

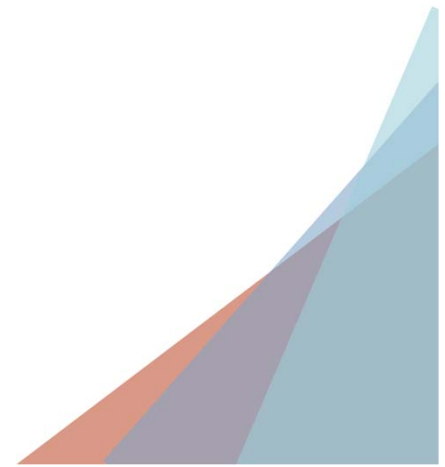
RECRUITING & PREPARING A DIVERSE EDUCATOR WORKFORCE

New Mexico Legislative Education Study Committee
July 24, 2019

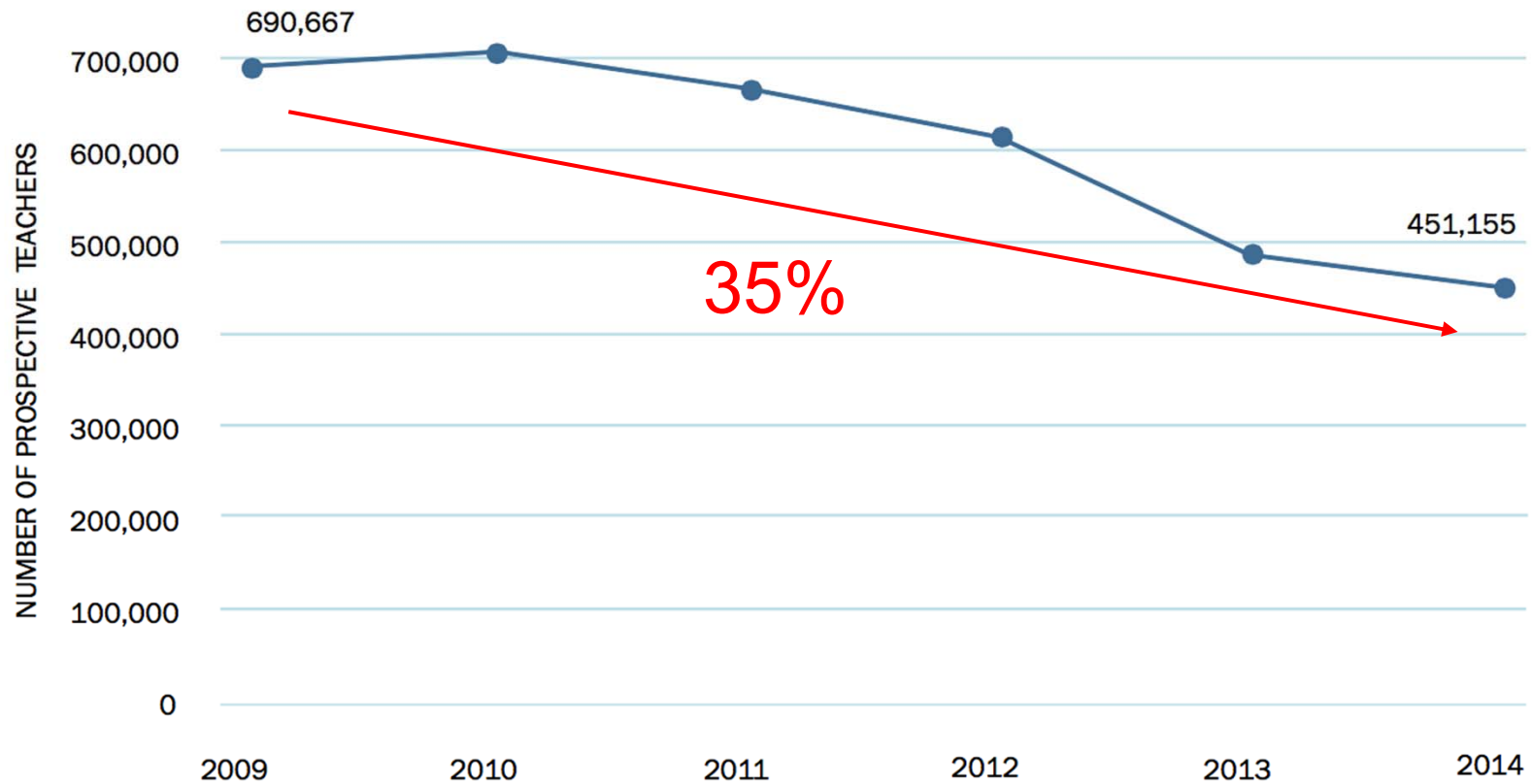
Tara Kini, Director of State Policy



LEARNING POLICY INSTITUTE
Research. Action. Impact.



Teacher Preparation Enrollments Down



Source: LPI analysis of the Title II Data Collection, 2004-14, U.S. Department of Education.

