



# **GROW YOUR OWN TEACHERS**

**ENHANCING EDUCATOR PATHWAYS TO ADDRESS  
TEACHER SHORTAGE AND INCREASE DIVERSITY**

# Acknowledgements

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This report was produced by consultant Jonelle Adams, Alexandra Manuel and the Professional Educator Standards Board Educator Pathways team.

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We would like to acknowledge the work and support of the Educator Pathways team and Victoria Moreland and Leslie Huff for providing expertise and research on Grow Your Own programs and their expertise on opportunities to address teacher shortage and diversify the workforce. Thank you to Caitlyn Roehmholdt for the design of the publication. Finally, we want to thank Omar Escalera and Damien Pattenaude for sharing their personal stories with us. They truly show us the impact of Grow Your Own programs and inspire us with their leadership in the community they serve.

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# Introductory Letter

Dear Colleagues,

I am pleased to present to you the “Grow Your Own” Educator Bright Spots Report commissioned by the Professional Educator Standards Board in June 2016. This report was to highlight for the legislature and the field, the bright spots and potential for Grow Your Own programs to develop and prepare teachers from Washington State. The report highlights the best practices to Grow Your Own teachers as it relates to human resources, recruitment and advancement, high school teacher academies, paraeducator/emergency substitute pipeline, engaging career changers and retirees, and candidate development across systems. The demographic data demonstrates the teacher shortage needs and the potential opportunities to strengthen our teacher workforce development through a Grow Your Own initiative. This report provides an analysis of and strategies for statewide sustainability and implementation of GYO programs in WA. A toolkit of recommended strategies for growing and sustaining Grow Your Own programs in Washington State is provided in the form of mini-case studies.

The case studies and stories illustrated in the Bright Spots report continue to strengthen our practice to incentivize educator workforce development programs and diversify our educator workforce while addressing teacher shortage. The Professional Educator Standards Board as a supporting partner, will continue to work with preparation programs and districts to support sustainable success of Grow Your Own Programs and implement the recommendations from the report over the next several years, and we encourage your comments.

Sincerely,

Alexandra Manuel, Director of Educator Pathways  
Professional Educator Standards Board

## ABOUT THE AUTHORS

### Jonelle Adams, Ed. D.

Dr. Jonelle Adams is an experienced consultant working in the field of K-12 education for over thirty-eight years. Jonelle brings a wealth of experience from her various positions as a teacher, administrator, consultant, researcher, nonprofit leader, and executive director of a state agency. Dr. Adams served as Executive Director of the Washington State School Directors Association from 2010 to 2014. Prior to that position, Jonelle served as the Executive Director of the Washington Alliance for Better Schools, a non-profit consortium of twelve school districts focused on improving academic achievement and STEM education. Jonelle lives in Olympia and enjoys travel and gardening.

### Alexandra Manuel

Alexandra Manuel has experience with a variety of education social justice, public service and diversity initiatives in the non-profit, education and government sectors. She serves as a bridge builder creating successful partnerships with educational agencies, businesses, local government, community partners, to build stronger, more integrated systems. Alexandra has worked in the 2 and 4 year colleges systems leading multiple initiatives for cities leading diversity and inclusion efforts. Alexandra currently works as the Director of Educator Pathways and Innovation for the State of Washington, Professional Educator Standards Board and is the scholarship and innovative grant programs lead, acting as the Alternate Routes to Certification and Retooling program administrator for the state. She is passionate about providing more pathways for diversifying the teacher workforce.

## REPORT KEY

### BRIGHT SPOT

A Grow Your Own strategy that has been implemented with positive results

### BRIGHT IDEA

An innovative Grow Your Own idea that is being tried or piloted for results

### CASE STUDY

Programs that have demonstrated best practices through Grow Your Own strategies and provide scalable ideas to recruit, retain and support a diversified educator workforce.

# Executive Summary

One of the most pressing issues facing the K-12 system is how to staff classrooms with a stable teaching workforce who can successfully address complex student needs and meet the increasing demand for academic achievement.

This report highlights for the legislature and the field the potential for a Grow Your Own teacher initiative that would address teacher shortage and diversify the educator workforce.

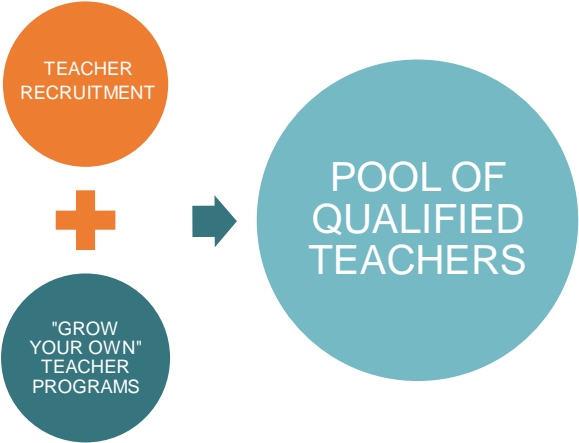
This report provides best practices for Grow Your Own programs as it relates to teacher recruitment, development and retention. **After reviewing current research, case studies, and innovative ideas from national, state and local entities, specific recommendations are presented as a blueprint for state and local leaders.** These recommendations seek to reduce the teacher shortage and increase the diversity of the workforce. Washington State must capitalize on the talent and skills of high school students, current paraeducators, career changers, foreign trained immigrants, bilingual population and people of color in order to fill the next generation of teachers for the ever increasingly diverse student population.

## In Washington, there is significant need for Grow Your Own programs

Over past five years Washington has experienced a 250% increase in the demand for new teachers. This comes at a time when teachers are leaving the field in unprecedented rates. Not only is there a teacher shortage but there is a need to improve the diversity of our educator workforce. Today forty-four percent of Washington’s children in our public schools are students of color but only 10% of the certificated staff are teachers of color.

To solve these issues, a clearly defined initiative called “Grow Your Own” Teachers (GYO), should be implemented. GYO refers to a type of program or project a district implements to cultivate their own teachers in the district’s high need areas. This report looks at the Bright Spots for growing future educators, developing current educators and engaging in policy and innovation

that will build capacity for district hiring pools. As hiring pools have decreased, it is important to think of the pool as a sum of traditional recruitment and robust Grow Your Own programs that target geographic, subject matter shortage and diversity.



Districts serve as the driver of the work however they are assisted by preparation programs and CBOs to accomplish their goals. For success, it takes a collective impact whole systems approach. Recommendations are provided for consideration in addressing shortage and diversifying the workforce in our public schools:

## Recommendation: Invest in a comprehensive system statewide

**“Grow Your Own Teacher” Initiative** to address both the teacher shortage and the need to diversify the educator workforce. A statewide expansion of the GYO Teacher Initiative would create and enhance multiple pathways to enter the educator workforce; create a pipeline for the next generation of future educators; allow for scale up and increased access to pathways; provide needed support for candidates as they navigate the pathways; and support program providers through quality professional development and networking.

**Increase and expand the Alternative Routes to Teaching** to provide on-the-job training and financial support for successful applicants who wish to become teachers.

**Support high need school districts in cultivating their own teachers by Grow Your Own Teacher Programs.**

Combine a variety of existing strategies and funds tailored to meet district needs including high school teaching academies, reaching out to underrepresented populations, training and to start and sustain GYO programs, hiring an advancement coordinator or pipeline specialist within the GYO partnership and provide infrastructure to ensure resources and supports to candidates for program success.

**Offer a Washington State High Need Teacher loan forgiveness program**

focused on retaining teachers that address shortage areas. Add state “forgiveness” for outstanding federal loan balances of teachers deemed high need by the legislature.

**Expand Recruiting Washington Teacher Academies through funding a statewide adoption**

of the new Careers in Education curriculum, including professional development for teachers through building capacity to recruit young people into teaching.

- Develop tools and resources for statewide teacher academies to assist in the expansion of teacher academies through GYO programs on a statewide scale.
- Provide an online portal access for districts, students, teacher candidates, programs providers, and community based organizations to gain information and allow for networking and sharing best practices on becoming or developing teachers.
- Expanding the Recruiting Washington Teachers program will require professional development and mentorship for the high school teacher academy teachers.
- Encouraging opportunities for cascading mentorships along the pipeline will help ensure success.

**Recommendations: Initiatives for creating, scaling and supporting educator pathways** through increased collaboration to ensure successful growth and development of educators to meet the

community needs. Partnerships across sectors will help organizations better serve underrepresented populations and strengthen pathways to teaching.

**Strategies:**

- Districts will need to take the lead and build partnerships to customize teacher preparation to meet the district’s need.
- Engage district HR in professional development to address teacher shortage and develop GYO pipeline
- Recruit highly skilled immigrants and career changers who can provide the needed candidates for district programs that provide “learning how to teach while teaching” either as a resident intern or teacher of record.
- Provide “Grow Your Own” Professional Development for districts and preparation providers to explore and share best practices for creating GYO programs.
- Establish local GYO policies and advisory boards to provide oversight and guidance.
- Establish school board level policies to support “Grow Your Own” programs and clarify commitments to educator workforce.
- Develop data supports to help track and evaluate the results of the GYO initiative
- Provide testing support to candidates of alternative route pathways and RWT students for admission and completion of education preparation programs.
- Establish a work group to review testing policy and barriers impacting underrepresented populations entering the profession.

**CONCLUSION**

PESB hopes that this report will serve as a blueprint for state and local leaders as they seek to reduce the teacher shortage and increase the diversity of the educator workforce. Washington State must capitalize on the talent and skills of current paraeducators, career changers, high school students, foreign trained immigrants, bilingual populations, and people of color to fill the next generation of teachers needed for our ever increasingly diverse student population.

# About This Report

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In this report we drew from a variety of programs that are making progress in enhancing educator pathways to address teacher shortage issues and/or increasing diversity of the educator workforce. We examined programs both nationally and locally through website reviews and phone interviews to gather both information and permission to share their results in this report. We discovered tremendous creativity and collaboration for addressing the issues on how to recruit, train and sustain a more diverse teacher workforce.

From our research, we discovered four major themes that influenced and supported enhancing educator pathways and increasing the diversity of the educator workforce:

## ➤ **Recruit Local Talent**

Theme #1 – A belief and commitment to recruit from within the school district and community to create a closer match to the ethnic and cultural make-up of their student population. By focusing on developing local talent through a “pipeline model” that starts in high school and supports many points of entry along the way. Districts who partnered with higher-education teacher programs have worked together to recruit current paraeducators, foreign trained immigrants, career changers and community members to enter the teaching professional through the alternative route to teaching program.

## ➤ **Provide Intensive Residency**

Theme #2 – Provide an intensive classroom experience or teacher residency which provides a year-long apprenticeship for the teacher candidate to learn alongside an expert mentor teacher. Residency programs allows for teacher candidates to learn course work and immediately apply the theory. Through effective teacher mentors from school districts partnering with higher education providers, a collaborative model emerged that attracted a more diverse teacher candidate and allowed them to maintain employment or receive a stipend to cover living expenses.

## ➤ **Provide Financial Support**

Theme #3 –Financial barriers were listed as one of the biggest reason why potential candidates were unable to pursue a career in teaching. Districts, non-profits and higher-education institutions who were able to receive state grant funding, private donations or federal funding provided the necessary financial support to the candidates in need. Various approaches included covering college tuition payments, paying for books and technology access, stipends to cover living costs, coupons to cover public transportation or travel expenses, loan forgiveness, financial support from unions, employment contracts, and child care support. Programs who were able to creatively weave resources together and provide necessary support were able to attract more diverse candidates and provide a commitment to remove the financial barrier to teaching.

## ➤ **Provide Testing and Academic Support**

Theme #4 – A commitment to helping candidates who face challenges academically either due to language barriers or being out of school for many years. Programs who value their candidates and have a deep commitment to their success provide extra support through cohort models to build peer-to-peer coaching, foster collaboration and reduce isolation, provide individual academic tutoring and test preparation services. Academic advising, credit retrieval documentation and learning how to navigate the college environment were cited as necessary supports to ensure successful completion of program requirements.

***“Washington is experiencing a significant shortage of qualified teachers and substitutes. School districts across the state are struggling to recruit and retain enough qualified teachers, a problem that hurts our children’s ability to succeed in the classroom.”***

*-- Governor Jay Inslee, [Policy Brief](#)*

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TO DOWNLOAD A COPY OF THE GROW YOUR OWN TEACHERS REPORT AND VIEW FULL CASE STUDIES, PLEASE VISIT <http://tinyurl.com/GYOreport>

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# Defining The Need

The Professional Educator Standards Board watches key indicators to track progress on policy goals. For years PESB has been working to better understand teacher shortages at the state and local level. Traditionally, policy makers have viewed shortages as a factor of adequate / inadequate production. However further research indicates this is a more complex issue involving multiple factors, including pipeline, distribution, labor market and hiring practices. The determination of shortage varies by perspective, with districts wanting multiple candidates for each open position, programs wanting a greater proportion of their graduates hired, and graduates wanting positions in locations where they want to live.

## Are we experiencing a teacher shortage now?

Yes. Over the past five years, Washington has experienced a 250% increase in the demand for new teachers. Limited certificates have increased 300% since 2013-14. Limited certificates are requested by districts to fill emergency needs when they cannot find a fully qualified (or regularly certified) teacher.

This comes at a time when teachers are retiring in high numbers and fewer people are enrolling in teacher certification programs. [\(WA data on attrition\)](#)

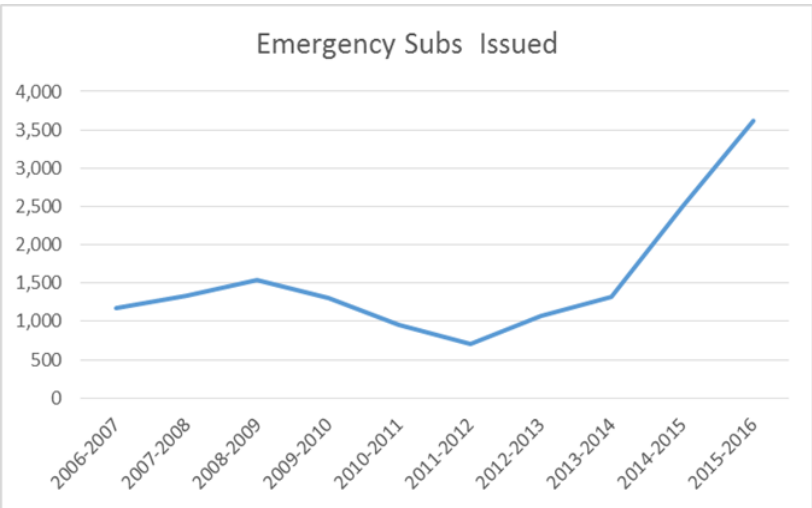
Not only are veteran teachers leaving at unprecedented rates, they are transferring as well. The combination of leavers and transfers mean that district hiring has gone up dramatically. Where several years ago we had high unemployment of graduates looking to become teachers, it now it appears that nearly all graduates looking for teaching jobs are finding positions. Increased hiring means these substitute pools are also diminished.

