

# Grow Your Own Teacher Pipeline Programs to Attract Talent in the Highest Need Schools and Districts

Liz Nelson, Texas Comprehensive Center

Dan Brown, Texas Comprehensive Center

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**GREAT TEACHERS & LEADERS**  
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NORTHEAST COMPREHENSIVE CENTER



# Session Objectives

- Provide session participants with an **overview** of Grow Your Own **program models** from the field.
- Provide **specific best practices** utilized by state and local Grow Your Own models.
- Guide participants through the **key discussion questions** to unearth which Grow Your Own recruitment strategy addresses **your specific needs**.

# Session Agenda

- Introductions
- Overview of Problem of Practice
- Case Study of Texas Grow Your Own Strategies
- Your Needs in Talent
- Grow Your Own as a Recruitment Option
- Spotlight on Cocurricular Models for Exploring Teaching
- Q&A
- Action Planning

# Introductions



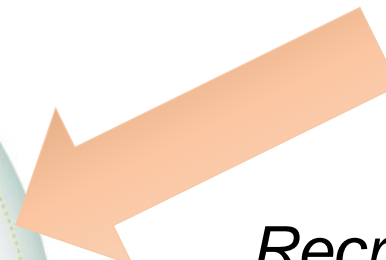
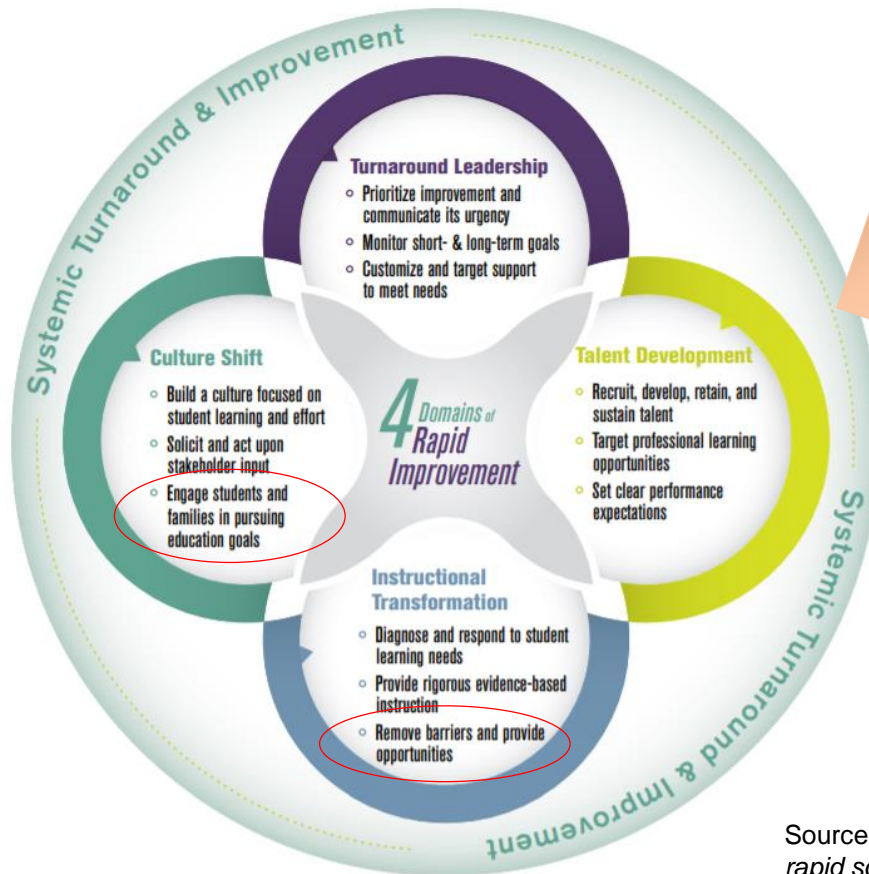
Liz Nelson, Technical Assistance Consultant  
Texas Comprehensive Center, AIR

Dan Brown, Consultant  
Texas Comprehensive Center, AIR



# Overview of Problem of Practice

Four domains of rapid improvement



*Recruit, develop, retain, and sustain talent.*

Source: The Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework*. San Francisco, CA: WestEd. Retrieved from [https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST\\_Four-Domains-Framework-Final.pdf](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Four-Domains-Framework-Final.pdf)



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# Case Study of Texas



## Teacher Recruitment:

1. Encourage and support the implementation of "Grow Your Own" programs on high school campuses through a variety of means including the public service endorsement in high school career pathways, dual credit opportunities in education coursework, exploring the possibility of an Early College High School model, and other innovative initiatives.
2. Explore the potential for a centralized, online statewide job application and vacancy matching site.
3. Promote the profession of teaching as rewarding and impactful.
4. Encourage educator preparation programs to increase awareness of rural teaching opportunities.
5. Broaden the pool of potential teachers by exploring the potential for flexibility in certification to include non-certified but qualified personnel to teach CTE courses, for certified personnel to teach outside of their field, and for retired teachers to return to full-time teaching more easily.