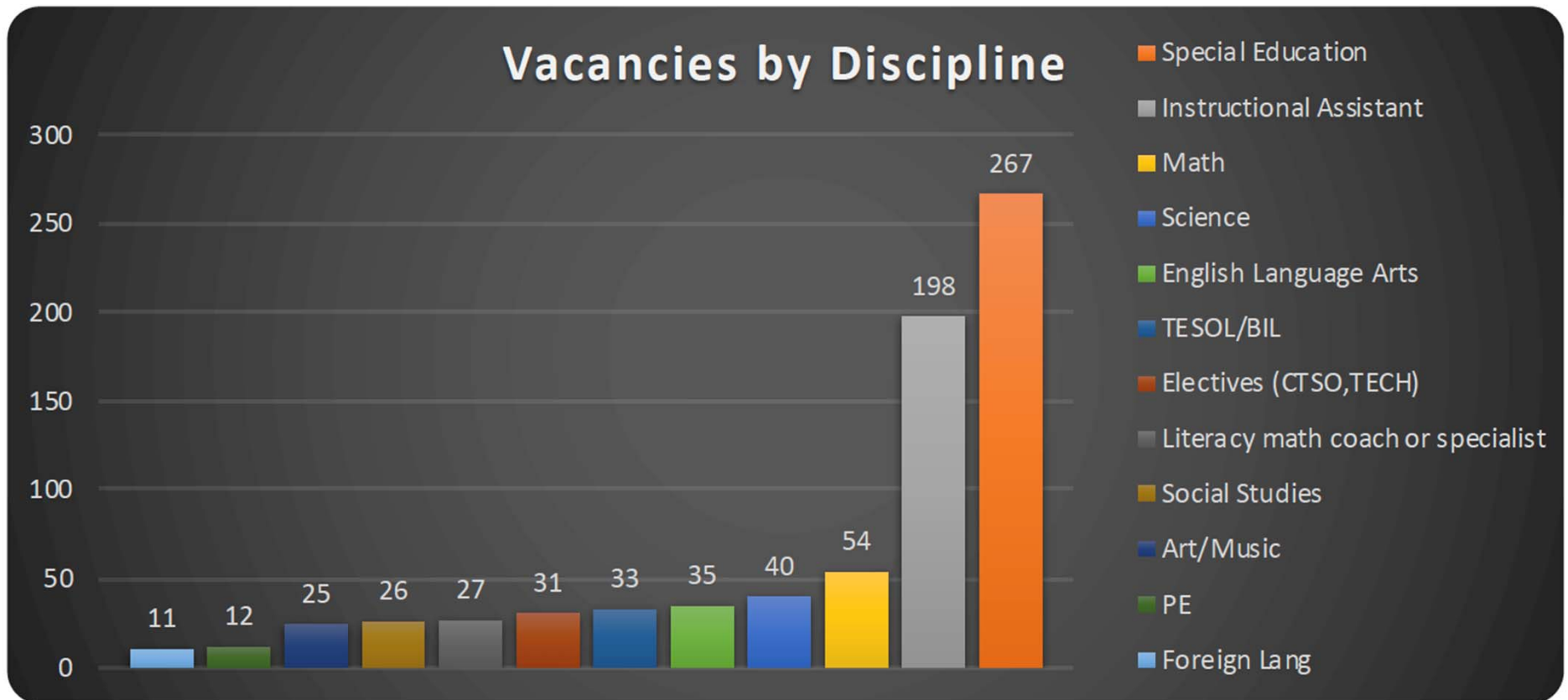
Supply is shrinking in New Mexico

“...there is a continued decline in the number of individuals completing Educator Preparation Programs in New Mexico.

There is a 23% decrease in EPP completers for these 12 institutions from 2014-2015 to 2017-2018 and a 33% decrease from 2009-2010 to 2017-2018.”