Projected Supply and Demand for New K-12 Teachers	Projections					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Total Demand</b>	5,877	5,817	5,567	5,517	5,517	5,517
<b>Total Supply</b>	3,000	3,000	3,000	3,000	3,000	3,000
<b>Difference</b>	2,877	2,817	2,567	2,517	2,517	2,517
<b>Cumulative Shortage over Time</b>	2,877	5,694	8,261	10,778	13,295	15,812

\* This assumes that the 2015-16 #s do not change. Also assumes 20% of leavers return. Source: OSPI/The Teacher Shortage Crisis: Current Status and Future Plans/ 2016

It has become apparent that the number of substitutes has dwindled, with substitutes taking on new positions, both in and out of the public school workforce. This chart depicts a projection that indicates our annual production of teachers is not keeping up with the demand. With the K-3 class size reduction and baby boomers retiring, we may have a significant shortage over the next five years.

School Year	Emergency Subs Issued
2006-2007	1,177
2007-2008	1,341
2008-2009	1,542
2009-2010	1,307
2010-2011	949
2011-2012	701
2012-2013	1,067
2013-2014	1,324
2014-2015	2,505
2015-2016	3,619



Source: OSPI Certification Office

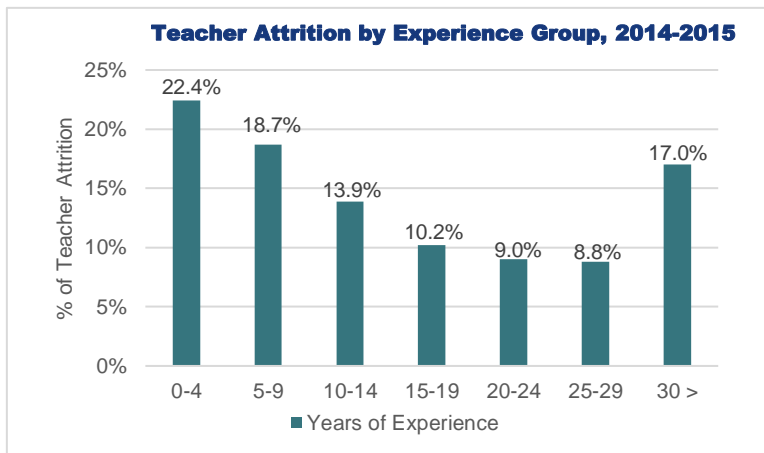
There are practices and policies in place to deal with these shortages, such as hiring long-term substitutes or hiring on conditional or emergency credentials. There were federal policies related to No Child Left Behind that serve as a disincentive for these practices, but there is nothing in Washington policy that precludes districts from hiring someone on a limited credential. Also there are alternative route programs where teachers can serve as a teacher of record while completing a program.

### What are the key drivers?

The main driver for this boom and bust is the number of teachers leaving the profession.

There are other issues impacting the teacher shortage in Washington. Teacher program enrollment and completions in some of our larger traditional programs are down, reflecting a national trend. There are many theories for this—from teacher pay to changes in parent perception of teaching as a profession—to teacher job satisfaction but there are no easy answers. Podolosky, et al., 2016 cites five major factors influencing teacher retention and recruitment as related to teacher shortage: Salaries and other compensation; preparation and costs to

entry; hiring and personnel management; induction and support for new teachers; and working conditions. While higher education enrollment continues to increase, and programs in STEM fields are finding themselves turning away qualified students, programs in education are laying off staff and cutting courses. Additionally, beginning teacher attrition clearly impacts the teacher shortage, and continues to be a concern both nationally and in Washington.



Source: OSPI S-275 Personnel data, compiled by LEAP (2016)

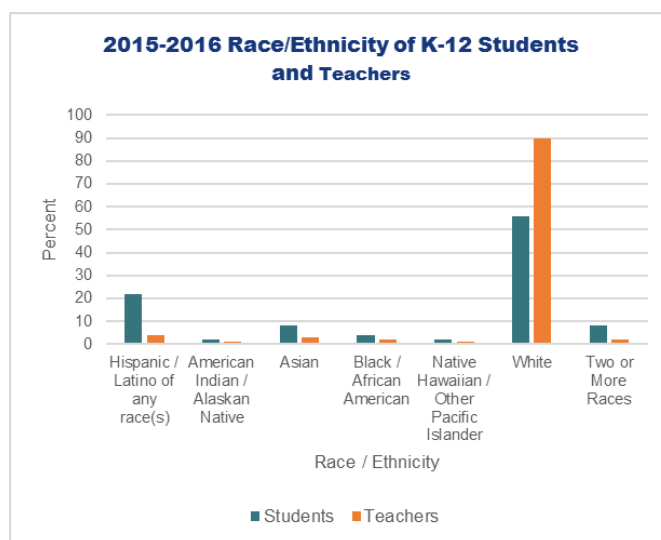
### What can be done?

Obvious answers include increased pay, particularly early in a teacher’s career, when they are most likely to leave. Also, there are improvements in human resource / workforce development practices, including support for recruiting, selecting and induction of new teachers. Important too are developing policy levers intended to increase the pipeline with new approaches. PESB will be proposing several legislative opportunities in the coming legislative session:

- Financing a state wide “Grow Your Own” (GYO) initiative with Alternative Route to Teaching partnered with Community Colleges, Universities and School Districts to recruit paraeducators, foreign trained teachers, bilingual candidates, and RWT graduates.
- Expanding Retooling scholarships to address teacher shortage
- Expanding Teacher Academies in high schools
- Increasing the diversity in new teachers through incentives and support systems
- Offering loan forgiveness for teaching in public schools with hard to fill openings
- Recruiting from military and other career changers
- Supporting foreign earned BA degrees to transfer without costly transcript review

### Diversity Imbalance

Along with the general teacher shortage our state is experiencing currently, we are also still experiencing an extreme shortage in diverse teachers. Research suggests that a teacher workforce that reflects the student population is an essential component to successful schools.



(To review more details see p. 34 of this report)

*“At the same time, enrollments in public schools are growing more diverse and include higher proportions of English language learners and students with special needs. As local school leaders are painfully aware, the new standards will not be met if they cannot make sure all their students have the benefit of well-prepared teachers.”*<sup>1</sup>

In Washington, there is compelling evidence of the lack of diversity in the teacher profession. The graph below shows the growth of different racial/ethnic groups in the K-12 system.

There is a great need in Washington state to create a teacher workforce that is more diverse: both reflective of and responsive to the district’s racial/ethnic, and linguistically diverse student learning needs.

In Washington state 44% of the state’s children in public schools are students of color, and only 10% of certified teachers (2015-16). Therefore, it is essential for the teaching force to be reflective of the students it serves, and identify individuals from the community, student population, and classified staff who grew up and live in the diverse communities and can identify with not only the diverse students but also provide all students with multiple perspectives that allow them to be more prepared for the world in which they live.

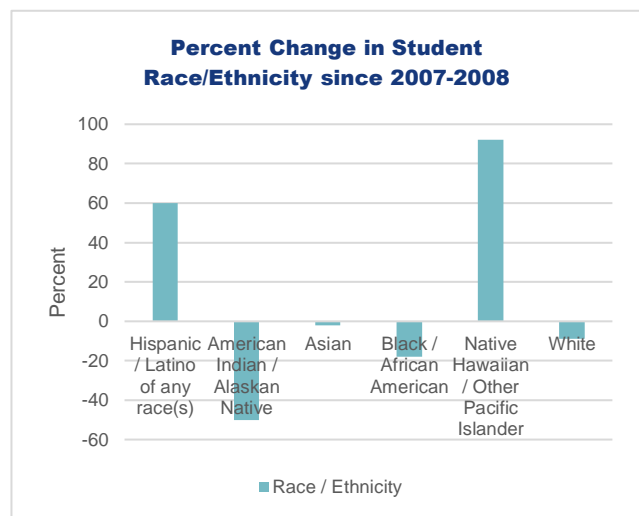
With the decline of individuals of color interested in teaching, and the high transfer rate of teachers leaving high need schools, we see low rates of retention particularly for high need teachers. It is typical for the growth of a racial/ethnic group to occur first in students and then later see that growth in the professional world.

In addressing the teacher shortage, Washington has an opportunity to fill this gap with teachers who will

make the best contributions to the success of our schools. A piece of that includes working to make that teacher workforce better reflect the students they serve. Currently almost 90 percent of teachers identify as White with only 56 percent of the student body identifying as White. Conversely, less than 4 percent of teachers identify as Hispanic while over 22 percent of the students do.

By employing Grow Your Own strategies in the state, we address the problem of diversity by creating avenues for school districts to hire qualified candidates that more closely reflect the makeup of the local communities.

Programs like alternative routes, pipeline programs, high school teacher academies all can aid districts in address educator diversity and teacher shortage.



Source: OSPI Washington State Report Card

### What’s Next for Grow Your Own in Washington

PESB is looking to leverage the opportunity to work with colleges to address teacher shortage and support diversifying the teaching profession with job embedded programs that meet district needs.

**Expanded Alternative Route Block Grant Partnerships** will continue to provide additional access to the teaching profession; diversify teacher workforce in the classroom.

**Funding a Grow Your Own initiative statewide** would support a new and existing Grow Your Own programs will help respond to the WA State teacher shortage. This comprehensive, systemic approach,

with oversight at the state and regional level, will support a larger pool of teachers coming from the community.

**Offering a Washington State High Need Teacher Loan Forgiveness program** will attract and retain teachers to address high shortage areas. The federal government already provides loan forgiveness for teachers teaching in Title I schools. This program would add state “forgiveness” for outstanding federal loan balances of teachers with who have taught full time for 5 consecutive years in shortage areas such as early childhood, special education and dual language programs.

# WHAT DOES NATIONAL RESEARCH SAY ABOUT TEACHER SHORTAGE?

## Summary

National attention to the teacher shortage is making headlines throughout the United States. Some states are impacted more than others –but school leadership is concerned and perplexed about how to best recruit, retain and support teachers. Several new reports and research have been published to address these issues. The Center for Public Education (CPE) published “Fixing the Holes in the Teacher Pipeline: An overview of Teacher Shortages” in April, 2016. This report examined the national data on teacher supply and demand along with the issues affecting three areas: initial preparation, recruitment and retention. <sup>1</sup>

Examining the data from teacher supply and demand lead CPE to the main conclusion that fewer individuals are entering teacher preparation programs but fewer new teachers are leaving the profession. Bottom line- when you take into consideration both production of new teachers and retention of new teachers, there appears to be little evidence that the supply of teachers is dramatically shrinking. <sup>3</sup>

Data on the demand for teachers showed that after decades of growth, the number of positions has plateaued. The decline in teacher vacancies was documented across the board but some areas had more vacancies than others. Nationally it appears that there are enough teachers but not every school district is getting its share of available teachers. <sup>4</sup>

## But closer to home, Washington is dealing with a teacher shortage

A recent survey administered by the Office of Superintendent of Public Instruction and the Association of Washington School Principals shows that schools are struggling to find qualified teachers. Nearly a quarter of principals indicated they are in crisis mode. Of those responding:

- Forty-four percent were not able to fill all their classroom teacher positions with fully certified teachers who met job qualifications.
- Eighty percent had to employ individuals with emergency teaching certificates or with emergency substitute certificates as classroom teachers or as long-term substitutes.
- Twenty-nine percent had unfilled classroom teacher positions

## QUESTIONS FOR SCHOOL DISTRICTS TO CONSIDER IN STAFFING THEIR DISTRICT

***Do we have enough teachers?*** How many vacancies do we have? What is the applicant-to-vacancy ratio? Are there particular subjects or specialized areas, such as math or bilingual education that are harder to staff than others? Are there schools in our district that are harder to staff than others?

***Are our teachers qualified?*** Do we have evidence of the quality of the programs that produce our teacher candidates? Are all teachers licensed in the area of their assignment? Do we have teachers with emergency credentials? How many? Where do they teach and to which groups of students?

***Are we able to recruit qualified teachers?*** How do our salaries compare to neighboring/comparable districts? Can we provide incentives in shortage areas, for example, differential pay, signing bonuses, student loan forgiveness? Do we provide mentoring for new teachers? How effective are our induction programs?

***How are we doing at retaining qualified teachers?*** What is our turnover rate? How does it compare to other districts? Do some schools in our district have higher turnover than others? Do teachers feel well supported in their school? Do we provide time and resources for teacher collaboration and learning? Do we provide opportunities for leadership development for principals?

***Can we grow our own?*** Do a significant share of our teachers come from certain universities? Do we have a partnership with these universities? Can we collaborate on recruiting and training qualified candidates in order to maintain a steady supply of good teachers in our schools?<sup>2</sup>

*Reprinted with permission from the Center for Public Education*

CPE reported on what affects the preparation, recruitment, and retention of teachers. Issue: Teacher preparation programs have seen a drop in enrollment in the last five years. (Title II, 2015) Part of the problem was ultimately due to the economic recession and severe cuts to school district budgets making teaching less desirable and risky. Still others point to high stakes testing accountability, fear

of teacher evaluations, low starting pays, high cost of student loans and negative public opinion of the teaching profession. 5

What can be done? Given the drop in enrollment in traditional teacher preparation programs, new strategies can be implemented to increase the future educator workforce.

### **Strategy: Strengthening the pipeline to teaching through “Grow Your Own Teacher” programs and Alternative Routes to Teaching**

Ensuring that the pipeline for new teachers is ready and able to be hired, school districts are partnering with local universities and colleges to develop “Grow Your Own Teacher” programs. Districts can start to recruit new teachers by developing teachers from within their own communities. Several states have proven results through statewide initiatives. Illinois, Colorado and Minnesota have provided state support and funding to strengthening alternate pathways to

teaching. These programs have a common focus on recruiting from their community pool and developing from within their own paraprofessional ranks leading to a more diverse educator workforce. GYO programs provide mentoring, peer support, academic and testing tutoring combined with financial support for tuition, books, technology support and loan forgiveness.

