PRACTICE: KENTUCKY TEACHING AND LEARNING CAREER PATHWAY

The Office of Educator Licensure and Effectiveness and the Office of Career and Technical Education present Kentucky high schools with an education career pathway to support the recruitment of a diverse and effective educator workforce, starting with our own high school students.

Focused on general theory and practice of learning and teaching, basic principles of educational psychology, art of teaching, planning and administration of educational activities, school safety and health issues, and social foundations of education, the pathway is designed to:

- ▶ Provide a balance of scholarly and clinical experiences and emphasize reflective practice.
- ▶ Create authentic experiences that engage students in effective educator practices.
- ▶ Create knowledge, skills, and dispositions of effective educators.
- ▶ Engage rising educators as participants in the statewide community of educators.

Students must complete the following three core courses:

Learning Communities

Students develop an understanding of the various responsibilities and systems involved in the K-12 educational system. Specifically, students acquire the knowledge of education through perspectives of classroom, school, district, state, and federal roles.

Learner-Centered Classroom

Students develop rising educators’ awareness of their funds of knowledge, as well as their personal biases that develop from their life experiences. Using research-based methods, students develop methods to impact student equity based on culturally competent models as well as growth mindset method.

The Professional Educator

Students will develop an understanding of how educators advance their profession within the classroom. Specifically, students will gain both the knowledge and skills to plan, deliver, and reflect on the process of teaching and learning.

Students select one additional course from the following options:

Collaborative Clinical Experience

Students refine the required knowledge and skills to be an effective educator while also practicing the dispositions necessary for the educational profession. Specifically, students will gain an understanding of how teachers lead through individual and collaborative growth and reflection.

BEST PRACTICE: KENTUCKY TEACHING AND LEARNING CAREER PATHWAY (CONTINUED)

Principles of Career and Technical Education

Provides a general overview of career and technical education including program areas, components, philosophy and current trends and issues. Students examine a variety of topics including: history of CTE, work-based learning, career and technical student organizations, advisory councils, professional organizations as well as the influence of legislation on CTE.

AP or Dual Credit

Students may complete an Advanced Placement or Dual Credit course in intended teaching discipline.

Career Readiness

There are multiple ways for pathway completers to meet Career Readiness requirements. Please visit the Transition Readiness webpage for more information.

I. Receiving an Industry Certification - two options approved for the TL pathway:

- ▶ American Association of Family and Consumer Sciences Pre-PAC Education Fundamentals

OR

- ▶ Educators Rising Micro-credentials:
 - ▶ Anti-bias Instruction
 - ▶ Classroom Culture
 - ▶ Collaboration
 - ▶ Formative Assessments
 - ▶ Learner Engagement

OR

II. A grade of C or higher in each course on 6 hours of KDE-approved CTE dual credit

The following universities are prepared to offer dual credit opportunities for each of the courses in the Teaching and Learning Career Pathway.

- ▶ Asbury University
- ▶ Kentucky State University
- ▶ Murray State University
- ▶ Northern Kentucky University
- ▶ University of Louisville
- ▶ Campbellsville University
- ▶ Kentucky Christian University

Recruitment Strategies for Students

- ▶ Personal invitation from teacher(s) and/or student(s).
- ▶ Collaboration with other student organizations and/or courses.
- ▶ Promotion of dual enrollment/credit options.
- ▶ Scholarship opportunities.
- ▶ In-school advertisement.

The most important factor in student recruitment, particularly when recruiting students of color and male students (two groups that are underrepresented in the educator workforce), is having adults in the building whom they respect and trust invite them to explore education as a profession. This can be the instructor teaching the educator pathway course but can also be a teacher of a different course, a coach, a guidance counselor, or any other adult that the student interacts with regularly. It is crucial to both help students see why their talents align with the profession and also serve as a counterexample to the prevailing narrative of education as a thankless job.

BEST PRACTICE: EDUCATORS RISING ARIZONA SCHOLARSHIP PROGRAM

Educators Rising Arizona, a state affiliate of the national Educators Rising organization, starts with high school students to provide passionate young people with authentic opportunities to experience teaching, sustain their interest in the education profession, and help them cultivate the skills they need to be successful educators. Each year, a range of student competitions are offered at the statewide conference. These competitions showcase students' skill and knowledge around education and classroom instruction. State universities identify competitions that align with the skills and knowledge they are attempting to recruit into their educator preparation programs. Each year, the student winners of these competitions win a full or partial scholarship to these universities, often renewable, providing a tangible benefit to both students and the university partners.