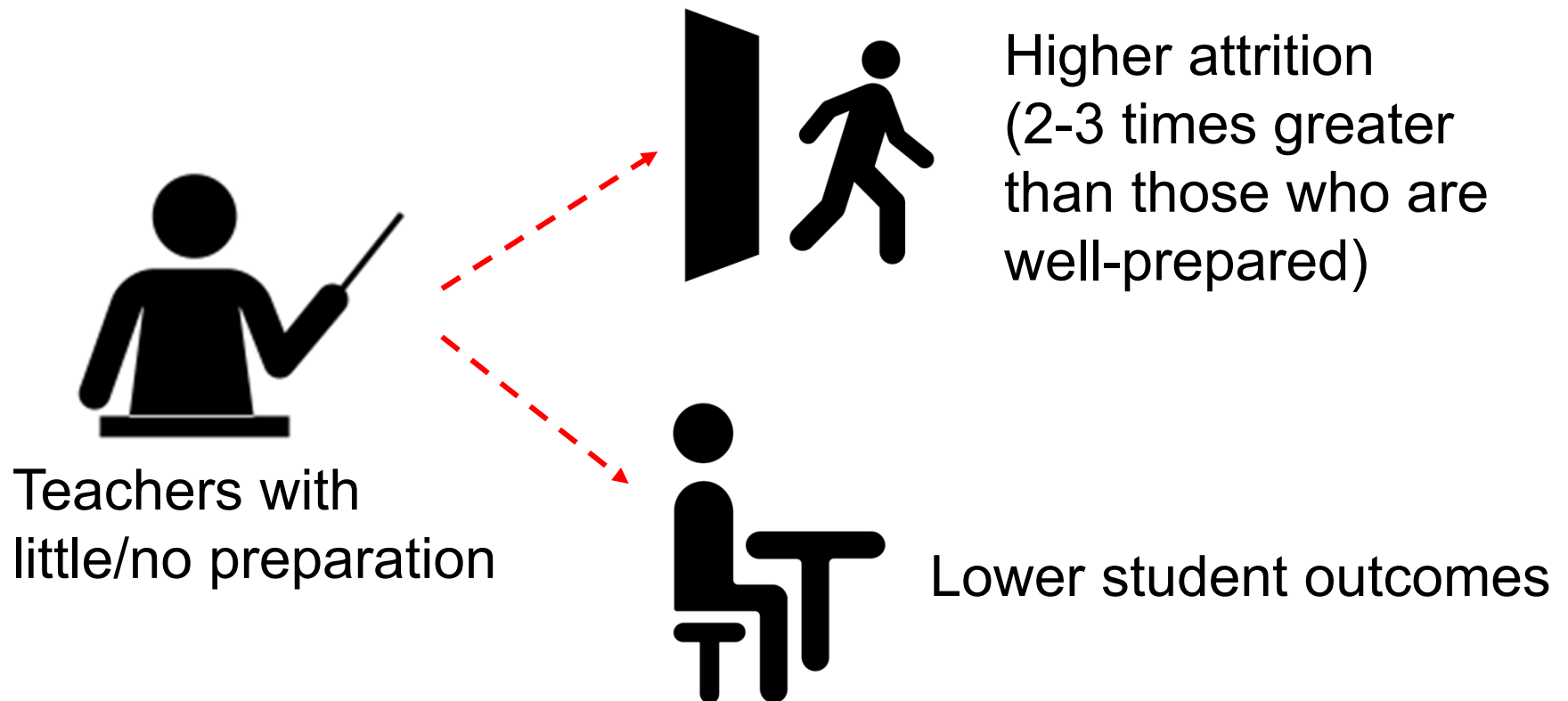
-- 2018 New Mexico
Educator Vacancy Report, NMSU College of Education
Southwest Outreach Academic Research (SOAR) Lab