## **DAMIEN’S STORY: From Student to Superintendent**



*Dr. Damien Pattenaude is a product of the Renton School District: he attended Campbell Hill Elementary School, Nelsen Middle School, and graduated from Renton High. He is currently the district’s Assistant Superintendent of Learning and Teaching and now named as Superintendent-elect taking over full time in July 2017. He has also been a high school teacher at Renton High; assistant principal at Hazen High; principal at Renton High; and a chief academic officer, with duties that included providing direct support and guidance to all district principals, teachers and support staff. Dr. Pattenaude’s passion for education was borne from experiences during his high school years as he participated in a teacher academy program at Renton High School, a precursor to the current program that operates at his alma mater. His commitment was deepened at Washington State University through his advocacy for diversifying the ranks of school teachers and administrators. During Dr. Pattenaude’s tenure in the Renton School District, his work has always focused on finding ways to better serve the students and greater Renton community.*

*Recently he launched the West Hill NOW! initiative designed to positively impact students and families in the West Hill/Skyway area of the district by partnering with school staff, families, and community members to create innovative solutions to academic success and community challenges. He also implemented the International Baccalaureate (IB) diploma program at Renton High School, which was recognized by the US Department of Education’s Office of Innovation, Puget Sound Educational Service District, and District Administration Magazine for increased equity and access to rigorous coursework as more than 85% of Renton High School juniors and seniors are enrolled in at least one IB course. Dr. Pattenaude’s leadership has not gone unnoticed in his community and beyond as evidenced by his induction into the Renton High School Hall of Fame in April 2016 as well as Governor Jay Inslee appointing him to the Washington State Professional Educator Standards Board in 2013. Dr. Pattenaude lives in Renton with his family and his children attend an elementary school in the district.*

# HOW ARE STATES ADDRESSING “GROW YOUR OWN” PROGRAMS?

## NATIONAL SPOTLIGHT ILLINOIS GROW YOUR OWN TEACHER EDUCATION INITIATIVE

For the past decade Illinois legislators have provided continuous funding for the Illinois Grow Your Own Teacher Education Act. The GYO Illinois has two main goals 1) to prepare highly skilled, committed teachers who will teach in hard-to-staff schools or in hard-to-fill teaching position and 2) to increase the diversity of teachers who are culturally competent and would commit to teaching in schools with over 46% students of color. In 2012, nearly half of the two million students in Illinois were students of color. Teachers of color in Illinois only represented 11% of the educator workforce. The GYO program is implemented through regional partnerships which are customized to meet the unique needs of the local school districts and communities. Schools districts, higher education programs and community based organizations all work together to recruit, mentor and coach candidates to successful completion. Each GYO candidate receives peer to peer support, test preparation and academic coaching to meet their individual needs. Scholarship funding and loan forgiveness programs provide the necessary financial support for many candidates with family obligations. ([learn more](#))

### What has this state wide initiative achieved?

Grow Your Own Illinois has implemented a successful pathway to recruit a more diverse educator workforce. GYO reaches paraprofessionals, parents, career changers, foreign educated and community leaders who are committed and interested in serving diverse student needs. GYO graduates start their teaching career ready to teach with strong curriculum and instruction knowledge, positive classroom management skills, effective student engagements strategies and excellent family involvement and communication skills. GYO graduates have maintained their commitment to teach in low income schools. Through regional partnerships GYO programs have graduated over 150 candidates since 2015 with over 152 candidates in the pipeline.

### QUICK FACTS ABOUT ILLINOIS GYO

#### Outcomes from Illinois GYO:

- A pipeline of highly effective teachers of color
- Improved teacher retention in low-income schools
- Improved cultural competence and community connections of teachers
- Improved academic achievement of low-income students.

#### Grow Your Own is a wise investment, with measurable results:

- 105 graduates, now teaching in low-income classrooms have graduated since from 2015
- 152 more candidates are in the pipeline to become teachers by 2019 (average GPA: 3.3)
- 42% of GYO teachers teach in hard-to-fill positions: bilingual, special education, math or science
- GYO teachers know what and how to teach: initial research shows that new GYO teachers rank high on content knowledge and pedagogy.
- Strong community and higher education partnerships are changing teacher preparation.

#### GYO is cost effective:

- Federal financial aid: Candidates must use federal aid before using state funds. State funds supplement federal aid.
- Lowest cost options: Most candidates take as many lower-cost courses as possible at community colleges before attending the cost-effective public universities

#### GYO reduces high rates of teacher turnover:

- GYO teachers teach at least five years, once hired, saving their districts the estimated \$20,000 per new teacher hire and reducing the 40% teacher turnover rate that is common in low-income schools

#### GYO teachers teach in hard to fill positions:

- Almost 40% of GYO teachers teach in bilingual or special education positions<sup>6</sup> ([learn more](#))

## Teach PREP – University of Colorado, Denver

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Paraprofessional Resources and Research (PAR<sup>2</sup>A) located in the University of Colorado, Denver has developed an alternate route to teaching by working as the lead agency to coordinate a seamless pathway for paraprofessionals, career changers with college degrees, recent college graduates and emergency substitute teachers wishing to enter the teaching profession. PAR<sup>2</sup>A works with institutions of higher education, school districts and alternative certification programs, and the Colorado Department of Education to develop an alternative certification system to be implemented and sustained beyond the grant from Transition to Teaching programs

of the Office of Innovation and Improvement by the U.S. Department of Education, Washington, D.C. Teach PREP has transitioned over 166 candidates

*"If I hadn't had GYO, I wouldn't have graduated, even though I had a goal. Having our meetings helped to motivate me, plus I received the financial support and GYO was willing to provide me with a tutor who helped me enormously."*

into "home grown" teachers who will stay in the profession as a result of their deep roots in the community. The project has placed these new teachers into 124 districts including 93 rural districts. ([learn more](#))

## Transition of Paraprofessionals to Special Education Teachers Through Alternative Licensure Program -- TOP-SET\* ALP

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Paraprofessional Resources and Research (PAR<sup>2</sup>A) developed and utilized the same principals of Teacher-PREP with a focus to help fill the shortage in Special Education teachers in rural school districts in Colorado. Through the development of on-line modules and enhancing capabilities of the partner alternative licensure programs to deliver on-line learning modules, the personnel needs of the poorest and most remote rural districts. Paraprofessional working in Special Education classrooms were recruited to participate in this program due to their experience and knowledge of working with students with special needs. The project participants received a full array of support services including advising, tuition assistance, mentoring in school districts, and successful induction to the teaching profession. The project prepared a total of 120 special education teachers over the five-year project period and funded with a Transition to Teaching Program, Office of Innovation and Improvement of the U.S. Department of Education. ([learn more](#))

## Minnesota Collaborative Urban Educator Program (CUE)

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Minnesota state legislature has a long track record of addressing the need to recruit, develop and retain a more diverse educator workforce. School districts in urban settings throughout Minnesota were experiencing a significant growth in more diverse student population but not in recruiting teachers of color. In 1991 Minnesota legislature allocated general fund to develop an alternative route to licensure. The Minnesota Collaborative Urban Educator Program (CUE) consists of both on-campus classes and school based internships. School districts partner with an authorized higher-education to provide on-site supervision, coaching skills, and professional development for district staff to enhance their skills in meeting the needs of urban students and to increase their cultural competency. CUE has resulted in over 486 teachers receiving licenses in special education,

ELL, science and mathematics teachers. CUE provides partial tuition funding and text books for those seeking an initial teacher license. Four Universities are currently offering Teacher Fellowships Programs:

1. East African Future Teachers (EAST) at Augsburg College of Education
2. Southeast Asian Teacher (SEAT) Program at Concordia University, St. Paul Southeast Asia
3. University of St. Thomas
4. Center for Excellence in Urban Teaching at Hamline University

([learn more](#))

# Washington State Spotlight

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Washington districts and teacher preparation programs are creating strong partnerships to recruit and develop candidates of underrepresented populations by reducing barriers and providing extra supports. Districts are also increasingly investing in Grow Your Own models and residency models whereby districts build their own teacher pipeline from within.

## SECTION I: GROWING FUTURE TEACHERS

### Strategy A. Strengthening the pathway from high school to teaching

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Teacher Academies are helping students to consider post-secondary education and explore careers in education.

#### How do you motivate a new generation of high school students to consider a career in education?

ACT reports that in 2015 only 5 % of today's college bound high school students are considering a career in teaching.<sup>7</sup> Today's youth have multiple options when considering what career path or college major they will pursue and teaching has not risen to the top of the most preferred career list. Factors that young people consider when choosing a career path are both salary and working conditions. Beginning teaching salaries are often very low and barely cover living expenses. Students are concerned with paying off their college debt and being able to handle the basic requirements for housing, food and transportation. Students also observe the work environment and see the challenges of teaching on a daily basis. The work of an educator is hard and complex but also very rewarding. High students need an opportunity to see the intrinsic value of teaching and try it out for themselves. Districts need to shift their thinking to a GYO model and recruit high school students to explore the field of teaching. If high school students are seen as the next generation of teachers and districts cultivate this resource in their own backyard, a homegrown pipeline can be built. Educator Rising is a national network aimed at addressing this missing opportunity. Educator Rising is the newest Career and Technical Student Organization to launch in 2015. Over 15,000 students and 1,200 teacher leaders have joined forces to encourage young people to enter the teaching profession. By developing teacher academies or offering elective courses, high school students can explore or test drive what teaching is all about. By providing hands-on experiences through tutoring or leading small group instruction – districts may be able to help their students take an interest in teaching careers and return to teach in their own backyard.

#### Recruiting Washington Teachers (RWT)

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. The RWT program strengthens the pathway from high school to teaching. RWT program strategies focus on achievement in academics and leadership; emphasize equity and culturally responsive pedagogy; and affirm culture, language, and identity as assets for learning and empowerment.

#### [2015-2016 RWT Annual Report](#)

Based on intentional partnerships and targeted recruitment, RWT programs provide students with:

- An intensive academic year program (and in some cases summer academy), using a revised Careers in Education curriculum that embeds academic support, high expectations, and leadership opportunities
- A supportive cohort experience
- Mentored, hands-on classroom field experiences
- Ongoing advising and support
- Exposure to higher education options, including campus visits/workshops

An articulation agreement with a higher education partner formalizing the transfer of course credit goal that students will become not only certified teachers, but also community leaders who make a difference in their communities. ([learn more](#))

#### Redesign Work Group

RWT programs have achieved great success as pilot programs. However, their impact has been limited by scale and lack of integration into the K-12 system.

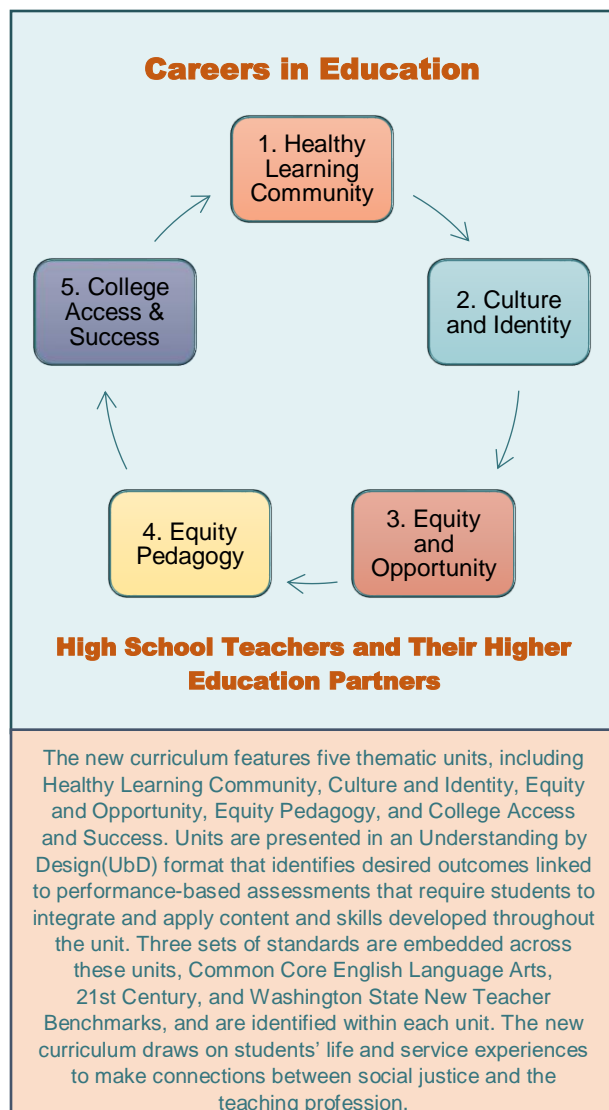
In January of 2016, PESB convened a work group to:

- Redesign the RWT program, building on strengths and strengthening weakness, to increase its impact
- Identify scalable components and best practices to expand the impact of RWT beyond the grant-funded sites to statewide
- Make programmatic, policy, and funding recommendations

Some of the key recommendations proposed by the work group include the following:

- Create a professional development initiative to support existing and new teacher academies
- Establish a conditional scholarship program for RWT alumni enrolling in teacher preparation programs
- Create a position for regional connector staff to connect students with resources and assist them with navigating transition points throughout their pathway to a teaching career
- Launch an online portal to help students stay connected throughout their pathway and to serve as a medium for teachers to interact and share curricular resources

For more information about these and other recommendations, see the [RWT Work Group Recommendations Summary](#).



### RWT New Curriculum Guide

Inspired by the effective practices of the pilot RWT programs from the first eight years of the grant (2007-2015), and charged by a special proviso from the state legislature (ESSB 6002), the Professional Educator Standards Board commissioned a task force to revise and develop the model framework and curriculum for high school Careers in Education (CIE) / Career and Technical Education (CTE) courses to incorporate standards of cultural competence, new research on educator preparation, and curriculum and activities from the RWT program. This work resulted in the *Recruiting Washington Teachers into Careers in Education: Program, Framework and Curriculum Guide* (June 30, 2015).

Some key features of the guide include the following:

- Involves active inquiry into problems in classroom learning and teaching;
- Infuses culturally responsive and equity pedagogy;
- Advocates for professional development, collaboration, and common expectations for mentor teachers and partner schools;
- Requires new and current programs to adopt updated program curriculum with current state and national standards.

### RWT Curriculum Implementation

The PESB is working in conjunction with OSPI to identify funding vehicles for scaling up the key components of RWT and implementing the curriculum for use by all Careers in Education (CIE) courses throughout the state.

[\(learn more\)](#)

### Future Direction for RWT

Building upon the new RWT-based CIE curriculum and the recommendations from the RWT Redesign Work Group, the PESB is now launching a grow-your-own teacher initiative including the following interconnected components:

- Professional development supporting new and existing teacher academies and the statewide adoption of the new curriculum
- Online platform serving as a hub for teachers to interact and share curricular resources and for students to stay connected throughout their pathway to a teaching career
- Data system connecting programmatic, secondary, post-secondary, and educator employment data to evaluate the success of our GYO initiatives

## Exploring High School Recruiting Washington Teachers Programs

Case studies showcase high school teacher academy innovation. Pilot Recruiting Washington Teacher programs focus on supporting a diverse high school audience with a culturally responsive curriculum.

### CASE STUDY

#### Burlington-Edison High School Teaching Academy

Burlington Edison High School began planning their program in 2007 and the first cohort began in Fall 2008 (started as “Latinos in Action”) and has served high school juniors and senior continuously ever since. Over 172 students have participated in the program.

RWT Classes are held daily on campus using a cohort model for the entire school year and allows for students to gain hands-on experience in an elementary school by tutoring and mentoring small groups of students for up to 72 hours over the entire school year.

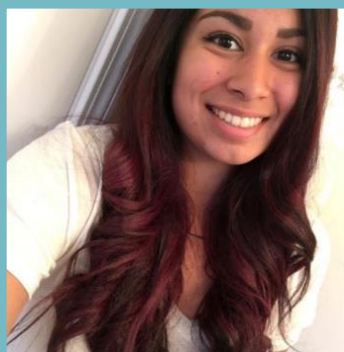
#### Partnerships:

Burlington-Edison High School is partnered with Skagit Valley College and Western Washington University’s Woodring College of Education to provide a formalized pathway program called *Maestros Para El Pueblo*. RWT students can transition from high school to Skagit Valley College and be eligible for conditional admission to Western Washington/Woodring College of Education to complete either an Early Childhood Education or Elementary Education. RWT students receive College in High School credit of up to seven credits which is transferable.