<https://www.edrisingaz.org/scholarships-1>

BEST PRACTICE: UNIVERSITY OF TEXAS AT EL PASO MINER TEACHER RESIDENCY

An example of the benefits of a strong partnership between the district, local business funders, and higher education, the Miner Teacher Residency involves a full year of hands-on clinical preparation in an elementary or middle school classroom, alongside a carefully selected and trained Mentor Teacher. In addition, residents receive ongoing coaching and support from a UTEP Site Coordinator, a UTEP faculty member who is based on-site at partner campuses.

Benefits of participating in the residency include:

- ▶ The opportunity for hands-on practice and co-teaching with a trained mentor teacher over the course of a full year.
- ▶ Tailored coaching, feedback, and guidance from a UTEP faculty member working on-site and alongside residents throughout the entire year.
- ▶ The opportunity to engage in all aspects of teaching throughout the year, including professional development workshops, PLCs, and faculty meetings.
- ▶ Part-time work opportunities in partner districts, in addition to a stipend.
- ▶ Support in resume development and interview preparation.
- ▶ Early consideration for full-time employment by partner districts.

<https://www.utep.edu/education/css/programs/undergraduate/bachelor-of-arts-in-applied-learning-and-development/miner-teacher-residency.html>

PROJECT PLAN: EXPANSION OF IMPLEMENTATION

Task	Detail	Target Date	Staff Responsible
Prepare stakeholders for their role(s) in expanded implementation			
Determine when implementation should expand			
Plan for expansion			
	Additional instructors		
	Additional school sites		
	Additional funding		
	Additional buy-in from stakeholders		
	Dual credit/enrollment options		
	Evidence of impact		
Student recruitment			

EVALUATION

Evaluation is a key component of the work, should be planned for during the planning stage, and should be ongoing throughout the life of the program. While data are key to decision-making as the program is planned, piloted, and expanded, it is particularly important to plan a wide-ranging evaluation for after the program is expanded district or statewide. Ongoing regular evaluation will ensure that the program is meeting the determined goals, including increasing and diversifying the teachers in the district or state. This is also an opportunity for the district or state to set up a Research Practice Partnership (RPP) with a local university to evaluate the program.

Who Should Be Involved in Evaluation

For a program initiated at the district level:

Role	Responsibilities
Superintendents	<ul style="list-style-type: none"> ▶ Present to the school board at least once per year on program evaluation data.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Review data against benchmarks and goals. ▶ Collaborate with district to identify areas of success and improvement.
Central Office Staff	<ul style="list-style-type: none"> ▶ Advise on content for evaluation. ▶ Provide data.
Principals	<ul style="list-style-type: none"> ▶ Observe courses. ▶ Hold meetings with instructor(s) to receive feedback on program. ▶ Hold meetings with parents to receive feedback.
Teachers	<ul style="list-style-type: none"> ▶ Complete surveys. ▶ Ensure that students complete surveys. ▶ Hold meetings with students to receive feedback on program.
Students	<ul style="list-style-type: none"> ▶ Complete surveys and provide qualitative feedback.
Parents/Families	<ul style="list-style-type: none"> ▶ Provide feedback.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Provide data on enrollment rates.
Data Experts/Researchers	<ul style="list-style-type: none"> ▶ Design and conduct evaluation.

For a program initiated at the state level:

Role	Responsibilities
State Department of Education Staff	<ul style="list-style-type: none"> ▶ Advise on content for evaluation. ▶ Provide data.
Teacher Association(s)/Union(s)	<ul style="list-style-type: none"> ▶ Review data against benchmarks and goals.. ▶ Collaborate with district to identify areas of success and improvement.
Superintendents	<ul style="list-style-type: none"> ▶ Ensure teacher association(s) and school boards see the data they need in survey questions. ▶ Share results with teacher association(s), school board, and other partners.
Central Office Staff	<ul style="list-style-type: none"> ▶ Work with state department to ensure data can be disaggregated by district.
Principals	<ul style="list-style-type: none"> ▶ Observe courses. ▶ Hold meetings with instructor(s) to receive feedback on program. ▶ Hold meetings with parents to receive feedback.
Teachers	<ul style="list-style-type: none"> ▶ Complete surveys. ▶ Ensure that students complete surveys. ▶ Hold meetings with students to receive feedback on program.
Students	<ul style="list-style-type: none"> ▶ Complete surveys and provide qualitative feedback.
Parents/Families	<ul style="list-style-type: none"> ▶ Provide feedback.
Higher Education/Educator Preparation Program Representatives	<ul style="list-style-type: none"> ▶ Provide data on enrollment rates.
Data Experts/Researchers	<ul style="list-style-type: none"> ▶ Design and conduct evaluation.