Source: Texas Education Agency & Texas Comprehensive Center. (2017). *Texas Rural Schools Task Force report: Elevating support for Texas rural and small schools*. Retrieved from [https://tea.texas.gov/Texas\\_Educators/Educator\\_Initiatives\\_and\\_Performance/Rural\\_Schools\\_Task\\_Force/](https://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Rural_Schools_Task_Force/)



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# Case Study of Texas

- Why are districts and states adopting Grow Your Own teacher programs? .....
- What evidence of success for Grow Your Own teacher programs exists? .....
- What **motivates** teachers to enter or exit the teaching workforce? .....
- At what point would an intervention be most likely to encourage someone to consider the teaching profession? .....
- What factors are most powerful in motivating **future teachers of color?** .....
- What factors are most powerful in motivating **future teachers in rural areas?** .....

Source: Texas Comprehensive Center. (2018). *Grow Your Own teachers initiatives resources*. Austin, TX: American Institutes for Research. Retrieved from <https://texas-cc.org/sites/default/files/2018-02/GYO-Tchrs-Review-508.pdf>

# Case Study of Texas: Pathway 1



## Pathway 1

Implementing Education and Training Courses in High Schools

### Who Can Apply:

**Local Education Agencies (LEAs) and Education Service Centers (ESCs)**

Pathway 1 focuses on the recruitment of future educators by offering Education and Training courses with potential dual-credit opportunities to current high school students. As grant recipients, LEAs can start or expand Education and Training courses and associated Career and Technical Student Organizations at the high schools and strengthen these programs with the resources and support of the grant technical assistance network.

Who is impacted?

- High school students
- Current teachers
- Local universities

What need is it solving?

Source: Texas Education Agency. (2018). 2019–2021 Grow Your Own grant program, cycle 2 one pager. Retrieved from <http://burlson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>



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# Case Study of Texas: Pathway 2



## Pathway 2

Transitioning Paraprofessionals, Aides,  
& Substitutes to Teaching Roles

### Who Can Apply:

LEAs and ESCs who applied  
for Pathway 1

Pathway 2 focuses on the recruitment and support of paraprofessionals, instructional aides, and long-term substitute teachers currently employed by the district to transition to certified, full-time teaching roles. Districts can recruit staff to obtain their teaching credentials through partnerships with high-quality EPPs. Through this partnership, staff remain employed in the district and work towards a role as a classroom teacher.

Who is impacted?

- Paraprofessionals, aides, and substitutes
- Districts and local universities

What need is it solving?

Source: Texas Education Agency. (2018). 2019–2021 Grow Your Own grant program, cycle 2 one pager. Retrieved from <http://burlison.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>



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# Case Study of Texas: Pathway 3



## Pathway 3

Developing Well-Qualified  
Teacher Candidates

**Who Can Apply:**

### Educator Preparation Programs

Pathway 3 focuses on developing well-qualified teacher candidates through a year-long clinical teaching assignment or an intensive preservice experience with a clinical component. EPPs that apply for funding can foster deep partnerships with districts, allowing candidates to develop the skills, knowledge, and mindsets critical to success in each unique school context.