Partners jointly hired a multicultural recruitment and retention specialist to support RWT students’ persistence through community college and their successful transfer into WWU’s College of Education. This position is housed at Skagit Valley College but the cost is shared equally between all three partners. Through a Collaborative Schools for Innovation and Success grant, an elementary school was designated as a field site for RWT high school and SVC education students to tutor bilingual students in an afterschool heritage language club called *Club de Lectura* and to participate in service learning in a family literacy program known as *Family Read*. A joint admissions process was developed to formally link SVC with WWU’s Woodring College of Education for students in the Elementary and Early Childhood Education endorsement programs, Students who meet requirements to participate in the program would be fully admitted to Skagit Valley College and conditionally admitted to WWU with students benefiting from advising at both institutions.

Additionally, the *Maestros* leadership group identified a list of additional supports needed to sustain the agreement.

Family engagement and helping family members understand the program and the outcomes for post-secondary enrollment is a critical step to ensure RWT students can take advantage of opportunities in to explore career pathways and gain financial support.



*Esme Espinoza is a former Recruiting Washington Teachers student in her Sophomore year at Western Washington University. She is currently serving on the Ethnic Student Center Executive Board and is helping pave the way for future students of color at Western*

#### Why RWT at Burlington-Edison HS Makes a Difference

- Focused on providing a diverse group of frequently marginalized high school students with carefully developed experiences upon which to build the next steps of a college pathway
- Understood the challenges faced by students and provided extra supports to address them
- Viewed language and cultural diversity as assets in future teaching careers
- Developed strong, positive academic and social relationships between program coordinators, mentor teachers, and RWT peers
- Provided support for language development needed for academic success (i.e., “academic language”) with connections to tutoring resources Provided an environment of respect and affirmation that bilingual abilities and biculturalism are positive assets within our society

[\(learn more\)](#)

**BRIGHT SPOT**

## Renton High School, Renton, Washington

The Renton School District's *Careers in Education program* known as the Renton High School Teacher Academy is the longest operating RWT program (2007-2016) in the state. This mature program maintains effective practices through a strong infrastructure of district, school, administration, university and community support. This two year CTE program is designed to help recruit students of color to explore careers in education and creates a support system for students who are interested in a career in education.

Renton School District and the CTE Director have hired a full time coordinator/instructor to expand the program into all Renton SD high schools in 2016-2017.

### Partnerships:

Highline Community College provides career awareness, student mentors, collaborative instructional programs, a youth summit and the annual Teaching Equity Conference. This partnership allows RWT students to visit the Highline Community College campus and engage in activities planned by current HCC students having to do with Pathways to Teaching. Students receive information, and have their questions answered about registration and campus life.

Central Washington University hosts two Summer Academies for RWT students. One summer academy is conducted on the campus in Des Moines and one on the campus at Ellensburg. These two experiences are organized and facilitated by CWU staff and include lodging (dormitory), food service, workshops, tours and leadership opportunities.

CWU also provides the College in High School credit for RWT students. ([learn more](#))

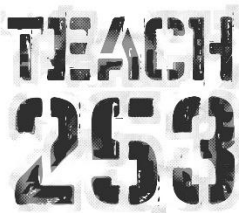


*Alex Castro-Wilson graduated from Renton HS Teacher Academy and is currently a student at Central Washington University finishing his BA in Elementary Education with a minor in Early Childhood Education. Alex is working as a paraprofessional in Renton School District while attending CWU.*

**BRIGHT SPOT**

## Teach 253 –Tacoma School District and Pacific Lutheran University

Tacoma School district's student population is over 55.6% students of color, while just 14% of the teachers are from underrepresented groups.



### Academic-Year Program

The programs at Lincoln High School and Mt Tahoma High School are a yearlong course within the CTE department. TEACH 253 students begin with in-depth course work that involves equity issues, examining culture, and history of special populations in education. Studies promote academic language and better understanding of the complex issues within education today. The students then proceed to an internship in elementary schools to tutor and explore options for a career in education.

### Teach 253 Summer Academy Creates a College Experience and Program “Brand”

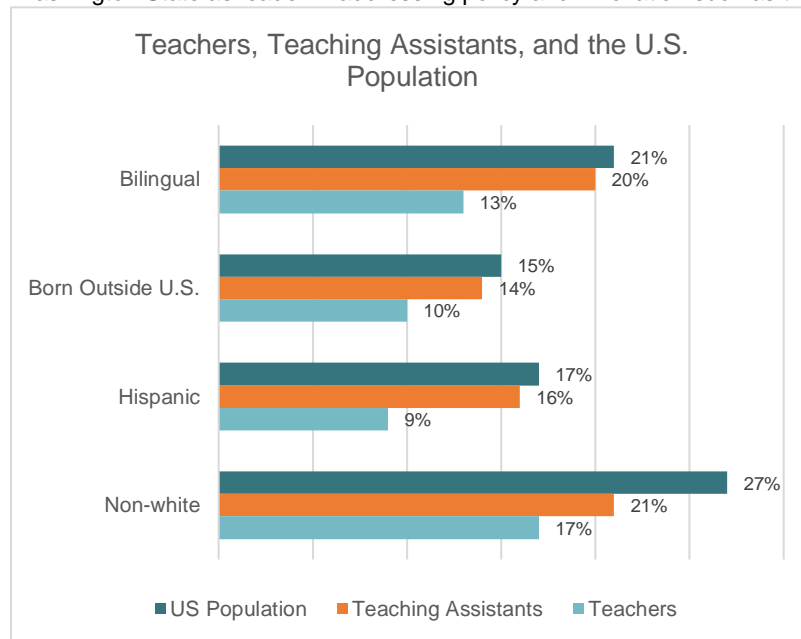
Teach 253 Summer Academy is held each summer on the campus of Pacific Lutheran University. Students are transported from Lincoln and Mt. Tahoma to the campus PLU for a two-day experience that serves as an introduction and kick-off for their next school year and experience in TEACH 253! The two-day visit includes campus tours and meetings with the education department and admissions. TEACH 253 students participate in classes that include both masters and undergraduate education majors. Students delve into issues of equity in education and begin to cultivate their "vision" of themselves as future teachers and agents of change in their community. Providing a marketing strategy or branding effort through Teach 253 T-shirts, web presence and district awareness has proven to be very successful with high school students This “branding phenomena” has allowed the Teach 253 staff to recruit more effectively and engage more students into the program. ([learn more](#))

## Strategy B. Implementing pipeline programs that address teacher shortages and increases diversity

Defining district needs based on their present and projected staffing demands is important to establish the target population for the recruiting into GYO programs. Developing the recruitment strategies for the GYO pipeline will require rigorous marketing beyond the traditional approaches that colleges and districts normally pursue. Drawing from current paraeducators and substitute pool of non-certificated employees, parent volunteers, community members, churches and community based organizations is an untapped resource. Assigning a district coordinator to manage the outreach and work with the community to identify potential candidates has proven to produce a net gain and provide a wider pool of qualified candidates. Interested candidates are invited to attend informational meetings to learn how to navigate the application process and to identify if the program is a viable option for them. Districts and University partners must design a collaborative screening and selection process to identify and agree upon 1) Key indicators for success 2) Candidate self-readiness index 3) Selection process and timeline 4) Interview questions and rating matrix 5) Selection criteria and final cut score 6) Portfolio or samples of candidate's abilities.

### Alternative Routes to Teacher Certification is providing solutions to Washington's future teacher workforce and shortage crisis

PESB has worked diligently to ensure that Washington State educators are well trained and ready for the modern classroom. The Educator Pathways program within PESB prioritizes to provide Alternative Routes to Teacher Certification in a three-pronged effort to end the teacher shortage, diversify the teacher workforce, and positioning Washington State as leader in addressing policy and innovation such as the Federal education policy (ESSA).



PESB sees an opportunity for increasing alternative route programs to positively impact the future educator workforce by increasing geographic access to teacher preparation, diversifying the teacher workforce, establishing stronger recruitment pipelines within communities, strengthening the paraeducator to teacher pipeline for high demand areas, and increasing pathways for community partnerships to “grow their own teachers.” In an effort to cater to the various situations of candidates, the alternative routes program offers four routes to a full residency certification to teach:

\*GRAPH ADAPTED FROM  
 “PARAPROFESSIONALS COULD HELP SOLVE BILINGUAL TEACHER SHORTAGES,”  
 BY KAYLAN CONNALLY AND KIM DANCY

**“Grow Your Own presents a unique opportunity not only to impact the teaching force in our most challenged neighborhoods, but to change the way that teachers are prepared.”**

- Elizabeth Skinner, Author of “Grow Your Own Teachers: Grassroots Change for Teacher Education”

## **Alternative Route Program Addresses Washington's Demographic Reality**

Washington lacks diversity in its educator workforce. 44% of the state's children in public schools are students of color, but only 10% of certified teachers reflect the growing demographics of students of color. Having said that, Washington has a vast resource of potential teachers, both in fields outside of education, and from people already working in the school system, primarily as paraeducators or other classified staff. The Alternative Route Programs work to support communities to "grow their own teachers" through design components focused on learning to teach while teaching either as a resident intern or as the teacher of record.

### **Developments and Innovations:**

#### **Alternative Route Block Grant**

Through a legislative appropriation in 2015, PESB has been able to offer more than \$2,000,000 in grants to school districts, higher education institutions and nonprofit partnerships who are implementing Alternative Route programs. These programs can produce highly trained teachers in geographic regions that need them most. With the current teacher shortages, more districts are becoming engaged utilizing Alternative Routes to create residency-type models allowing them to employ individuals enrolled in preparation programs as teachers of record. Districts are also recruiting from their experienced paraeducator ranks and "growing their own" teachers through Alternative Routes. Through the Alternative Route Block Grant, the program builds capacity to expand across the state.

#### **Alternative Route Block Grant Addresses Teacher Shortage**

The Alternative Route Block Grant program is particularly attractive to districts because they can nimbly respond to teacher shortages at the local level. Currently, school districts are forced to use a patchwork of substitutes, conditionally certified teachers, paraeducators and even out of state recruits

to fill the gaps in the teacher workforce. By addressing the individualized educational needs of a district and creating deep partnerships with other nearby districts, institutions of higher education and even community non-profit organizations, school districts can fill the gaps in their workforce with quality, full time teachers pulled from their own ranks of paraeducators and involved community members. As an added bonus, Alternative Route programs that utilize a residency-based model of instruction allow for districts to employ candidates enrolled in an Alternative Route program as a "teacher intern" or in some cases even the fully fledged teacher of record in the classroom. The number of district/preparation program partnerships applying for funds to operate Alternative Routes well exceed the biennial appropriation. Increased legislative funding will be needed to meet level of demand.

#### **Alternative Routes Addresses New Federal Guidelines**

New federal reauthorization of Every Student Succeeds Act (ESSA) encourages teacher academies and strong partnerships with districts and prep programs to cultivate the next generation of future teachers. Alternative Routes clearly support this future direction and is the vehicle to produce future teachers that meet districts demands addressing teacher shortage. Addressing the need for teachers in Early childhood, Special Ed and STEM, as well as prioritizing a more diverse workforce and the opportunity to "grow your own" paras and emergency substitutes to fully certified teachers can all be addressed with the alternative route vehicle.

#### **Conclusion**

PESB believes this multi-strategy approach offers both a short-term and long term solution to teacher shortages. Alternative Routes and other strategies can alleviate the current crisis. Workforce development is a challenge for districts, but the policy improvements and programmatic opportunities with ESSA and alternative routes currently offer potential to strengthen the state's position.

### **Washington Alternative Routes to Certification**

**Route 1:** This route is designed for classified instructional employees (e.g., paraeducators) with Associate's degrees. Candidates enrolled in this program will complete a Bachelor's degree program in addition to receiving their Residency Certificate. This program takes a minimum of two years to complete.

**Route 2:** This route is designed for classified employees who have Bachelor's degrees. They will receive their certification after roughly one year of instruction.

**Route 3:** This route is for "career changers" - those with Bachelor's degrees and subject matter expertise in a shortage area identified by the PESB. Candidates will attend a summer teaching academy, and then will participate in a mentored internship the following school year.

**Route 4:** This route is designed for candidates already identified by districts through their issuance of a conditional or emergency substitute teaching certificate. Candidates will attend an intensive summer teaching academy, then will be the teacher of record in their own classroom the following school year.

## Exploring Pipeline Programs

Several Universities and districts across Washington are improving the teacher pipeline through Grow Your Own Strategies. From Heritage University who is implementing HUAccelerate to meet the needs of rural districts to Western Washington University who is partnered with several districts to increase the pipeline for bilingual teachers and increase the diversity of secondary teachers. Many districts are pioneering bright ideas that have great promise to increase the pipeline to teaching.

### CASE STUDY

## Heritage University Accelerate Program

### Defining the Need:

Heritage University and Yakima, Toppenish, Selah, East Valley and West Valley school districts formed a partnership to meet the needs of rural districts in recruiting, training and placing diverse teacher candidates in high needs teaching positions, specifically Special Education, English Language Learners and Bilingual Education. The Heritage University created an accelerated program called (HUAccelerate) initially designed as a Route 4, with a K-8 certification and an endorsement in either: Special Education, English Language Learner or Bilingual Education. In response to school districts expressed need for secondary math, science and English teachers, Heritage University is reevaluating university requirements in these areas to develop viable alternative routes for secondary candidates. Heritage anticipates program revisions to be completed in fall of 2016. HU is expanding their partnership of school districts to include Kennewick, Pasco, Walla Walla, Richland and North Franklin School Districts in 2016.

### Program Goals:

- Recruit, train and place diverse teacher candidates in high needs teaching positions, specifically Special Education, English Language Learners and Bilingual Education.
- Strengthen and expand the teacher education pipeline from high school to graduate school by providing new teacher candidates with strong mentorship and induction support in an effort to increase retention rates.
- Create an innovative lab for teacher preparation. Evaluate the impact strategies employed have on teacher retention and, when possible, student achievement.

### Program Components:

HUResidency (HU105) serves as a strong model for this design element. In HUResidency, candidates are assigned a site based supervisor or site advocate. Faculty in HUResidency are either full-time university faculty or contracted faculty from the local ESD. The site advocates monitor progress of our residency candidates in the schools with formal and informal observations Monday- Thursday and teach university

course work in their specialized content area seminars on Fridays. We plan to modify this highly successful model when building our teams for HUAccelerate.

The first summer institute for HUAccelerate is a six-week clinical experience with direct mentorship. This clinical experience is hosted by one or more of the partner districts where candidates will work with children in the morning (observed by faculty and mentors), and reflect, plan and respond to feedback from observations in the afternoon.

The summer school experience builds on elements of highly successful HUResidency program. Specifically, HUAccelerate utilizes the Teaching and Learning Team (TLT) strategy. In this model, three candidates are paired with one core teacher. One strength of the TLT model, is the wide variety of co-teaching strategies that can be employed.

*Alternative routes to Teaching Certification has the goal of enriching the teaching workforce by encouraging current classified school district staff or eligible professionals in the local community to become lead classroom teachers.*

### Program Outcomes:

One foundational structure of HUAccelerate is explicit, visible connections between the classroom experience and course work provided in seminar. These connections embed accountability measures, while allowing the flexibility necessary to maximize relevancy of topics discussed in seminar. Because all candidates will be serving as the teacher of record in the Alternative Route 4 option, this delivery model is critical. In this way, seminar course work guides classroom observations and practices, while classroom experience informs content decisions in the seminar.