16% of NM students were taught by a long-term substitute last year

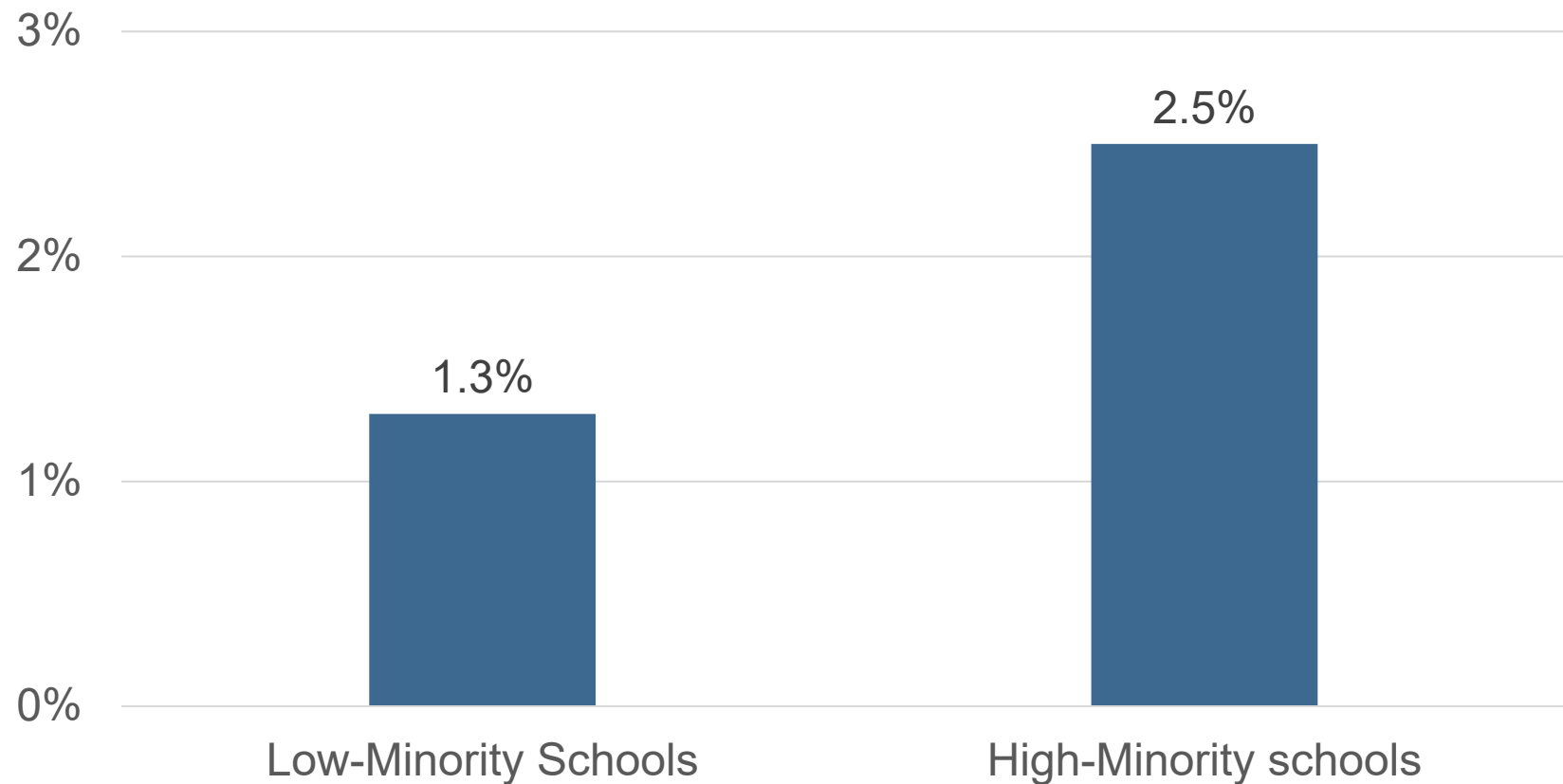


Source: NM 2018 New Mexico Educator Vacancy Report

Underprepared teachers undermine teacher quality and student achievement



Equity Concerns: Uncertified Teachers in NM



Source: 2015-16 Civil Rights Data Collection (CRDC). Understanding Teacher Shortages: 2018 Update [Interactive map], Learning Policy Institute, August 24, 2018. Retrieved from <https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>

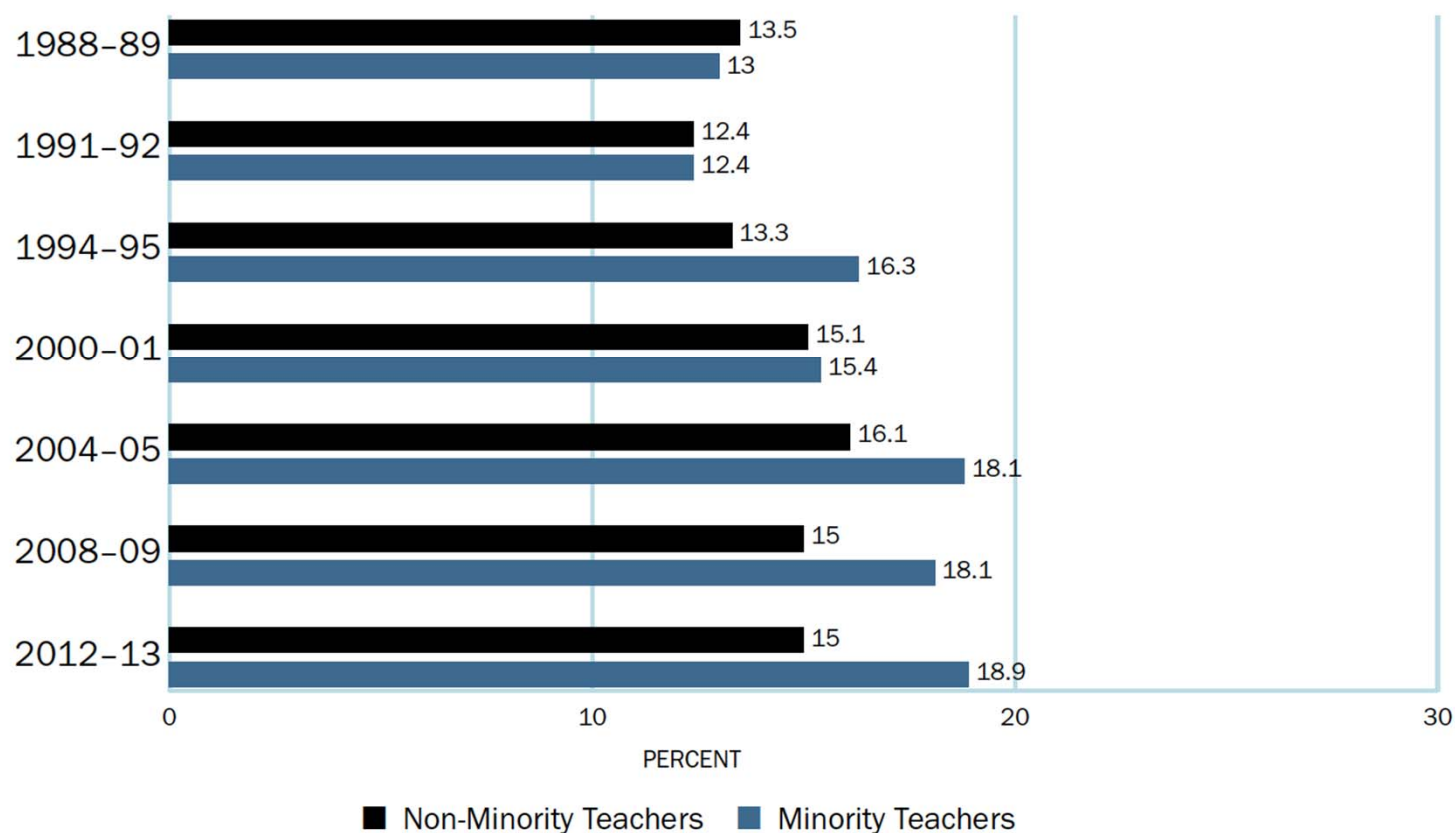
All Students Benefit from a Racially Diverse Teacher Workforce

Teachers of color:

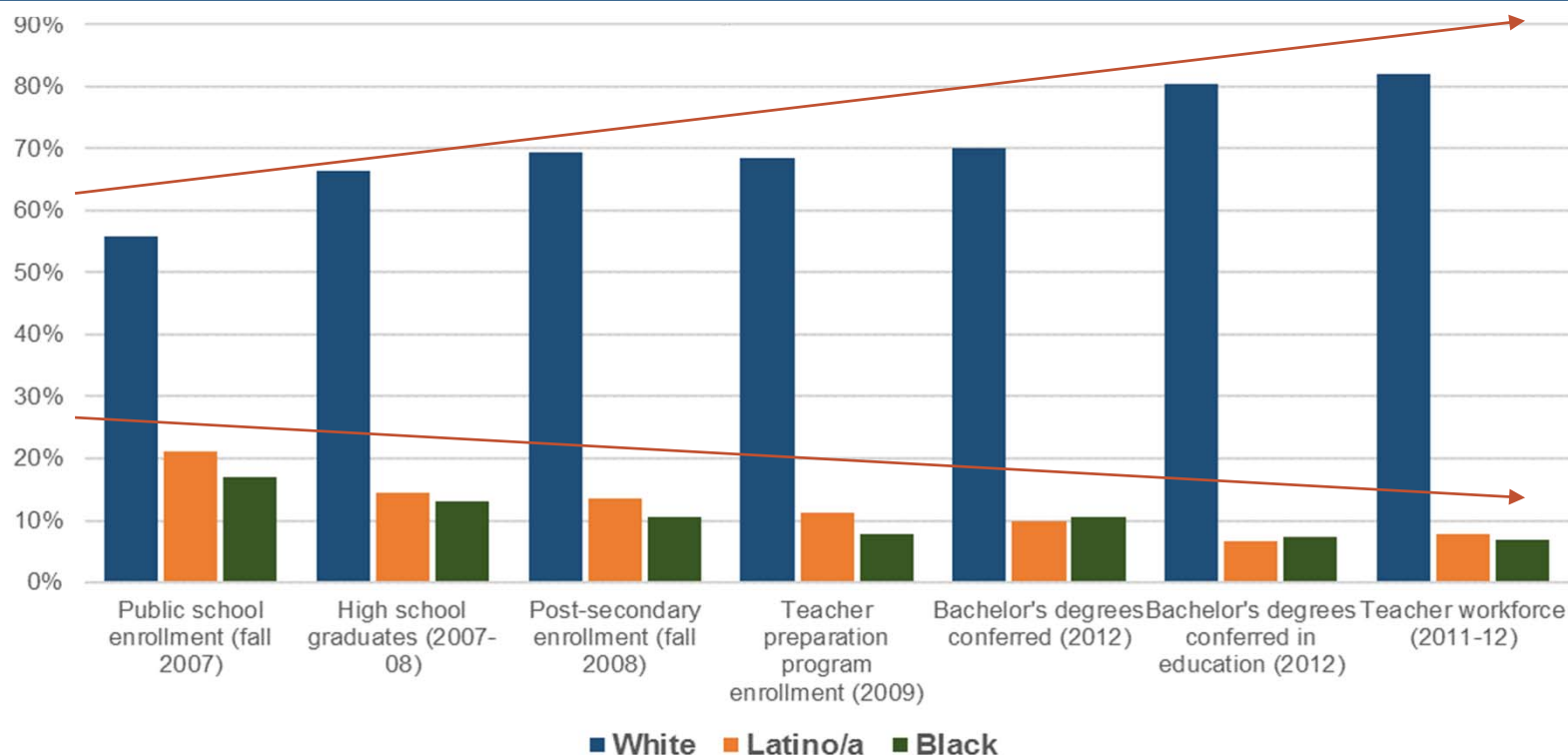
- **Often fill hard-to-staff positions**
- **Can boost academic performance, attendance rates, and school climate**
- **May improve satisfaction and decrease turnover for other teachers of color**
- **Offer benefits to all students, and especially to students of color**

Higher attrition rates for teachers of color undermine successful recruitment efforts

Percent Annual Public School Teacher Turnover, by Race/Ethnicity of Teachers, by Year



The pool of potential Black and Latina/o teachers dwindles along the teacher pipeline



Sources for Public school enrollment; High school graduates; Post-secondary enrollment: NCES. (2009). Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 1997 and Fall 2007. https://nces.ed.gov/programs/digest/d09/tables/dt09_041.asp

Sources for Teacher preparation program enrollment: U.S. Department of Education. (2017). 2016 Title II Reports, National Teacher Preparation Data. <https://title2.ed.gov/Public/DataTools/Tables.aspx>

Sources for Bachelor's degrees conferred; Bachelor's degrees conferred in education: NCES. (2014). Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2011-12 and 2012-13. https://nces.ed.gov/programs/digest/d14/tables/dt14_322.30.asp

Sources for Teacher workforce: Learning Policy Institute analysis of Schools and Staffing Survey 2011-12.