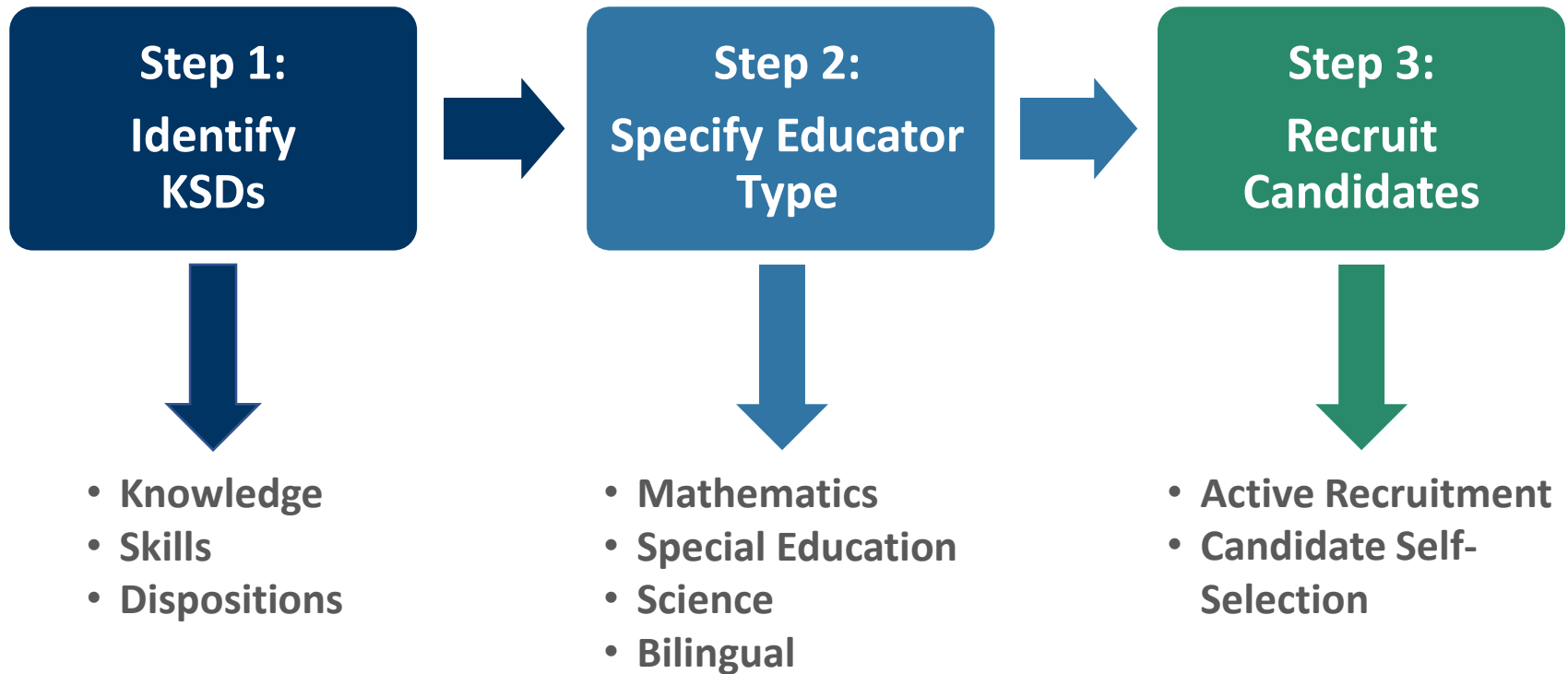
Who is impacted?

- Education preparation programs
- Districts

What need is it solving?

Source: Texas Education Agency. (2018). 2019–2021 Grow Your Own grant program, cycle 2 one pager. Retrieved from <http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>

# Effective Recruitment Strategies



# Needs Assessment

**Table 1**

A. Current Priorities for your State, District, or School(s)	
1.	
2.	
3.	
4.	
5.	
6.	
7.	

**Table 2: Needs Assessment Next Steps.**

B. What additional information do you need?	C. Whose input do you need?	D. Anticipated challenges and barriers	E. Grow Your Own Pathway(s) to address

Source: American Institutes for Research. (2018). Needs Assessment T4TLA.

# Grow Your Own as a Solution

“Grow Your Own programs are just one example of new activities taking place to strengthen how our nation recruits teachers to fill shortages and diversify the profession.”

Source: Diversifying the Teacher Workforce Through Grow Your Own: A Snapshot of Three Programs (Blog post from Center for Great Teachers and Leaders).

# Spotlight on Cocurricular Models for Exploring Teaching



Elective courses,  
service learning

Career and technical  
education program of  
study, career  
academy

C L I N I C A L   E X P E R I E N C E S

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# When passion for impact meets teaching...



**Tamir Harper, rising educator**  
2017-2018 National Student Vice President  
Science Leadership Academy (Philadelphia, Pa.)



**EDUCATORS  
RISING**

A Division of PDK



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# Spotlight on Cocurricular Models for Exploring Teaching

What could these look like in your community?

Teacher leaders as facilitators

Clinical experiences

Incentives and partners

College and career readiness





# Q&A



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# Action Planning

Three ways to apply today's learning...

Team Discussion

Continue Needs  
Assessment

Update Your  
T4TLA  
Action Plan



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# References

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- Zuber, T., & Berg-Jacobson, A. (2017, March 14). Diversifying the teacher workforce through Grow Your Own: A snapshot of three programs [Blog post]. Retrieved from <https://gtlcenter.org/blog/diversifying-teacher-workforce-through-grow-your-own-snapshot-three-programs>

**Liz Nelson**

Grow Your Own

[enelson@air.org](mailto:enelson@air.org)

**Dan Brown**

Grow Your Own

[danbrownteacher@gmail.com](mailto:danbrownteacher@gmail.com)



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