[\(learn more\)](#)

**BRIGHT SPOT**

## A Regional Coalition in Skagit and Snohomish Counties

### Secondary Educators for Equity and Diversity (SEED) to help grow teachers that represent schools & community

Through the PESB Alternate Route Block Grant funding, Western Washington University's Woodring College of Education has formed a regional coalition with district partners from Burlington Edison, Mount Vernon and Everett, as well as Skagit Valley and Everett Community Colleges. The purpose of this coalition is to prepare a diverse group of secondary educators (grades 6-12) in the context of a "Grow Your Own" teacher development model. The SEED (Secondary Education for Equity and Diversity) Coalition will sponsor cohorts of teacher candidates to become dual endorsed in a Secondary content area and ELL or Bilingual Education.

This year-long residency will address understanding students and families, content knowledge depth, pedagogical content knowledge, academic language and literacy across the curriculum, equity pedagogy, cycles of planning, teaching, assessing and reflecting that address standards, and professionalism and collaboration.

During the academic year, candidates meet for classes on Wednesday evenings and all day Saturday during periods when the university is in session. Their yearlong teaching residency will follow the school calendar. Each candidate works closely with a mentor teacher and a university methods coach/ intern coordinator to offer the support they need to develop as a teacher as they gradually assume more responsibility for planning, teaching and assessment through the academic year. SEED will engage the most diverse candidates to serve high need communities and provide wrap around supports for candidates including advising, academic, navigational, relational, multiple strategies, including a pre-admissions seminar, support within the cohort and classes, referral for student services on campus, and individualized tutoring or additional coaching.

[\(learn more\)](#)

**BRIGHT SPOT**

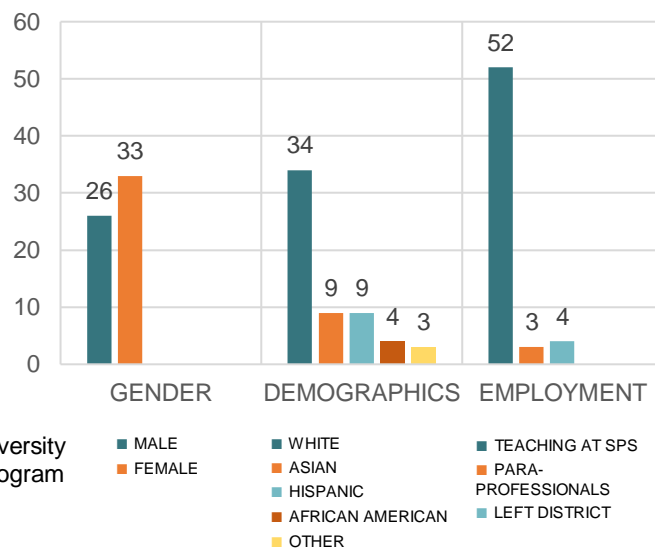
## Seattle School District's Classified to Certificated Program

Since 2008 Seattle Public Schools in partnership with Seattle Education Association (SEA) and local universities have graduated over 59 certificated teachers. This program was designed to recruit and assist classified employees working in Seattle Public Schools to become teachers. SEA wanted to help recruit people who mirrored the school population, people who were already connected to the school community and who could be successful in a large urban setting.

Through creative collective bargaining, the district and the association worked out an agreement to assist district paraprofessionals and SAEOP employees to become certificated employees. The Professional Development Steering Committee identified 1) City University's Alternative Routes to Education, 2) University of Washington –Seattle Teacher Residency and 3) University of Washington –High Incidence Program as three program options.

[\(learn more\)](#)

**PROGRAM STATISTICS**  
(59 TOTAL CREDENTIALS ISSUED)



Source: Seattle Public Schools

**BRIGHT SPOT**

## Seattle Teacher Residency- University of Washington and Seattle School District

The Seattle Teacher Residency Program allows for an intensive fourteen-month teacher residency experience designed for Seattle Public Schools. Preparing teachers to meet the needs in large urban settings requires a solid knowledge of both educational theory and practice. A hallmark of a teacher residency programs is “field based learning” provided in actual classroom setting alongside an experienced mentor teacher. Seattle Public Schools, Seattle Education Association and University of Washington have partnered to offer a residency program which includes a paid stipend for one year and leads to a Master of Teaching degree and an initial teaching certificate. The Alliance of Education, a nonprofit representing local businesses and philanthropies provides the startup money and continued support. Graduates of this program enter the classroom as a first year teacher with a deeper knowledge of Seattle Public School’s curricula and

resources. Resident teachers have practical experience in how to engage students and create a learning environment for the diverse urban student. “You learn what to notice, just like athletes might review film,” said Elham Kazemi<sup>8</sup>, University of Washington Associate Dean of Professional Learning, who helped design the program. “We do the same thing with teachers. We break down teaching into its components so that you can see better and learn what to pay attention to.”

The Seattle Teacher Residency (STR) prepares residents to become teachers in the context of, and for classrooms in Seattle Public Schools. The goal is to provide teachers with a master’s degree in education, hands on learning in the classroom and strong mentorship to create a team of teachers that can accelerate student achievement. Graduates have a solid foundation in research-based teaching practice and a deep knowledge of curricula and resources used in Seattle schools.

The Seattle Teacher Residency is one of the first programs in the country to include the teacher’s union as an equal partner. There are 18 teacher residency programs in the county networked with Urban Teacher Residency United. ([learn more](#))

*“Policymakers should explore all available options for expanding multilingual human capital in education”*  
-- *NewAmerica Report/June 2016-- Williams, et al*

**BRIGHT IDEA**

## Highline School District –Bilingual Teacher Pipeline

### Western Washington University Alternative Route: *Future Bilingual Teacher Fellows (FBTF)*

Highline, and schools across our state, have a continual shortage of teachers who culturally and linguistically represent our state’s growing numbers of diverse students. In attempts to meet the needs of bilingual students, districts have resorted to recruiting teachers from out of the country. This is not sustainable nor does it provide long-term quality instruction. Further, it does not draw from the diversity of the community. A clear route to teacher certification and university degrees for high school students and paraeducators from the community is critical to meet demands. Western Washington University and Highline school district are partnering to offer a “Grow Your Own” teacher model.

**Many multilingual paraeducators have the language abilities, educational expertise, and professional interest to become fully-licensed teachers.**

This two-year program is cohort based and leads to a university degree in addition to teacher certification in K-8 and ELL or Bilingual Education. The design includes intensive summer content sessions for Future Bilingual Teacher Fellows (FBTF) with face-to-face instruction, joint mentoring workshops, joint Professional Learning Communities and many

coached experiences with K-8 students. The design is differentiated based on individual strengths and next steps, assessed, and documented, through the teacher development plans. Mentors and FBTFs will participate in shared Professional Learning Communities and in professional development provided by the school district both mentor teacher and FBTF. Mentoring will also increase significantly the second year as the FBTF’s internship hours increase and face-to-face coursework will lessen for most candidates. Program content is focused on supporting district specific teaching strategies and curriculum while blending required course work from Woodring College that ensures Fellows are prepared to pass all required testing exams and earn their teaching credentials. FBTFs will come from the community, with first priority going to bilingual, underrepresented instructional staff from the community. Program applicants will sign a commitment to serve for two years as a teacher in Washington State serving a high need area. ([learn more](#))



## Edmonds School District

A new program called the Teacher Education Advancement Program was developed in Edmonds School District to help recruit and retain teachers that mirror the student population.

With full support from the Superintendent and in alignment with the Strategic Direction, the Hazel Miller Foundation, Edmonds District School Board, Human Resources (HR), UW Bothell, Edmonds Community College, Edmonds Education Association, and the Diversity, Equity & Outreach (DEO) department collaborated to create the Teacher Education Advancement (TEA) program. The TEA program supports all four key points in the District's Strategic Direction – 1) Effective Learning for All Students, 2) Equity of Opportunity, 3) P – 3rd Grade Early Learning and 4) Graduates Who Are Ready for Life. The TEA program is a direct result of the District's

value to have a teaching staff that mirrors the student population we serve and honors the commitment to “each student learning, every day”.

The TEA program serves as a resource to any District employee seeking a teacher certification/position. The primary function of the program is to coordinate the Hazel Miller Teachers of Color (TOC) Scholarship program. The Hazel Miller TOC Scholarship will provide support to recruit and retain qualified PreK-12 underrepresented teachers within the District. The TEA Coordinator will serve as a liaison to connect program participants with colleges and universities who offer teacher certifications /endorsements through alternative routes.

TEA participants will begin their teacher certification process as early as Fall 2016.



## Southwest Washington Alternative Routes Cooperative and Vancouver School District

Educational Service District 112 and City University are partnering with Battle Ground School District, Kelso School District, Vancouver Public Schools and Washougal School District, to offer a teacher preparatory program for the Alternative Block Grant for Route 1, 2, and 4 qualified candidates. The partnership, known as the “Southwest Washington Alternative Routes Cooperative” or “the Cooperative”, is focused on developing effective educators in locally identified high need areas such as Special Education, English Language Learners (ELL), and Math.

City University, the Cooperative's approved Alternative Route Teacher Preparation Provider, brings over ten years' experience providing Alternative Routes programs throughout the state and, more specifically, in Southwest Washington. City University began offering alternative route delivery models over a decade ago to meet the needs of special education shortage areas. The Cooperative program's foundation is the successful program currently offered by City University with additional key elements embedded to augment the 'classic' Alternative Routes delivery model. The proposed program design incorporates a one-year program for Route 2 and 4 candidates, implemented in each of the two years under the grant, with an estimated 22 candidates in each year. Additionally, a two-year program for Route 1 candidates will be offered to one cohort of 8 candidates. Route 1 candidates will

complete requirements for both their baccalaureate degree, and their residency teaching certificate, which extends program completion time to a maximum of two years.

Vancouver School District has been actively working with recruiting and supporting district paraeducators into Routes 1, 2, and 4 by working closely with their union to support a more flexible six hour paraeducator position in high needs schools that provides the paraeducator candidate an extended opportunity to 1) work with the literacy facilitator; 2) provide small group differentiated instruction in the classroom designated for their student teaching; 3) cover classrooms for teachers on learning walks; 4) completing assessment activities, or other duties as assigned; 5) co-teaching during student teaching phase (It is important to note that none of these duties are related to a specific group of students who regular educational program would be disrupted during a student teaching assignment.)

Due to the importance of having paraeducator candidates be successful in their transition to the ALT Route Block Grant program, the union agreed to pay for each paraeducator candidate to attend the Vancouver School District New Teacher Induction training which provides a week long training session before school starts.

Pierce College is partnering with Clover Park, Sumner, Puyallup and Steilacoom Historical School Districts to offer a new Bachelor of Applied Science in Early Learning

Pierce College has been approved to offer a Bachelor of Applied Science in Education (BAS-E) with preparation for teacher certification and endorsements in early childhood education (ECE) and early childhood special education (ECSE).

Pierce College intentionally chose to create a blended program that combines outcomes for early childhood general education and early childhood special education to ensure that graduates are prepared to work with each and every child from birth to third grade.

Teacher candidates prepared at Pierce College will have completed a total of four field experiences prior to acceptance into the BAS-E program which give them opportunities to plan, practice, and reflect on

methods of instruction and differentiation. Across these placements, they will experience the breadth of early childhood education including placement in at least two of the following three settings: child care program, Head Start/ECEAP, and primary school settings. They will document experience with children in at least two of the following three age-groups: infant/toddler, preschool, and primary.

Field placement agreements will be in place for all school districts in which candidates are placed for experiences leading to certification or endorsement.

The capstone experience for this degree is a year-long residency in an early learning setting that provides candidates the opportunity to demonstrate that they meet all the endorsement competencies. Teacher candidates will be placed in groups of three or four in mini-professional learning communities (PLCs) along with an early childhood education teacher and an early childhood special education teacher.

[\(learn more\)](#)

Grays Harbor College and Centralia College are partnering to jointly offer a unique BAS-TE degree path proposal for Community and Technical Colleges in Washington State. As designed, the core courses for the Teacher Education program will be the same between Centralia and GHC, while each school will teach a key component of the curriculum. Centralia will be teaching special education on their campus, while GHC will be teaching the K-8 component of the program on their campus. All of the BAS-TE classes will be taught in an ITV setting, so the classes can be shared between the two schools. Students at each school will have resident faculty to consult with. By sharing a common core, employers are ensured a common skillset when hiring students from either institution. By having two cooperative and complementary degrees available, Centralia and GHC degrees in Teacher Preparation are highly responsive to the local needs within different and diverse communities. Grays Harbor College is partnered with Aberdeen, Hoquiam, Montesano, Raymond, Cosmopolis and Ocosta School Districts. Centralia College is partnered with Centralia, Chehalis, White Pass, Morton, Mossyrock, Adna, Napavine, PeEII, Winlock, Onalaska, Toledo, Boistfort, Rochester School Districts. [\(learn more\)](#)

### Ramping Up

*More Community Colleges are trailblazing in marrying the rich resources of the immigrant community with the needs of children in our school system. By offering BAS degrees at Community Colleges and recruiting more diverse candidates from current paraprofessionals and foreign educated immigrants, increasing teacher diversity can be improved. The following high need areas are on track to offer new BAS-E degrees: Wenatchee, Columbia Valley, Yakima Valley, and Puget Sound Metro area.*

TO DOWNLOAD A COPY OF THE GROW YOUR OWN TEACHERS REPORT AND VIEW FULL CASE STUDIES, PLEASE VISIT <http://tinyurl.com/GYOreport>

## Strategy C. Increase Access and Remove Barriers

There is a growing demand for increasing the diversity of our teaching workforce. However, the career pathways for linguistically diverse teacher candidates are often limited and difficult to navigate. Multilingual candidates pursuing teacher certification often need additional academic supports. Candidates need more flexible scheduling and remediation support due to academic language difficulties, family obligations and work schedules. Testing is another barrier which candidates need extra tutoring and individual support in order to pass successfully.<sup>11</sup> Providing ongoing support and networking opportunities for candidates to learn from each other and foster collaboration has been a proven best practice.



### Maestros Para El Pueblo- Skagit Valley Pipeline

#### MAESTROS PARA EL PUEBLO PROGRAM (TEACHERS FOR THE COMMUNITY) AT SKAGIT VALLEY COLLEGE AND WWU

##### Program Design

Maestros Para el Pueblo is a “grow our own” teacher model that features a collaborative partnership between Mount Vernon and Burlington Edison High Schools, Skagit Valley College, and Western



First year teacher Luz Lopez received a grant from PESB to participate in Western’s Program Pathway to Teaching and complete her degree in Language, Literature and Cultural Studies in 2015. Luz was an instructional assistant at Burlington-Edison School district and earned her AA degree from Skagit Valley College.

Washington University, designed to create a student centered pathway from high school through college and teacher education into careers in education. The majority of students served at all levels are bi/trilingual, Latino, first generation college-going students from low-income families. Many of these students may not ultimately pursue teaching but the ultimate goal is that all students will graduate from high school and are ready to succeed in higher education.