Early learning workforce: diversity is a strength

- More racial and ethnic diversity than K-12 teacher workforce
- More linguistically diverse than US as a whole
- More are immigrants than K-12 teacher workforce (16% v. 8%)

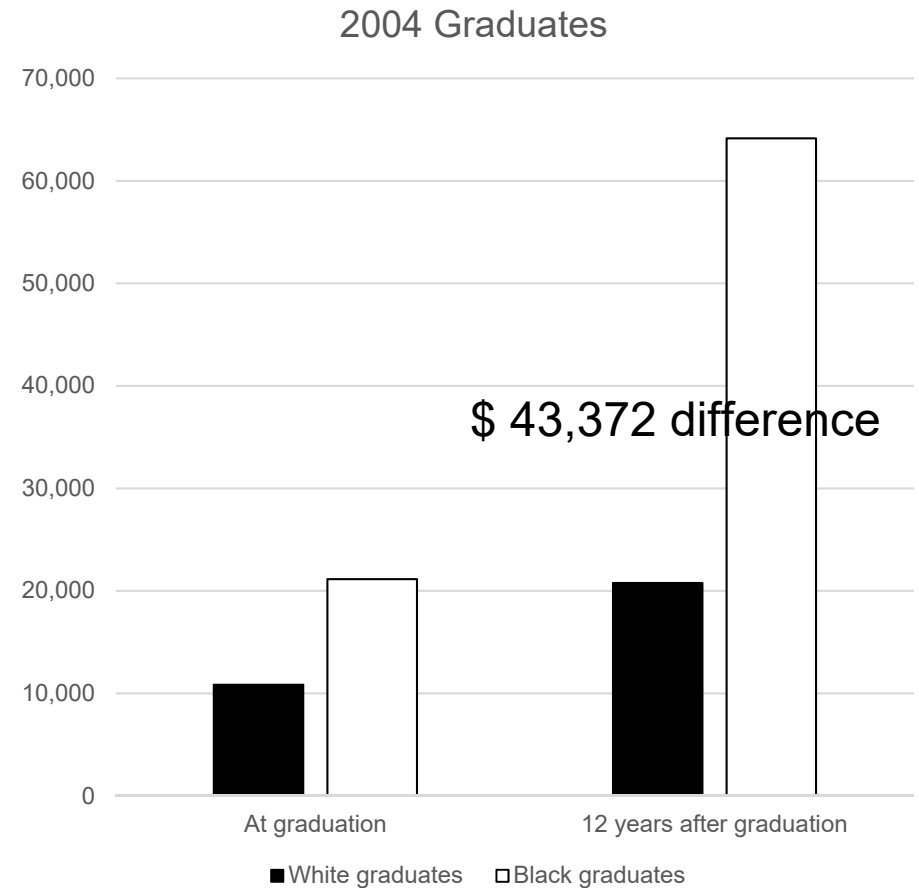
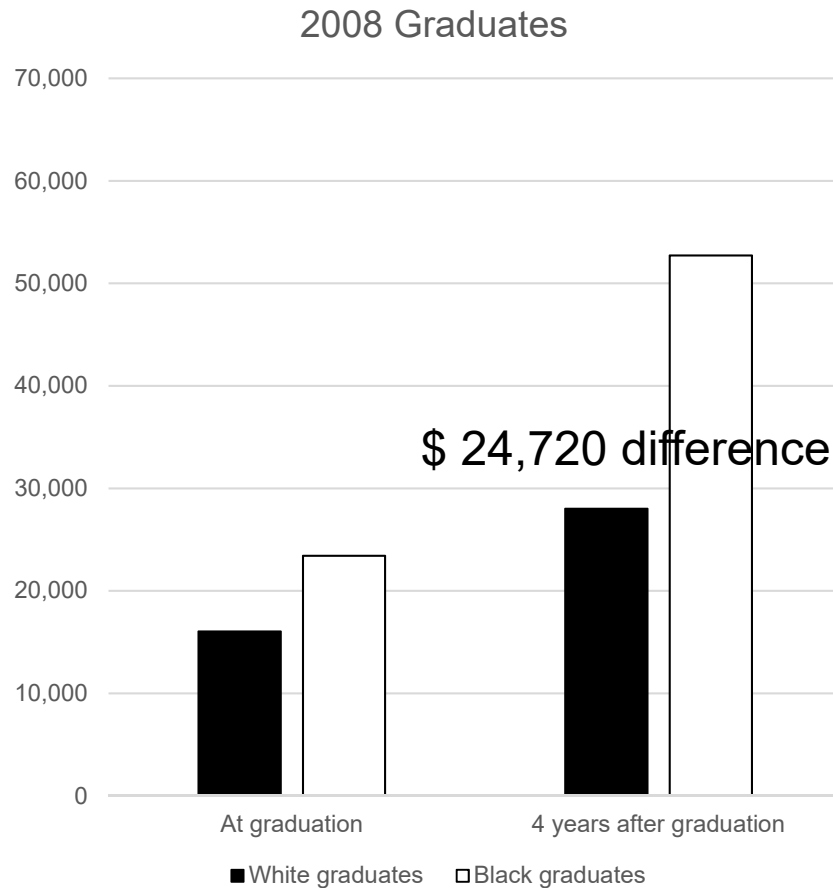
Source: Whitebook, M., et al. (2018). *Early Childhood Workforce Index – 2018*. Center for the Study of Child Care Employment, University of California, Berkeley.