Ongoing formative assessment should start at the beginning of the pilot phase and continue through the entirety of the program. Regular updates should be provided to stakeholders, but data should be used to identify best practices and to adjust where needed.

Areas of Evaluation

- ▶ Student enrollment.
- ▶ Student demographics (race, gender, etc.).
- ▶ Student achievement data.
- ▶ Student satisfaction with course.
- ▶ Student likelihood of entering education profession prior to course.
- ▶ Student likelihood of entering education profession after completion of course.
- ▶ Rate of student enrollment in educator preparation programs.
- ▶ Rate of student return to teach in district/state classrooms.
- ▶ Instructor demographics (race, gender, age, length of classroom career, etc.).
- ▶ Instructor satisfaction with course.
- ▶ Course rigor.

Tracking students as they leave the district or state to enter educator preparation programs can be a challenge. Data systems often operate in isolation, and following students throughout their postsecondary education requires voluntary sharing of contact information. Strong partnerships with postsecondary partners can be beneficial here. However, programs may need to come up with creative strategies to stay in contact with students throughout their postsecondary experience to both continue to evaluate the impact of their high school educator pathway program and to encourage these students to return to their home district to teach.

Best Uses of Evaluation Data

- ▶ To scale up program.
- ▶ To recruit additional funders.
- ▶ To change curriculum.
- ▶ To project future district/state classroom teacher capacity.

PROJECT PLAN: EVALUATION

Task	Detail	Target Date	Staff Responsible
Prepare stakeholders for their role(s) in evaluation			
Track areas of evaluation			
	Student enrollment		
	Student demographics (race, gender, etc.)		
	Student achievement data		
	Student satisfaction with course		
	Student likelihood of entering education profession prior to course		
	Student likelihood of entering education profession after completion of course		
	Rate of student enrollment in educator preparation programs		
	Rate of student return to teach in district/state classrooms		
	Instructor demographics (race, gender, age, length of classroom career, etc.)		
	Instructor satisfaction with course		
	Course rigor		
Determine any necessary course(s) of action based on evaluation data			

RETENTION OF GROW YOUR OWN TEACHERS

As your first cohort of homegrown teachers begins to come back to your schools, a plan should be in place to consider how they will be retained when 22.8% of teachers leave within the first five years. This number increases for teachers of color and teachers who teach in schools with a large population of students of color (Garcia & Weiss, 2019b).

How to Increase Retention

- ▶ Create a culturally affirming school environment.
- ▶ Provide professional learning communities.
- ▶ Offer mentorship programs.
- ▶ Establish district and statewide career ladders.
- ▶ Economic and work-life balance incentives.

Ultimately, teachers need the same supports that all workers are looking for — they want to have a voice and a level of autonomy in their work, a community of professional peers who can be a resource and source of guidance, opportunities for growth and development, and flexibility to accommodate life outside of work. This requires a rethinking of the role of a classroom teacher and the ability to look beyond and reimagine the current rigid structures in place.

The best grow your own programs also prepare future educators to continue this systematic and structural change. Curriculum and programmatic activities should focus not only on best practices for learning and instruction, but also on how to be a changemaker from the classroom for the benefit of the profession and students. Calling for schools to completely reimagine on a wide scale is a challenge that can seem insurmountable; empowering educators and future educators to make change will provide more achievable and sustainable results.

BEST PRACTICE: ORGANIZING SCHOOLS SO TEACHERS CAN SUCCEED: A CONVERSATION WITH SUSAN MOORE JOHNSON – AN EXCERPT OF AN INTERVIEW THAT APPEARED IN THE MARCH 2020 *PHI DELTA KAPPAN*

By Rafael Heller

Kappan's editor talks with renowned scholar Susan Moore Johnson about teaching as a career and the working conditions under which teachers can thrive.

Phi Delta Kappan: In the introduction to your new book, *Where Teachers Thrive*, you recall that when you went back to graduate school for your doctorate — after many years teaching high school English — you were surprised to learn that your own experience as a public school teacher had been unusual. How so?