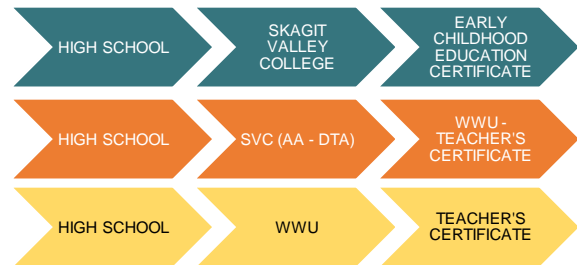
Maestros Para el Pueblo promotes Latino/a student success and increases awareness and the need for

bilingual/bicultural diverse teachers, especially in Mount Vernon and Burlington-Edison School Districts.

Maestros provides clear educational pathways for teacher certification completion University to obtain a Bachelor degree with a teacher certificate.

Maestros connects students and their families to key contacts, such as counselors, advisors, multicultural services, and to financial aid assistance at Burlington-Edison High School, Mount Vernon High School, Skagit Valley College, Western Washington University, and Woodring College of Education at WWU.

##### Maestros Starts in High School and Can Lead to a Career in Education



Multiple Pathways are served: High School Juniors and Seniors, SVC students who wish to transfer to Western Washington University, Mount Vernon and Burlington-Edison District employees, and anyone from the community who wishes to pursuit a career in Education

[\(learn more\)](#)

## Reducing Barriers for Bilingual Paraeducators to Become Teachers in Special Education and ELL

### TRI CITIES AND WASHINGTON STATE UNIVERSITY PARTNERSHIP

There is a pool of AA candidates that have graduated from the local community college located in Pasco (Columbia Basin College) who will now have a direct education pipeline to special education certification. These AA candidates will be able to seek BA degrees with Special Education endorsement or ELL /BLE endorsements. WSU is providing an alternative route cohort for special education and ELL/ bilingual education. The PESB Alternative Route Block grant will help reduce financial barriers and allow candidates to continue employment with their current school district. Candidates working side by side with highly qualified teachers during the two-year cohort will be well prepared to step into a classroom of their own. Teacher candidates working directly with students and in co-teaching settings for two full years while pursuing their teaching credentials should have an advantage in experience and preparedness compared to other candidates.

Encouraging paraeducators to obtain teaching certification by supporting their academic plan will provide new teachers who are already inducted into the districts' culture, procedures, and academic programs. This will save revenue in the induction process and provide fully trained teachers for students. Paraeducators will continue to work at their duty assignment while in the alternative route program. The districts will provide release time and/or coordinate scheduling with the university to guarantee participant access. This will keep paraeducators current with district initiatives while completing their residency certificate.

Current paraeducators who complete their teaching certification will be well utilized to provide quality instruction to all students. The current teaching shortage, especially in Special Education and within K-5 general education due to full day kindergarten

### OMAR'S STORY



**Omar Escalera started his non-traditional journey to become an Assistant Principal at Pasco High School as a Bilingual tutor sixteen years ago.**

*"I began my career in the Pasco School District in 2000 as a Bilingual tutor at Longfellow Elementary. At that time there was no "visible program or pathway" for classified employees to become teachers. I had to soak up every bit of information on how to become a teacher on my own. Luckily for me, the Director of Special Programs requested a meeting with me to talk about a program in the district called "Grow Our Own Teachers". I entered the meeting not having a real plan of becoming a teacher but I left signed up to participate in the program. I enrolled in the teacher preparation program through Heritage University which had just started a satellite campus at Columbia Basin College in Pasco. I continued working as a para-educator while attending evening classes and completed my student teaching at Ochoa Middle School in December of 2006. Right after finishing my student teaching, I was offered a continuing contract for the upcoming school year. I was also offered a long term substitute teaching position at Longfellow Elementary. After this long term substitute teaching position, I began teaching in our district's Two-Way Dual Language program in the fall of 2007. I spent all of my classroom teaching career in the Dual Language program while I continued to pursue my principal credentials. After completing my Principal Program this fall, I was hired as the Assistant Principal at Pasco High School. The doors that were opened for me because of the "Grow Our Own Teacher" program in our district have truly transformed my life. I can unequivocally say that I am making a difference in the lives of children here in my community. None of this would have ever been possible if it wasn't for the opportunity that I was given. We need to advocate for, nurture and advertise these types of programs because many individuals like myself will definitely take advantage of these opportunities and those individuals will become assets in districts all over our state"*

and state class size reduction funding, will get worse before it gets better. As the partnering districts' enrollment continues to grow, new construction comes on line, additional revenue at the state level is provided, and veteran teachers separate from service, the need for teachers will only be greater.

The demographics in this region are quite diverse with a high population of Hispanic and Russian students in many schools. The ELL and BLE needs of all districts are high due to these populations, these needs are not currently being met and the districts in this partnership all stressed their need for ELL and BLE teachers. Another need constantly voiced by all local districts is the need for qualified Special Education teachers.

The candidates in this program will receive the same preparation as all undergraduates in the university's BA program which is a prestigious and valuable experience for all participants. For example, university supervisors will schedule and conduct visits to the schools to observe and mentor the Alternative Route candidates in the same way they complete supervision of all candidates in WSU Tri-Cities teacher certification programs. The US Department of Education recently announced that WSU-Tri Cities has been awarded a \$2.2M grant for over a five-year period to support paraeducators pursuing degrees in ELL and BLE beginning in the fall of 2017.

Pasco School District has struggled to hire Spanish bilingual/ biliterate teachers. Pasco has tried forms of recruiting which included recruiting teachers from other states and Mexico but experienced little long term success. Many of these out-of-state teachers would complete a year or two and then decide to return to their home towns.

With the district growth, the need for lower class sizes and the national teacher shortages, Pasco found the best teacher recruits come from their own backyard.

Pasco SD discovered that the best way to hire and retain teachers was to implement a Grow Your Own strategy. They started by hiring classified staff who possess a BA/BS degree or AA and had a desire to become a teacher. Pasco SD has assisted over 75 participants with financial assistance in completing their teaching certificate

## TEACHER PREPARATION PROGRAMS MUST DO MORE TO RECRUITING DIVERSE TEACHER CANDIDATES

The Professional Educators Standards Board commissioned a report focused on developing underrepresented pathways into the teaching profession, including access and recruitment and increasing the number of qualified applicants as future teachers in the state. The Recruiting Diverse Teacher Candidate Research Report findings including strategies for programs to recruit more diverse candidates, a college self-assessment tool and a state-wide demographics report.

The report includes analysis of recruitment best practices with the focus on recruiting diverse communities into the teaching profession. The report consists of the following items:

- Strategies for recruiting and retaining teacher candidates of color. The report shall document how examples of existing efforts around the country could be applied to recruiting a more diverse teacher pool and reflect different pieces of this project. Each example shall be accompanied by an explanation of why it makes a good model of best practices.
- Strategies responsive to demographics in the state and provide analysis that identifies key communities and groups to include in targeted outreach. Strategies responsive by region. The report includes demographic information of state educator pool and teacher preparation programs provided by PESB and analysis provided by the proposer regarding communities to prioritize.
- Summary of existing preparation efforts in the state and other diversity efforts and materials that exist with Washington Teacher Preparation programs.

A best practices guide for recruiting diverse teacher candidates and other listed deliverables for programs. It shall be an engaging, activity-based, and available on-line for implementation and use by PESB and teacher preparation programs.

[\(learn more\)](#)

## SECTION II. DEVELOPING CURRENT EDUCATORS

*A growing number of districts and teacher preparation programs have begun to form strong, bold and mutually beneficial partnerships to produce teacher candidates who better meet district needs. These partnerships, when done well, take significant time and resources on behalf of both organizations, but can also transform the work of partners, creating joint responsibility for the development of effective educators. And in addition to benefiting the institutions, such partnerships can create a seamless experience where new teachers grow, thrive and advance student achievement.*

### Strategy A. District driven programs focus on targeted needs

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Districts can achieve significant results in reaching their common goals to develop and train staff in targeted areas of endorsement by leveraging resources and working together in partnership for both development and implementation.

### Regional Partnerships and Collaboration

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#### CASE STUDY



#### Kent, Highline, and Tukwila – ELL Endorsement Academies English Language Learner Road Map Consortium

The ELL Road Map Consortium Districts (Kent, Highline, Tukwila, Renton, Auburn, Federal Way and South Seattle School Districts) are committed to the belief that quality staff development increases student achievement. Imbedded in this belief is the knowledge that ELL Road Map Consortium teachers and instructional leaders must be provided with the necessary tools and support to be successful in the challenging work of effectively teaching English Language Learners.

To insure building and program success in meeting the needs of English Language Learners, the ELL Road Map Consortium Districts must have direct participation in the development and implementation of teacher and instructional leadership training activities that are focused on effective classroom practices. Research proves teacher and instructional leadership development must come from partnerships and internal program development, customized to fit the individual district's goals and the realities of the many obligations of today's classrooms.

#### Program Goals:

An ELL Road Map Consortium developed an "English Language Learner Academy & Institute (ELLA/ELLI)" which provides the participating Districts with the ability to:

- Focus professional development based on data driven teaching and learning needs identified at the school level.
- Build professional learning communities which support teacher knowledge and skills that

facilitate culturally responsive teaching across the system.

- Apply instructional strategies designed to increase student achievement of all English Language Learners in their school, with the effect of closing the achievement gap.
- Receive training on pedagogy that fosters equity, inclusion, and empowerment of students.
- Access district personnel who model best-practices in English language learner teaching and learning strategies;

#### Program Results:

Since 2009, over 100 teachers have received their ELL endorsements. Districts provide most of the support for teachers' and administrators' tuition and books through various grants and Title III funding. Participants are eligible to apply for a Retooling grant from PESB. Participants pay on the average about \$850 mostly for testing fees. For this funding support, participants are required to stay and teach for two years in the district after receiving their ELL endorsement. Participants earn 50% of a Master's Degree which motivates many teachers to continue and complete a Masters in Teaching. Administrators are included in this program and it offers an opportunity to get an ELL Endorsement.

Districts recruit throughout the year to build a cohort of 20 in advance. By hosting informational sessions and using past graduates' positive endorsements, this recruitment effort has generated a wait list for the program every year. ([learn more](#))

## Martinez Fellowship

*Martinez Fellowship and Technology Access Foundation have partnered together to help develop and retain teachers of color.*

### Program Goal:

Recruiting and supporting teachers of color was the mission of the Edgar and Holli Martinez when they formed the Martinez Fellowship program in 2008. By empowering and supporting teachers of color who could apply culturally competent practices for a diverse student population, the Martinez Foundation ultimately wanted to help close the opportunity gap for students of color<sup>9</sup>. In 2015 the Martinez Foundation transferred their Fellowship program to the Technology Access Foundation to continue their mission. TAF is well established and has partnered with the following Colleges of Education: University of Washington Seattle, University of Washington Bothell, Pacific Lutheran University, Seattle Pacific University, Seattle University, and Western Washington University to continue the Martinez Fellowship.

TAF offers graduate level scholarships, early career coaching and ongoing professional development to assist teachers in culturally relevant teaching strategies and project-based learning. TAF continues to receive grant funding from the Martinez family to provide scholarship support and continued mentoring and professional networking.

### Program Results:

Currently 140 active Martinez Fellowship graduates are working in 28 school districts and positively influencing more than 10,500 students from some of the most diverse and high needs schools in Washington.

97 % of Martinez Foundation scholarship recipients completed their Master's in Teaching program with over a 94% retention rate after their first 3 years of teaching. (Compared to the U.S. national average of 70% for all new teachers (lower for teachers of color). Martinez Fellows represent 42% Hispanic/Latino, 32% reporting two or more races, 16% Asian, 8% African American and 2% Native American.

*“TAF creates an educational environment where new educators of color can receive teaching tools and support from local leaders and experts”*

– Chris Alejano, TAF Academy

### Martinez Fellows Agree to the Following:

- Work as educators in Washington State K-12 public schools immediately upon graduation from their program. Fellows must commit to teaching for at least three years, preferably longer. If a Fellow does not teach for a minimum of three years, s/he will pay the scholarship back in its entirety.
- Attend and participate in the annual Martinez Fellowship Summer Conference. Attendance is mandatory for first year Fellows (graduate students). Attendance in the second and third year is strongly encouraged, and beyond is voluntary. ([learn more](#))

## Educator Retooling Scholarship Program

The Educator Retooling Conditional Scholarship Program provides financial support to Washington State certified teachers who seek to expand their knowledge and skills by adding endorsements in subject or geographic shortage areas. The Educator Retooling Conditional Scholarship Program provides financial support to Washington State certified teachers adding endorsements in subject or geographic shortage areas. The service scholarship, amounting up to \$3,000, is awarded directly to the qualifying teacher to be used towards educational expenses associated with adding the endorsement. Recipients are granted complete loan forgiveness in exchange for two years of teaching service in their new endorsement area at a Washington State K-12 public school. ([learn more](#))



## Induction and Mentoring is Key to Retention

*When implementing Grow Your Own Teacher programs it is essential to include a mentoring and induction program*

The **Beginning Educator Support Team** for Induction Program (BEST) provides information, professional development, resources, and grants (per appropriation by the legislature) for comprehensive induction programs for new teachers.<sup>10</sup> BEST has assisted Alternative Route programs in enhancing the pipeline between residency and job-embedded programs by providing extra supports for induction and mentoring for anyone on a conditional certificate (Alt Route 4). This summer BEST partnered with Pacific Lutheran University and Clover Park School District to provide a modified version of the mentor academy for mentors of Alternative Route Certification teachers. This training gave mentors and mentees specific strategies and tools as they start their mentoring work: effective questioning techniques, learning-focused conversation skills, structures to gather data and give effective and useful feedback, and options for co-teaching to enhance novice teacher learning. By working together and allowing the time to strategically build relationship amongst mentors and mentee teachers, it can build rapport, address new teacher

isolation and allow for teacher candidates to not only have a mentor but to have shared skill development and resources for shared learning prior to the start of the school year. Initiating the process of “learning together” from both teacher colleagues and other conditionally certified teachers enhances and supports teacher retention.

### **BEST and Limited Certificate Teachers**

BEST grants provide funding for districts for new teachers with 179 days or fewer in continuous assignment, regardless of the type of certificate the teacher holds. To increase support for Alternative Route Certificated teachers this year, BEST grantees had the option of applying for supplemental funding. This is to help districts provide increased instructional supports such as co-planning and co-teaching regularly with a colleague or instructional specialist, time to observe in other classrooms, or more intensive and frequent work with mentor. BEST strives to identify ways to close teacher learning gaps so that they can close their student learning gaps.

[\(learn more\)](#)

## Strategy B. Developing partnerships to leverage resources

*Building partnerships can result in better utilization of resources and expand recruitment.*

## Road Map Districts Grow Your Own Work Group

### **Bilingual Educator Pipeline Work Group Recommendations**

The Professional Educator Standards Board (PESB) has been working with the Road Map Region’s seven school districts (Auburn, Federal Way, Highline, Kent, Renton, Seattle, and Tukwila) to develop common strategies to strengthen the teacher pipeline with “grow your own” bilingual and culturally diverse educators.

#### **Work Group Goal:**

The Road Map Districts were to collectively identify recommendations for a sustainable Bilingual Teacher Pipeline. Through conducting District Interviews with each district and conducted a Classified Staff Survey, the Group aimed to address the following questions:

- What policies are in place or are needed at the district and/or state level to help develop future teachers?
- What areas do districts need assistance in developing a strong teacher pipeline?
- What is the current district talent pool of future teachers and what are their needs?