Barriers to Recruiting & Retaining Teachers of Color



- **The Impact of Student Debt on Teacher Preparation Enrollment and Completion**
- **Insufficient Preparation**
- **Challenging Teaching Conditions**
- **School Closures**

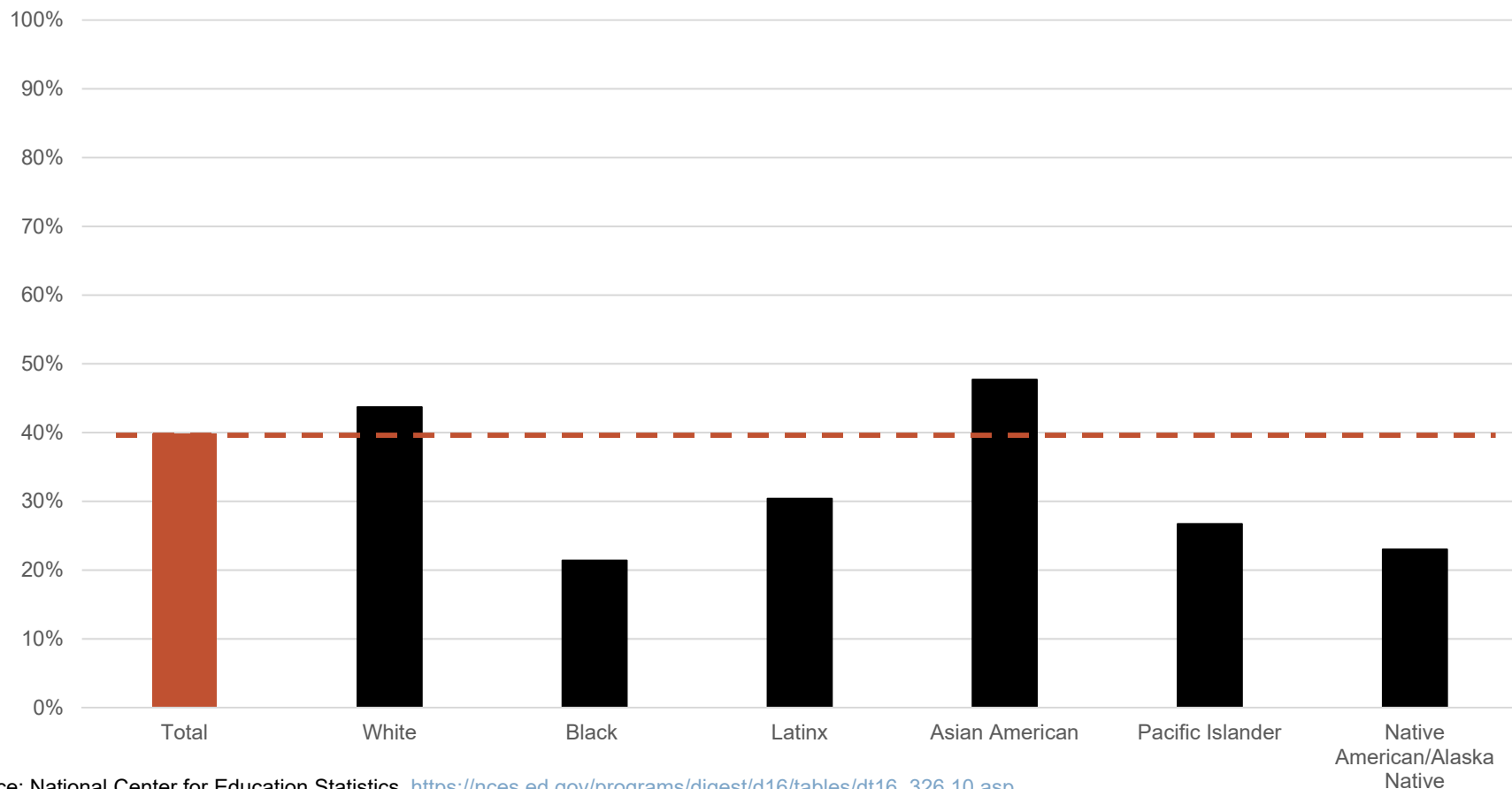
The cost of college



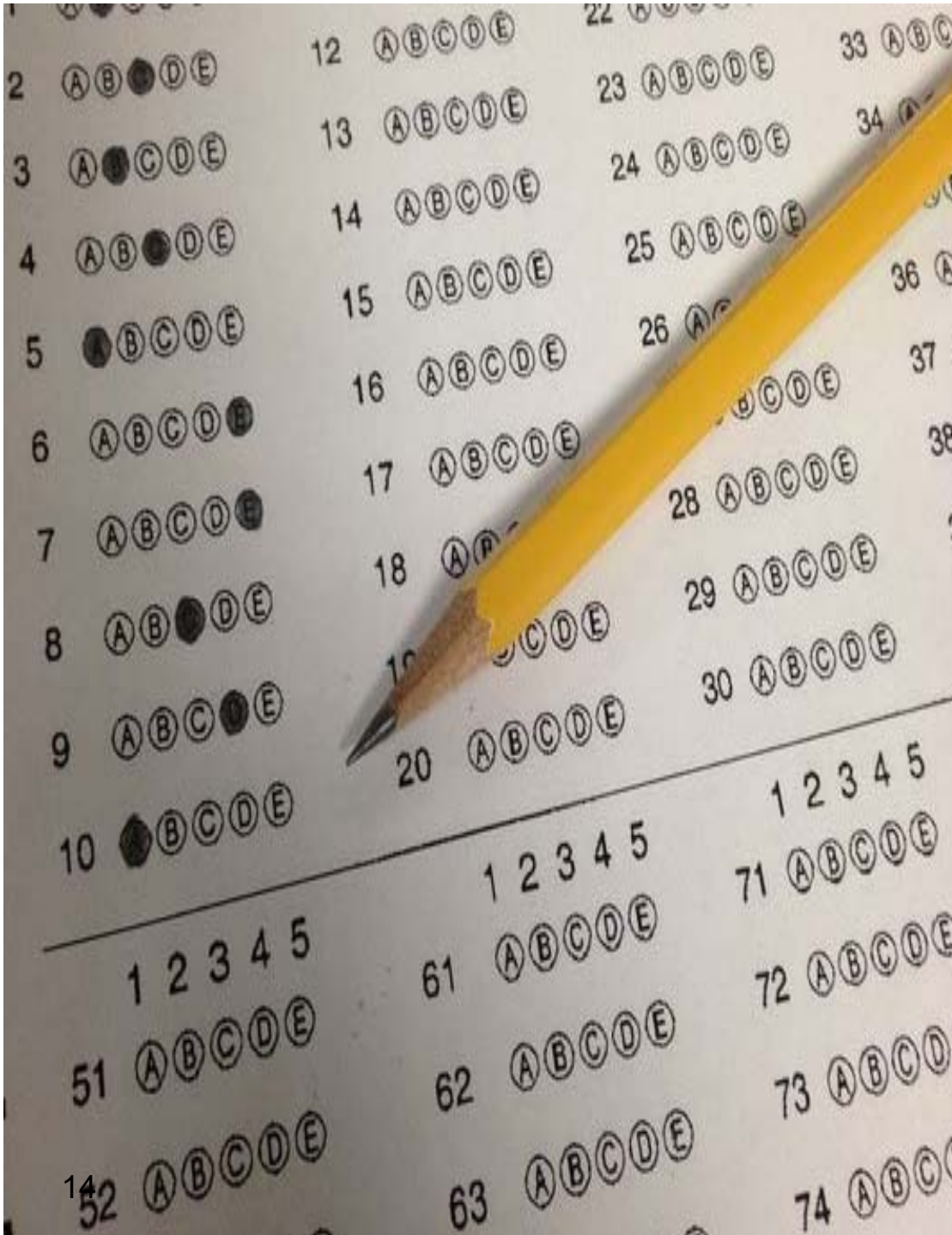