Susan Moore Johnson: It was unusual because it was so manageable and satisfying. Right after college, I enrolled in a master's program in teaching and pretty quickly found myself working at a suburban high school just outside of Boston. It was a district that funded its schools very well and gave its teachers — even novice teachers — a lot of discretion and time to design their curriculum and plan instruction together. Plus, I had outstanding colleagues. That included the school's administrators, such as department heads, who were themselves excellent teachers and continued to teach part time. When I went back to grad school some years later, I discovered that, of the doctoral students in my cohort who had been teachers, few had experienced

BEST PRACTICE: ORGANIZING SCHOOLS SO TEACHERS CAN SUCCEED: A CONVERSATION WITH SUSAN MOORE JOHNSON – AN EXCERPT OF AN INTERVIEW THAT APPEARED IN PHI DELTA KAPPAN (CONTINUED)

anything like I had. As new teachers, most had been thrown into the classroom and left to fend for themselves — essentially a sink-or-swim policy. There was little that was fun or energizing or inspiring in their early teaching experience, just frantic efforts to get through it. Personally, I couldn't have made it through those early years without my colleagues and a supportive school culture.

I wondered what explained the difference between schools like mine that supported teachers' best work and those that discouraged or prevented it. What forces shaped teachers' professional lives, from state and federal policies to district-level decision making, collective bargaining, and local school leadership? And what might it take to ensure that all teachers have a productive workplace? Though I didn't realize it at the time, those questions would preoccupy me as a researcher over the next 40 years.

Kappan: When you began to study this topic, in the late 1970s, what was already known about the school as a workplace? For instance, you often cite Dan Lortie's now-classic work, *Schoolteacher*, which was published in 1975.

Johnson: I encountered Lortie's research as a doctoral student and was stunned to find that an academic could capture the nuanced, complex truth about the work I'd been immersed in. By systematically interviewing and surveying large numbers of teachers, he was the first scholar to empirically study the teachers' career and workplace. And what Lortie found is still very relevant. For instance, he observed that teachers' careers tend to be flat over time. That is, after 20 or 30 years in the classroom, most teachers have the same job description and responsibilities they had on their first day. That's largely true today. He recounted how teachers seek "psychic rewards" — the joys of connecting with students and helping them learn — but that those rewards remain elusive because of the uncertainty that permeates their work. He stressed the persistent isolation that most teachers contend with, using the metaphor of the "egg-crate" school, where teachers and their students work in their separate classroom compartments arranged along corridors. I still find that metaphor provides a powerful explanation of the prevailing professional isolation that many teachers face.

After many years in the classroom, some teachers become totally self-sufficient and are fine with life in the egg crate. But for most people, isolating work is hard and demoralizing, and it's a major factor in attrition, especially among new teachers. But isolation has other costs, too. The more that teachers — even the best among them — keep to themselves, the more the content and quality of instruction varies from classroom to classroom. As students move from class to class and grade to grade in the egg-crate school, they are very likely to get an uneven and incoherent education.

Kappan: But while the egg-crate model is still with us, and while teaching careers still tend to be pretty flat over time, a lot has changed about teachers' professional lives over the last 30 or 40 years, right?

Johnson: Well, there certainly have been dramatic changes in who decides to go into teaching and what they expect to find. When I began teaching, there were few professional careers open to well-educated women and especially to men of color. Business, medicine, engineering, law . . . they were more or less off-limits. So my generation — those of us who began in the 1960s and '70s — tended to assume teaching would be our lifelong career.

Around the late 1990s, teachers from my generation began to retire, and suddenly there was a wholesale turnover in the teaching force. Working with my doctoral students in the Project on the Next Generation of Teachers, I wanted to know who those new teachers were, why they were choosing to teach, what they expected from the profession, and what they would find. So we launched a four-year study focusing on 50 first- and second-year teachers in a wide range of Massachusetts schools. When we completed the study, roughly a third of them had remained in their original school, a third had changed schools, and a third had decided to leave public school teaching (which was consistent with the national data). Through our interviews, we found that

BEST PRACTICE: ORGANIZING SCHOOLS SO TEACHERS CAN SUCCEED: A CONVERSATION WITH SUSAN MOORE JOHNSON – AN EXCERPT OF AN INTERVIEW THAT APPEARED IN PHI DELTA KAPPAN (CONTINUED)

their decisions to stay in teaching, change schools, or leave the profession, hinged on the same few questions: Did their school support their work? Was their workplace collegial or isolating? Was their principal a good, fair leader? Whether they could achieve what one teacher called “a sense of success” depended far more on the professional environment of their school than on the population of students they served, the size of the school, the grade level, the teacher prep program they attended, or any other factor. Again and again, teachers told us that if they felt connected and supported, then they would stay; if they didn’t, they would leave — and, unlike my generation, they could leave because they had many other career options.