#### **Work Group Key Recommendations:**

- Recruit Paraprofessionals interested in teaching
- Provide assistance with navigating the teacher pathways and work to remove barriers.
- Provide candidate support in mentoring, advising, financial assistance and testing.
- Provide applicants with access to equitable opportunity to be successful in a GYO program.
- Provide districts with programmatic assistance in developing a strong teacher pipeline
- Identify resources, and policies to sustain the Alternative Route Pathway pipeline efforts.
- Implement a statewide campaign regarding the importance and need for teachers, and available Grow Your Own teacher pathways. [\(learn more\)](#)

## SECTION III. ENGAGING POLICY AND INNOVATION

*Creating a pipeline of great teachers for all schools and students in our state is a crucial policy goal. Strengthening teacher pipelines requires an examination of multiple policy areas, including certification requirements, educator evaluation, compensation and career ladders, educator working conditions and the range of pathways that teachers take to enter and remain in the profession.*

*Innovation will be the key to solving the teacher shortage issues and the recruitment of a more diverse educator workforce. Districts and preparation programs will need to look outside the box to explore new ways to meet the demands of future workforce requirements. Investigating how other industries have dealt with pipeline and licensing issues could bring new insight and examples for Washington State.*

### National Policy Report

#### RESEARCH BRIEF - Solving the Teacher Shortage: How to Attract and Retain Excellent Educators

**Learning Policy Institute September 2016**

National headlines on the teacher shortages have prompted leading researchers to dig further into the recurrent issues and make several recommendations on how to remedy the situation. *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*, written by Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond examines an extensive body of research on teacher recruitment and retention. Their report determined five factors play a major role in how and when teachers decide to enter the profession, remain or leave the field and how high-need schools factor into this decision. At a national level a recent report from the Learning Policy Institute recommended four major areas for policy recommendations:

#### Policy Recommendations:

Long-term solutions focusing on recruitment and retention can ease shortages, while also prioritizing student learning and a strong teacher workforce are recommended. To accomplish this, research suggests that policies should:

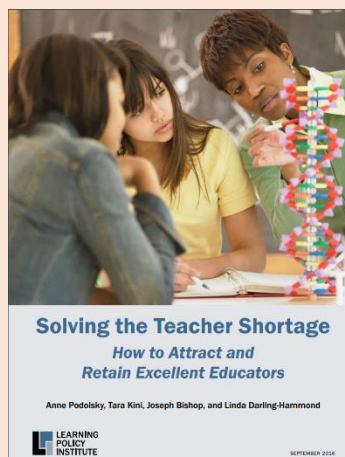
- 1) Create competitive, equitable compensation packages that allow teachers to make a reasonable living across all kinds of communities.
- 2) Enhance the supply of qualified teachers into high need fields and locations through targeted training subsidies and high-retention pathways.
- 3) Improve teacher retention, especially in hard-to-staff schools, through improved mentoring, induction, working conditions, and career development.
- 4) Develop a national teacher supply market that can facilitate getting and keeping teachers in the places they are needed over the course of their careers.

*Adapted from: Research Brief - Solving the Teacher Shortage: How to Attract and Retain Excellent Educators, Learning Policy Institute September 2016*

[\(link to full report\)](#)

#### Conclusion:

The teacher shortage provides an opportunity for the United States to take a long-term approach to a comprehensive and systematic set of solutions to build a strong teaching profession. Although these proposals have a price tag, they could ultimately save far more than they would cost.



# Washington School District Best Practices

School districts around Washington state are increasingly interested in addressing Grow Your Own through state policy, school board level policy, HR practices, and building partnerships in the community.

## Engaging State Policy

PESB will be recommending several legislative policy requests for consideration during the 2017 Legislative session: They include expanding the Alternative Route Block Grant program, funding a statewide Grow Your Own initiative and providing additional a state funded loan forgiveness program. The GYO initiative seeks to:

- Increase the number of students graduating college with teaching experience and a pipeline for joining the educator workforce
- Create and implement systems of support for the pipeline for high school future teacher academies in our state.
- Create and implement systems of support for the pipeline for emergency subs and para educators to become teachers in our state (See more details on p.35)

## School Board Level Policy

School boards in Washington have a responsibility to set policy at the district level in order to address the

teacher shortage issue within their district and to increase the diversification and racial equity within their school district staff. School boards should review their current policy and explore options to update or create new policies that support a “Grow Your Own” teacher initiative and achieve educational and racial equity. WSSDA has created model policies for districts to explore and modify within both recruitment and equity issues.



## Highline School District Board Policy

Highline School District School Board and administrators have committed to being a culturally-responsive organization. The district is holding itself accountable by an indicator which examines and sets policies on how the district recruits, retains, and promotes a diverse, highly qualified staff at every level of the school district. Highline has defined diversity through a broad definition beyond race/ethnicity, gender, disability and vets' status to also include language, socio-economic status and sexual orientation. After realizing that recruitment fairs were ineffective, they will focus on multi-year strategies and year-round recruitment as well as ways to track data at the time of application, interview and hire. Thus they have implemented several new diversity recruitment strategies which include:

- **Building diverse pipelines**—student teachers, university partnerships, community based

organizations, pathways to teaching for paraprofessionals, employee referral program, and a long-term grow your own strategy

- **Expanded marketing**- marketing materials highlighting diversity and teacher profile video, established social media presence
- **Early hiring and efficiency** – expanded early cadre hiring, process improvements such as streamline reference checks and designated interview days, redesigned selection process and teacher profile
- **Goal setting & data tracking** – set and monitoring diversity recruitment goals and milestones, regular check in and strategy review, analysis of selection practices for potential bias, new data tracking systems, and end of the year analysis

[\(learn more\)](#)

**"A comprehensive set of policies is needed to address our emerging teacher shortage and to ensure every child is taught by a competent committed teacher."**

*-- Linda Darling-Hammond, Learning Policy Institute*



## Achieving Educational Racial Equity Through Policy and Beyond

Washington State School Directors Association (WSSDA) and Puget Sound Educational Service District (PSESD) have collaborated to bring together school board members, superintendents, district leaders, and community base organizations to broaden racial equity policy development and adoption process. In a series of convening meetings,

*Achieving Educational Racial Equity Through Policy and Beyond*, attendees deepen and clarify the why and how to adopt and implement racial equity policies and learn from school district teams who have successfully implemented racial equity policies. School board and district leaders also engaged communities and students of color to collaborate “beyond” once the policies have been adopted.

### District Level Practices

Over the past five years, Washington has experienced a 250% increase in the demand for new teachers. This comes at a time when teachers are retiring in record numbers and fewer people are enrolling in teacher certification programs. The result of these trends has been a shortage of teachers in Washington State. To address these issues it is critical that districts and schools engage in evidence-based practices to recruit, select, and retain new teachers.



## Human Resources Training

In February of 2016 the Professional Educator Standards Board (PESB) engaged in a large-scale project to develop and implement a comprehensive training project for Human Resource (HR) professionals and staff at school districts across the State. The objective of this project is to provide assessment and development opportunities for improving district HR capabilities and practices in three specific areas: teacher recruitment, teacher selection, and teacher retention. In support of this objective, the current report provides a comprehensive review of scientific literature in each area. **Recruiting, Selecting and Retaining Teachers: A Review of the Literature** report has three sections. Each section provides a review of current issues and evidence-based best practices for improving teacher recruitment, teacher selection, and teacher retention:

### RECRUITMENT

*Recruitment practices help schools and districts identify and attract qualified applicants to fill teaching positions. Recruitment is particularly important in Washington now because the demand for new teachers exceeds the supply of teacher candidates. This imbalance results in a teacher shortage. To address this shortage, recruitment activities can provide schools with a wider pool of qualified teachers*

### SELECTION

*Selection practices help schools make hiring decisions by using methods like applications, assessments, and inter-views to assess teacher candidates on relevant factors. Valid and reliable selection processes not only ensure that students are receiving high quality educations, they also help districts save money by selecting teachers who will stay.*

### RETENTION

*Turnover is particularly high among teachers, with as many as 50% of new teachers leaving the profession within five years. Replacing teachers who move or leave is costly and time-consuming. To avoid these costs, schools and districts can engage in several activities to improve teacher retention.*

(for more information, contact [pathways@k12.wa.us](mailto:pathways@k12.wa.us))

**“Policymakers should incentivize higher education institutions to create clear pathways with additional supports along the way for multilingual teacher candidates.”**

-- *NewAmerica Report/June 2016, Williams et al*



## Leading Strategy for Recruiting and Diversity: Spokane School District

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Early in the 2014-2015 school year, Spokane SD Human Resources set a goal to reduce the number of certificated and classified vacancies on the first day of school by the following school year (2015-2016). Using Key Performance Indicators (KPI) provided by America's Great City Schools, the district selected the goal of 3.5 FTE or fewer vacancies on the first of school day, which was the benchmark for the most effective school districts in the America's Great City index. In the spirit of setting Big Hairy Audacious Goals, Human Resources shared this goal with all administrators that same fall--most were skeptical, as Spokane School District had nearly 60 FTE of vacancies (combined classified and certificated vacancies on the first day of school in 2014-2015). Through focused effort and tremendous partnership with departments such as Finance, Teaching & Learning and building administrators, Spokane SD was able to reduce the vacancies to fewer than 10 FTE total in the Fall of 2015-2016. Key strategies involved:

- Massive early hiring efforts, beginning in January; issuing letters of intent, so hiring could occur at various recruitment events;
- Issuing fewer One Year Only/Leave Replacement contracts, to slow the revolving door of filling the same positions several years in a row;
- Using hiring checklists to streamline the processing time for various jobs while maintaining process fidelity;
- Bargaining improvements to Assignment and Transfer provisions;

- Conducting reference checks for applicants at an earlier point in the process, so job offers could be made immediately following selection team decisions.

This fall--2016-2017—Spokane SD continued their progress by having 98.9% of certificated vacancies filled on the first day of school. HR will continue the efficiency measures in place above to continue providing this same or better level of service to district hiring officials and ultimately, the students! For 2016-2017, HR's KPI focus will move to include retention data for all staff hired considered by position title.

### Setting Benchmarks for Recruiting: Diversity Hiring Fair

As a strategy for specifically increasing the number of diverse applicants, Human Resources organized and held a Diversity Hiring Fair at Rogers High School this past spring. An effective social media campaign was launched to build interest in the fair, and approximately 120 people were in attendance. In addition to departments across the organization setting up specific recruitment tables related to their hiring needs, interviewing and resume writing classes were held for attendees. Community leaders, such as the former NAACP president, completed the paperwork to become an emergency certificated substitute based on this recruitment effort. We plan to hold another diversity hiring fair this spring and would like to expand to a second fair being offered Summer 2017.

*Students of color make up 44% of Washington's public school enrollment and 219 different languages are spoken. By 2025, it is estimated that 1 in 4 students will be English Language Learners (ELL). This changing demographic has created an increased demand for bilingual teachers and education professionals.*

## SECTION IV. SUPPORTING INNOVATION



### Engaging Collaborative Partnerships

Collaborative partnerships across sectors to strengthen the pathway to become a teacher has been a success strategy in Washington. PESB has been working collaboratively with districts, preparation programs and Community based organizations (CBOs) to strengthen grow your own teacher initiatives through alternative routes, retooling and teacher academies. Collaborations to highlight include Grow Your Own WA Coalition and One America (an immigrant advocacy organization). PESB's collaborative partnerships and various work groups provided recommendations to focus on lasting programmatic and policy changes.

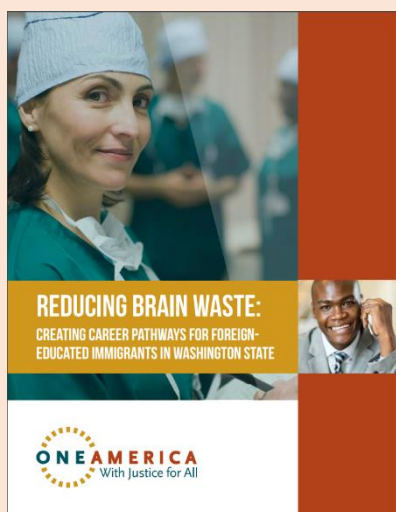
#### Grow Your Own: Washington

The Grow Your Own: Washington Coalition traveled to Washington DC to attend the White House National Credential Institute and gain ideas to increase the pipeline for high skilled immigrants to transition into the workforce in both education and healthcare. Alexandra Manuel, Director of Educator Pathways, Professional Educator Standards Board, presented on opportunities to integrate highly skilled immigrants into a "Grow Your Own" educators strategy to address teacher shortage. Partnerships that support student transitions to become teachers through workforce entry through credential evaluation or teacher preparation through an alternate route program were

highlighted. Programs that have been successful pay focused attention on the needs of candidates and removing barriers to certification. Partnerships between PESB, preparation programs and CBOS help to strengthen the pipeline for candidates from the recruitment to the support services needed along the way to become fully credentialed. Organizations like the Welcome Back Center at Highline Community College, OneAmerica and other CBOs are working together with local school districts to identify candidates and assist in the navigation and support services to ensure candidate program placement and success.

#### Reducing Brain Waste: Creating Career Pathways for Foreign-Educated Immigrants in Washington State

##### OneAmerica Report



Over the last 25 years, the number of foreign-educated immigrant professionals with degrees in Washington State has increased greatly. Building the infrastructure to integrate these individuals into the workforce will help increase their productivity, household earnings, and tax contributions to benefit all Washington residents. Dismantling the numerous barriers facing underemployed educated immigrants and refugees seeking re-entry into professional careers will also address growing workforce shortages, particularly in the healthcare and education sectors examined in this report. Additionally, these sectors gain a labor pool with strong multicultural and linguistic skills, a capacity important to both reducing health disparities and improving student educational outcomes in an increasingly diverse state. Washington's immigrant and refugee professionals form a rich talent pool with the potential to mitigate worker shortages, improve problem-solving through the addition of diverse perspectives, and much needed linguistic abilities and cultural competencies to broaden the skill base of Washington's workforce. The Reducing Brain Waste Report proposes a series of steps that can be taken by policymakers and workforce development practitioners to overcome these barriers, and identify twelve key levers of systemic change: data collection and measurement; case management capacity; online resources; bridge programs; alternative routes and pipelines to recertification and employment; licensing reform; professional connector programs; standard-setting for credential evaluation; financial assistance programs; employer engagement; multi-sector collaborations; and training. ([link to full report](#))

## Creating and implementing state policies through stakeholder engagement

PESB has worked to involve stakeholders in work groups across the field in shaping future policy and innovation with goals of diversifying the educator workforce and increasing the educator preparation options to address teacher shortage. Through organized work groups exploring key issues in the field, PESB has worked to tackle significant areas of review resulting in stakeholder work groups producing recommendation for future, policy, funding strategy and programmatic design. ([learn more](#))

PESB is facilitating statewide meetings including Diversifying the Educator Workforce meetings with statewide partners promoting advocacy, best practices and research dialogue regarding diversifying the educator workforce. In addition, Other promising collaborations include PESB partnership with OSPI in meetings for the statewide Equity Plan and addressing teacher shortage.

