WACTE Research Questions

27 January 2022

Brainstorm List (we are asking questions!)

Example Questions:

To what extent are BIPOC candidates being hired *and* retained in their districts and/or schools (not necessarily the workforce at large)?

Why are diversity numbers in the teacher workforce not reflecting the same level of increased diversity within programs? *Or* are programs not reflecting an increase in diverse completers?

Room 1 Notes

Room 2 Notes

* What is the incentive for districts to hire BIPOC teachers?
* Schools are hiring students before they graduate from the program - making sure teacher candidates are still being mentored and observed in the classroom. (Highline)
* Large number of white females entering the field - be more strategic with partnerships
* Talk to highschool students about entering the teacher workforce
* Loss of income and medical benefits for a year, during ST, is difficult for candidates. “Be a quality teacher vs. feed my family”
* Alt Routes provides a diverse teacher workforce
* Why are we asking for more hours for Alt Routes candidates (those that have traditionally been in schools already)?
* BIPOC Mentor teachers
* How many candidates are hired from the sub pool? Is this a more beneficial track? Are students aware that this option will help your “chances go up” potentially? We need more information from districts; do districts mostly hire from paras and sub pools vs. new teacher candidates?
* What is the diversity of our elementary classrooms? SPED and EL classrooms? Candidates vs. students
* What is the trajectory: graduation, to hiring, to retention?
* Why don’t PESB and OSPI communicate to give institutions the data we need to make informed decisions?

Room 3 Notes:

* Start with some qualitative research to help understand what is happening. Current candidates, graduated, alumni; urban and rural locations; subject and grades.
* We need to hear the stories in order to drive the quantitative studies.
* Hiring as well as retention studies. We’ll need to get data from a large enough base of those no longer in the system.
* The mass turnover that is happening anyway from burnout - is this different?
* What is working as well as what is not working (mentoring/coaching strategies).
* Who is staying - and why; how have districts supported those individuals.
* Big question: who is going to do this? Results could be meaningful, but it will take a lot of time/effort to get useful results.

Room 4 Notes

* How is the dual endorsement requirement for initially cert’d ELL teachers impacting the number of new ELL teachers but also the overall diversity of the teaching workforce?
* What kind of school/district support is provided to BIPOC teachers in their early years who serve in underserved schools?
* Is there evidence that paying aspiring teachers during their student teaching (a la medical internships/residencies) increases the % of BIPOC certificated teachers?
* The role of the mentor in success of the student teacher, including: what do new teachers report are the most valuable to their success and what they wish they had had?

Room 5 Notes

* Are teachers staying in the state?
* What does the 40% look like? The variation within institutions?
* What systems do institutions have in place for tracking their grads?
* Can States support our needs to track graduate retention?
* What systems, policies, and practices and community partners do we already know that support students and candidates of color?
* What are graduates in the school system experiencing and what are doing to make school more welcoming?

Room 6 Notes

* Sounds like we are producing enough candidates, but not hiring enough candidates. How many out of state folks are we hiring? What is their diversity?
* Another observation: teachers of color graduating from certain programs are not being retained, or they are choosing not to move on in their district.
* Thoughts about out of state completer: some students are graduating from out of state programs, but then are coming back and teaching in Washington, that could skew numbers.
* Some programs have good retention rate, one factor is many of our students are hired where they interned, and because of that they have an affinity already with that district. They already have a built-in support system.
* A program from a rural area: candidates who go to universities and do their student teaching, they may not go to rural areas. They may not have intention in living in those areas long-term.
  + Another thing: we require a middle-school experience, and a lot of our candidates fall in love with middle school, and that’s where they want to teach, even if that’s where there are not many openings. So they may not want to teach K-3, which actually has a shortage.
* We may also be graduating way to many social studies teachers statewide. It also was not the case that many folks wanted to teach middle school.
  + BEST program: do they have mentors that support students with similar cultural/ethnic background?
* Graduating teachers from elementary school program may not be passing the required tests, NES passing rate is low. Case-by-case procedure has helped, but in larger universities, that is a large number of candidates who would need to go through procedure.
* It is hard to be a teacher of color in an entire school building. Can be quite lonely. Especially if you are a new teacher. And for ESL teachers, you are dealing with students who are already marginalized, and so it is understandable that teachers of color would want to quit very soon after starting.
  + Teachers of color may also be deemed as the sole responsible teachers for students of color.
* Rural teachers are often from rural areas. As a profession we also tend to eat our young, and put them in the hardest situation or in the most remote areas, and they don’t enjoy teaching. We need to be more cognizant of how we work with our young people. There are a few districts nationwide that do not give full loads to beginning teachers, but allow them to observe so they have a full classload.
* Recent graduates from new teacher educator program talk about how little support there is for new teachers in their districts.

Room 7 Notes

* We see an increase in numbers of diverse candidates. We aren’t seeing these same candidates hired at the same rate. How can we partner with districts around hiring practices? Is there anything we can do as EPPs to help with the pipeline?
* It seems like the alternative route partnerships helps with the hiring of diverse candidates.
* Our ways of traditional school (teacher preparation)- be in the seat, be at the institution, read the text – is causing barriers to completion.
* Candidates from diverse populations, first generation are requiring more wrap around services. (tutoring, mental health wrap around, timelines) relative to timelines – candidates have difficulty meeting, instructors might show flexibility, then when candidates get to interviewing or in a position, the candidates once again walk into a systemically racist system
* Many candidates are choosing other routes to teaching – trend is to leave the profession

Room 8 Notes:

* Does our institution have a “good tracking system” to even know where our graduates end up and/or stay? How do we do a better job at that?
* The “struggle” we’re all in is to recruit BIPOC teachers, but if they’re not being retained once they’re in the field, then what are we doing? How do we need to be supporting them past our programs/coursework?
* Trying to understand “shortages”...what’s the mismatch? How can we better understand the data?
* Anecdotally, data highlighting that BIPOC candidates are “close” to the state requirements for certification but not completely there (e.g. passing the NES/WEST-E)...”case by case exceptions process” has been really helpful…
* What are the “gatekeepers” at the school/district-level in hiring. Some BIPOC candidates were rejected from internships/jobs in the first round of written applications.