And then, in 2002, No Child Left Behind (NCLB) happened. So, in addition to a dramatic generational change in the teaching force, we also had a dramatic change in the policies that shape teachers’ work.

Kappan: In your new book, though, you describe the results of a concerted effort to study the ways in which teachers interact with and influence each other. Tell us about that research and what you found.

Johnson: In my early research studies, I made a point of interviewing teachers from a very large number of schools, in order to learn about broad trends in teachers’ professional lives. Starting around 2008, though, my team and I decided to focus on fewer schools and interview more teachers, administrators, and staff in each one, so we could take a deeper look at professional relationships and working conditions within schools. Also, we decided to focus only on schools serving low-income communities, since they face the greatest challenges and have the most pressing need for useful guidance from researchers.

All of that is to say that the book, *Where Teachers Thrive*, draws from teachers’ experiences in a small set of schools (14 in all, ranging from struggling to highly successful), relying on interviews and survey data we collected over the last dozen years. However, much of the book focuses closely on six schools that we studied in 2014 and 2015. All were high-poverty schools located in the same large Massachusetts city, but three were district schools and three were state charter schools. Also, all of them had received the highest rating, Level 1, in the state’s accountability system.

Over the years, I’ve spent a lot of time studying ineffective schools and explaining what professional life is like for teachers working there. Often, it’s pretty discouraging. But there’s also a lot to be said for seeking out best practices in schools that are doing very well. These six schools differ in their teaching missions and organizational models, but they all serve students from the same community, and they’ve all been successful. So, we wanted to know, what is the professional environment like for the teachers who work there?

Kappan: Spoiler alert: You found a lot of similarities in teachers’ working conditions across the successful schools, including the amount of care that they put into hiring teachers and supporting their induction; opportunities and time for teachers to design the curriculum and plan instruction together; efforts to create consistent behavioral norms and rules throughout the school (so individual teachers aren’t left to fend for themselves in out-of-control classrooms); a teacher evaluation system designed mainly to inform and improve practice, not call teachers out for their deficiencies, and clear opportunities for teacher leadership and career development. It seems like on every level, these schools were organized with teachers’ professional needs in mind. What accounts for that consistency? Were there any common threads that tied everything together?

Johnson: I would say there are at least three major findings that span all of the chapters in the book.

The first is that the principals in these successful schools viewed teachers as genuine partners in defining and addressing the challenges their school faced. And by “partners,” I don’t mean that teachers were just allowed to participate. Administrators knew it wasn’t enough to ask for their buy-in. The key was in working side by side with them. Several principals pointed out that teachers have distinctly valuable perspectives on what’s going on in the school. Simply put, they know and understand things administrators don’t notice or grasp. So whatever

BEST PRACTICE: ORGANIZING SCHOOLS SO TEACHERS CAN SUCCEED: A CONVERSATION WITH SUSAN MOORE JOHNSON – AN EXCERPT OF AN INTERVIEW THAT APPEARED IN PHI DELTA KAPPAN (CONTINUED)

the problem at hand — a jumbled curriculum, persistent turnover, unproductive meetings, or disorderly hallways — these schools relied on teachers to help diagnose that problem and decide what to do about it.

Second, not only were teachers fully involved in identifying the challenges their school faced, but they also worked with administrators to create their own systems to address them. They weren't interested in hiring consultants who would study their problems and recommend changes. In the successful schools, teachers and administrators devised their *own* ways to do things, whether it was a process for recruiting and hiring teachers, guidelines for working in teams, or a new approach to handling student behavior. Sometimes they borrowed and adapted practices that worked in other schools. But they always tailored those to their school's needs and realities. In short, the adults working in these schools were personally invested in developing "the way we do things here."

Third, in every one of these successful schools, the principal was key to establishing the positive working conditions that teachers valued. That's no surprise, given decades of research showing just how much the principal matters. But we were able to see a lot of very specific ways in which principals influence the quality of the workplace, through both skilled management and effective leadership. For instance, in these schools, teachers devoted significant amounts of time to collaborating with colleagues. Most worked on teams, meeting at least once a week with colleagues in the same grade level or subject area. And this could never have happened if principals hadn't recognized the benefits of collaboration and created schedules to make it possible.