## Washington State's Ensuring Equitable Access to Excellent Educator Initiative State Plan

As part of the Department of Education's Ensuring Equitable Access to Excellent Educators Initiative, Washington State was required to submit to the U.S. Department of Education a State Plan to Ensure Equitable Access to Excellent Educators including a robust equity gap data analysis, strategies for eliminating gaps and ways to measure progress. ([learn more](#))

## ALTERNATIVE ROUTE REDESIGN WORK GROUP

The Alternative Route Redesign Work Group, created in 2015, was tasked with analyzing and developing new and innovative strategies to improve existing alternative route to teacher certification programs. With membership consisting of higher education instructors, school district human resource personnel, education stakeholders, and even former students, the Alternative Route Redesign Work Group took a holistic approach to ensuring students who enroll in an alternative route to certification program are getting the best quality education, are fully supported through their coursework, and have employment opportunities once they complete their certification.

Goal: Alternative routes become the leading innovation lab for exemplary programs design in Washington State through the following outcomes:

- Engages the most culturally diverse students
- Supports a Grow Your Own teacher model at the district level
- Creates a prestige in residency learning for teachers
- Provides support services to candidates
- Targets shortage areas and candidate populations that have been underserved
- Evaluates and provides credit for prior learning

([learn more](#))



### Recruiting Underrepresented Populations

PESB published a *Best Practices and Successful Programs- Improving Recruitment and Retention of Underrepresented Populations: A Guide for Teacher Preparation Programs* which listed the most common strategies:

- Career Exploration and other Early Outreach Activities
- Targeted Recruitment Activities
- Increasing Alternate Pathways into The Teaching Profession
- Matching Students with Appropriate Supports
- Creating an Inclusive Campus Climate

[\(Learn more\)](#)

### PESB Culturally Responsive Action Plan

The Professional Educator Standards Board (PESB) has set aside funding to provide educator preparation programs an opportunity to engage in activities related to strategies and actions for improving the recruitment and retention of underrepresented populations in teacher preparation programs. The projects focus on developing underrepresented pathways into the teaching profession and efforts to produce culturally competent teachers. All awarded programs will be putting together a culturally responsive action plan, and participating in a professional learning community (PLC) throughout the 2016-2017 year.

[\(Learn more\)](#)

### Teaching Equity Initiative and Collaboration

The Professional Educator Standards Board, in collaboration with the Washington Educators Association and the Center for Excellence in Careers in Education are endeavoring to support local and regional efforts to diversify the teacher workforce and build equity in education environments. This network of cross sector collaborators is promoting equity and pathways into education with a mission to advocate for a racially and linguistically diverse teacher workforce, and developing teacher warriors that are committed to equity and are actively engaging in educational transformation in schools.

To foster these initiatives, PESB, WEA and CECE are providing grant monies to support the establishment of equity gatherings. Through this support our goals are to build capacity for equity gatherings and a statewide equity network.

### ROAD MAP REGION GYO COLLECTIVE IMPACT PILOT

**Auburn, Federal Way, Highline, Kent, Renton, Seattle, and Tukwila School Districts**

During 2016, the Professional Educator Standards Board (PESB) facilitated the Road Map Bilingual Teacher Work Group and the Recruiting Washington Teachers Redesign Work Group to collectively identify best practices and recommendations to increase the diversity and educator workforce need areas. The work groups concluded with recommendations for supporting individuals interested in becoming teachers and districts with developing Grow Your Own (GYO) programs. The findings and recommendations from the work groups are foundational to the continuation of the work, and through a generous grant from the Bill & Melinda Gates Foundation a Pilot Road Map Region Grow Your Own teacher initiative will be implemented from November 2016 through June 2018. The pilot project will focus on the Road Map region, where the ethnic/racial diversity of the educator workforce is a growing concern with only 16% teachers of color not adequately matching the demographics of the 69% students of color and communities they service.

The focus of this grant is to identify funding and policies to successfully advance the work; and build capacity, awareness, and infrastructure to create opportunities for districts to learn together and advocate for a strong more diverse pipeline of teachers. By employing GYO strategies in the region, the problem of ethnic/racial and language diversity will be addressed by creating avenues for school districts to hire qualified candidates that more closely reflect the makeup of the local communities. District leads and sub-grantees will work together to move through a progressive curriculum focused on GYO and Diversifying the Educator Workforce, that will be modulated through meetings focused on strategic planning for GYO, and goals around education diversity recruitment, development, retention, data collection, and evaluation.

This investment represents an innovative collective impact project designed to support school districts developing Grow Your Own/ Educator Diversity strategic plan and infrastructure. While districts serve as the drivers of the work, it will take a collective whole systems approach to make it happen with partners that include preparation programs, non-profit organizations, ESDs, community based organizations, unions, state agencies, funders, parents, students, and other organizations that can provide expertise and assistance in the Road Map region in preparing and retaining the next generation of educators from the community.

More information anticipated in early 2017. For questions, contact [pathways@k12.wa.us](mailto:pathways@k12.wa.us)

# Recommendations

## A COMPREHENSIVE, SYSTEMIC APPROACH

State government, institutions of higher education, school districts, community-based organizations, businesses, foundations, and other community members all play a part in growing our own educators. In order to act on this priority, PESB is proposing the following recommendations:

### Expand Alternative Routes to Teaching

District hiring of teachers of emergency and other temporary credentials has risen 300% since 14. Expanding Alternative Routes will provide on-the-job training and financial support for these individuals as well as experienced paraeducators seeking to become teachers. Applicants for Alternative Route Block Grants provided by the legislature in 2016 exceed available funds by 53%. The demand exists—new and current providers are interested in alternative routes. Currently 13 approved alternative routes and anticipate an additional 10 interested and exploring an application. PESB is looking to leverage the opportunity to work with colleges to address teacher shortage and support diversifying the teaching profession with job embedded programs that meet district needs.

Expanded Alternative Route Block Grant Partnerships will continue to:

- Provide additional access to the teaching profession
- Diversify teacher workforce in the classroom
- Focus on stronger recruitment pathways in the community
- Localized pathways for the teaching profession
- Assist students that are place bound in the community to have better access to the teaching profession
- Strengthening the para to teacher pipeline
- Developing those on limited certificates to a full credential

[2017 Alternative Routes Concept Paper](#)

### Support high need school districts in cultivating “Grow Your Own” programs,

combining a variety of existing strategies and funding tailored to their needs. This includes high school teaching academies and bridge courses into postsecondary that support diverse, first-generation students in their pursuit of teaching credentials. In addition to alleviating shortages, “Grow Your Own” from within communities would increase the diversity of the teaching workforce, improve retention in low-income schools, and improve the cultural competency and community connections of teachers. Professional development for starting, and sustaining GYO

programs will provide the infrastructure to ensure resources and supports are provided to candidates and the success of the program. Through a targeted grant program, districts will have capacity for an advancement coordinator or pipeline specialist within the GYO partnership.

[2017 Grow Your Own Initiative Concept Paper](#)

### Offer a Washington State High Need Teacher loan forgiveness program,

focused on retaining high need teachers that address areas of high shortage. The federal government already provides loan forgiveness for teachers teaching in Title I schools. This program would add state “forgiveness” for the outstanding federal loans of teachers who have taught for 5 consecutive years in shortage areas such as early childhood, special education and dual language programs. PESB would determine eligibility and selection of candidates and work with WSAC to administer loan forgiveness.

[2017 Loan Forgiveness Concept Paper](#)



## **INITIATIVES FOR CREATING, SCALING AND SUPPORTING EDUCATOR PATHWAYS**

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*Private industry as well as state offices, ESDs, and community colleges and universities should partner to ensure the successful growth of future educators and the development of current educators to meet the needs of communities across the state. Collaboration across sectors will help all organizations to better serve underrepresented populations and to strengthen the pathways to teaching. The following recommend strategies will strengthen and support educator pathways and should be considered to bring a statewide GYO initiative to scale.*

### **Expand Recruiting Washington Teacher Academies Statewide**

PESB is committed to support innovative ways to engage P-12 students and provide resources to strengthen the pathway to the teaching profession. The RWT program focuses on engaging diverse young people and strengthening the pathway from high school to teaching. The RWT curriculum embeds cultural responsiveness and equity pedagogy to support diverse young people in graduating from high school and in considering a pathway to college and teaching. Funding a statewide adoption of the new Careers in Education curriculum, including professional development for teachers and partners, would expand teacher academies statewide and build capacity to recruit young people into the teaching profession. Developing tools and resources are needed to assist in the expansion of teacher academies through CTE, GYO and RWT programs on a statewide scale. Funding an online portal will provide access for districts, students, interested teacher candidates, programs providers, and community based organizations to gain information and allow for networking and sharing best practices on becoming or developing teachers. High school teacher academy leaders would come together in teams to establish regional articulation agreements supporting high school and curriculum linkages, creating bridge courses and micro-credentials using the new Careers in Education curriculum.

PESB is planning to develop a future teacher website to host various resources for prospective teachers and curriculum toolkits for GYO and RWT high school teacher academy programs. A future recommendation would be to adapt the curriculum for special target populations, such as paraeducators, community college students, and highly skilled immigrants, so that the curriculum can be used as a bridge course for growing our own educators more broadly, beyond the high school RWT population.

### **Invest in Recruitment from the Community**

Districts need to engage in recruitment strategies that utilize family engagement practices and connect to a more diverse population when considering GYO pathways. By collaborating with diverse community leaders to increase advocacy and support recruitment activity, school districts can broaden their recruitment opportunity and reach. Highly skilled immigrants and career changers can provide the needed candidates for district programs that provide “learning how to teach while teaching” either as a resident intern or teacher of record. Districts can also provide support to currently employed paraeducators and emergency substitutes who are interested in becoming teachers through Alternative Route programs. Districts should consider providing continued employment to paraeducators during their coursework and student teaching. The Paraeducator Work Group made several recommendations in their legislative reports in 2015 and 2016 to develop career ladder options and provide supports for paraeducators wishing to become teachers.

### **Provide Grow Your Own Teachers Professional Development**

Districts and teacher preparation providers will require professional development to explore and share best practices for creating effective GYO programs. Gaining knowledge on how to implement GYO best practices will ensure that districts and providers can effectively strengthen the pipeline for high school students, paraeducators, highly skilled immigrants, career changers and other underrepresented populations to become teachers.

### **Increase Support for Mentoring and Transitions Along the Pipeline**

Providing mentoring and transition support along the candidate’s pathway to becoming a teacher can make all the difference in successful completion or dropping out. By establishing a cascading mentorship program or model where participants are coached or mentored by a near-peer (someone who is one step ahead of them on the pathway) who can offer advice,

encouragement, reassurance, and morale support to keep going. Mentoring also provides role modeling and allows for a safe environment to know someone cares about their success.

Navigating along the educator pathway can be difficult in terms of understanding higher education enrollment and registration processes, filling out financial aid forms, academic advising and meeting testing and final credentialing requirements. Funding a connector or program coordinator to assist candidates is essential. Staffing for this position can be a shared responsibility between school districts, higher education and community based organizations.

### **Establish Local GYO Policies to Provide Oversight and Guidance.**

Develop policy to support accelerated pathways for Grow Your Own including those with foreign degrees. The district should pass policies at the school board level to support “Grow Your Own” programs and that clarify their commitments to diversify their educator workforce. Grow Your Own can be nicely tied to district racial equity policies and the state equity plan that help candidates support and navigate the pathway to become a teacher for those with education from foreign countries. District policy can be created to prioritize staff development to use alternative routes including target shortage areas and district policy commitments to Grow Your Own which include recruitment advising, developing tailored teacher training programs, and securing employment in the field. Districts should adopt a resolution to hold themselves accountable by an indicator which examines and sets policies on how the district recruits, retains, and promotes a diverse, highly qualified staff at every level of the school district.

### **Engage District HR in Professional Development to Address Teacher Shortage.**

HR departments should be the hub for developing a pool of teachers and tracking the pipeline effectiveness. This includes support for pathway navigation and test preparation support. Districts need to hire from their community by developing a pipeline that utilizes family outreach and engagement strategies, addresses opportunities for current staff and those with foreign credentials to become teachers. Districts leading these efforts are modifying HR positions to provide capacity for internal development. HR directors will need to learn how to implement improved workforce development strategies that will increase diversity and help reduce turnover. PESB and OSPI are launching training and resources designed to assist HR professionals to effectively recruit, select and retain staff especially in hard-to staff- schools through improved mentoring, induction, working conditions, and career

development. PESB has set aside funding through the Special Projects Fund to provide educator programs the opportunity to focus on recruiting and retention of underrepresented populations.

### **Provide Testing Support**

In order to be admitted into many teacher preparation programs, candidates must pass various tests before entrance is granted. To support candidates moving forward with both entrance exams and completion tests, offering testing support can increase the success rate of many potential candidates. Testing can be a stressful event for candidates who are not familiar with the technology or procedure for talking exams. Districts and teacher preparations programs need to establish testing support services in both RWT and Alternative Route pathways. Testing support is also a financial issue. Providing financial support to cover the cost of required testing removes unnecessary barriers for candidates who are unable to afford the testing fees.

### **Establish Local GYO Policies to Provide Oversight and Guidance.**

Develop policy to support accelerated pathways for Grow Your Own including those with foreign degrees. The district should pass policies at the school board level to support “Grow Your Own” programs and that clarify their commitments to diversify their educator workforce. Grow Your Own strategies can be integrated into the district’s racial/ equity policies and the state equity plan. District policy can be created to prioritize staff development to use alternative routes including targeted shortage areas. District policy commitments to Grow Your Own could include supporting recruitment advising, developing tailored teacher training programs, and offering GYO graduates employment in the field. Districts should adopt a resolution to hold themselves accountable by an indicator which examines and sets policies on how the district recruits, retains, and promotes a diverse, highly qualified staff at every level of the school district.

### **Develop A System to Track Data**

In order to track and evaluate the results of the GYO initiative, data will need to be collected and reported. OSPI, school districts, ESDs, and preparation programs will need to measure and understand their specific focus areas or gaps in hiring requirements and the progress made through GYO strategies. A system for tracking the progress of candidates over the course of their pathway will need to be developed and established. Having access to this information will be important for monitoring and making improvements to the GYO programs.

## Review Testing Policy and Program Barriers

At the state level, more investigation is needed into the barriers that testing creates.

A work group should be developed to explore the testing policies and the inverse impact on underrepresented populations entering the teacher profession. The work group would be comprised of district employers, relevant state agencies, economic and workforce development agencies, educational institutions, and community based organizations

working with this population. The work group should identify ways to improve outreach to underrepresented populations through streamlining testing requirements, recommending test alternatives and addressing barriers with basic skills and subject matter tests. The work group should also review data on the reported barriers for bilingual candidates and special education candidates. In addition, the state should develop an action plan to remove the testing barriers and promote awareness of alternatives to support a greater diversity of teacher candidates, including high need bilingual teachers.

## CONCLUSION

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*PESB hopes that this report will serve as a blueprint for state and local leaders as they seek to reduce the teacher shortage and increase the diversity of the educator workforce. Washington State must capitalize on the talent and skills of current paraeducators, career changers, high school students, foreign trained immigrants, bilingual populations, and people of color to fill the next generation of teachers needed for our ever increasingly diverse student population.*



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## Footnotes

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