One of the things that struck me most was that team time in successful schools was absolutely inviolable. Teachers could count on it every week. And because they could count on it, they would prepare for it and use the time productively. In less effective schools that *purportedly* have teacher teams, principals often create a schedule for team meetings, but then fail to convey its purpose and protect it from interruption. As a result, little gets done. Unless the principal is absolutely committed to protecting teachers' team time, it will be whittled away. Maybe it's no surprise, but all of the principals in successful schools had themselves been successful teachers, and they understood how valuable it is for colleagues to work together to plan instruction, review student work, decide which teaching applicants to consider, and so on. So if teachers are going to play these roles, then the principal has to make teamwork a priority and ensure that nothing gets in the way. That's just one example of how the principals of the successful schools were true instructional leaders.

Kappan: Just to reiterate, you didn't find evidence to support one school model or another. Rather, the point is that while successful schools differed in lots of ways, they all provided a professional environment in which teachers have a mutual investment in creating shared organizational norms, making consequential decisions, and learning from each other.

Johnson: That's right. For example, two successful schools in our most recent study were described as "no excuses" schools. They weren't interested in providing wrap-around services, or soliciting parent input, or adapting instruction to individual students' needs and interests — rather, they were intent on holding students to very specific behavioral expectations and academic standards. Now if I were going to create a school, that's not the model I would choose. But I can say that the teachers in these schools had a clear and consistent sense of what was expected and how to do their work together. They had many opportunities to identify problems, contribute to decisions, and develop their skills with feedback and support from colleagues and administrators. The teachers in those schools had been hired because they backed both the mission and the model. They had demonstrated that they could effectively teach the school's students. And, therefore, experienced teachers were motivated to invest in their new colleagues' development.

Kappan: Final question: What's most important for policy makers and practitioners to understand about this research?

BEST PRACTICE: ORGANIZING SCHOOLS SO TEACHERS CAN SUCCEED: A CONVERSATION WITH SUSAN MOORE JOHNSON – AN EXCERPT OF AN INTERVIEW THAT APPEARED IN PHI DELTA KAPPAN (CONTINUED)

Johnson: A lot of readers have told me that they recognize their schools and themselves in the book's case studies. The problems described by the teachers and administrators we interviewed were familiar — whether they had to do with poor discipline, inadequate supports for students, a piecemeal curriculum, parents who kept their distance from the school, or teachers who tried to cope on their own. Readers also recognized many of the failed responses that schools tried — a block schedule created without teachers' input; administrators micromanaging teachers' team meetings, or an evaluation system exclusively dedicated to targeting weak teachers for dismissal.

At the same time, the case examples also include some very specific practices that could be adapted to any school: a hiring process that included demonstration lessons and gave current teachers a role in assessing candidates; common planning time for teachers at contiguous grade levels to encourage vertical curriculum development; student support teams that focused not only on students' academic progress, but also on their social and personal well-being; a weekly visit by a local food bank, so that teachers could talk informally with parents who stopped by; videos of teachers' instruction posted online so that they could be discussed during professional development sessions, an effort to document the agendas and minutes of team meetings on Google Drive so they could be shared by teachers and administrators. . . There are a lot of promising, concrete practices here that support teachers' professional learning and, ultimately, students' learning as well.

The full article can be accessed at <https://kappanonline.org/organizing-schools-so-teachers-can-succeed-a-conversation-with-susan-moore-johnson/>.



CONCLUSION

As grow your own programs expand across the country, students are being prepared to teach and to create positive change in their communities. Bringing states, districts, and communities together presents an opportunity to strengthen the profession by showing students how they can be part of reimagining traditional methods of instruction and learning in order to ensure equitable opportunities for all students. By starting in high school, and sometimes as early as middle school, students are given the ability to develop critical-thinking skills around the profession through educator pathway programs prior to even reaching a postsecondary educator preparation program. This leads to teachers who are more prepared to use innovative strategies developed by deep experience in the classroom to teach every student in their classroom.

Educator pathway programs address an urgent need that is both universal and highly local. This guide is meant to provide a foundation for approaching the work, but local context will play a large role in exactly what each grow your own program becomes. The flexibility of this concept is its greatest strength, but also its largest challenge. Identifying the specific needs of your community requires extensive partnership and coalition building through ongoing conversation and meetings. We encourage you to embrace this complexity, seeing it as an opportunity for building strong and lasting relationships around common goals, while identifying key individuals to support you as champions of the work and to help shoulder some of the load.

Above all, always remember — there is power in teaching.

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