Source: Scott-Clayton, J. & Li, J. (2016); Scott-Clayton, J. (2018).

Obstacles to completing college

4-year graduation rates, 2008 cohort



Source: National Center for Education Statistics. https://nces.ed.gov/programs/digest/d16/tables/dt16_326.10.asp



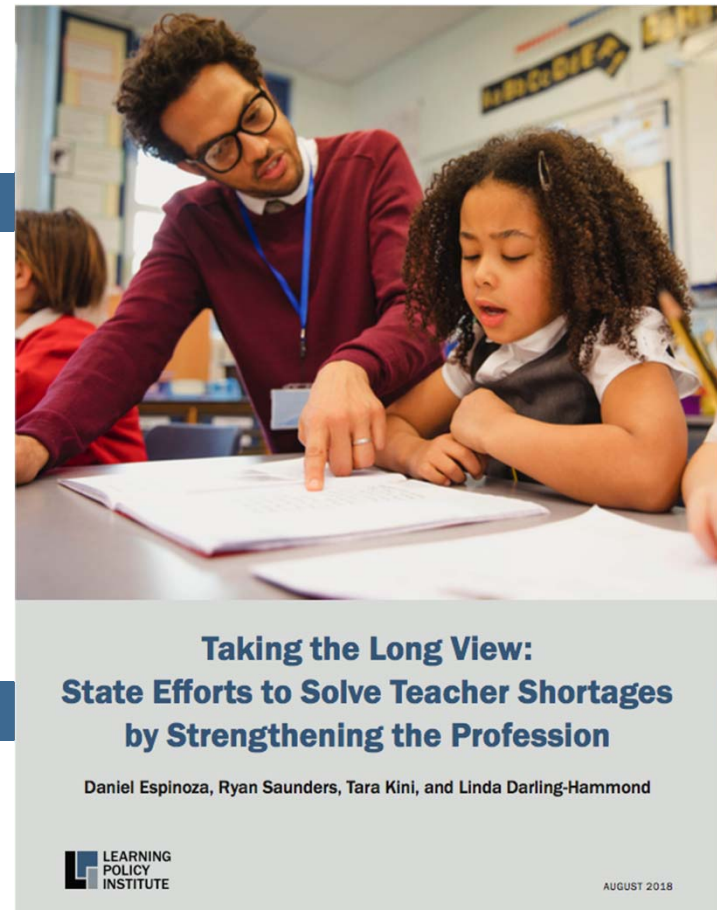
Teacher Licensure Exams

- **Long history of disparate pass rates by race**
- **Little evidence that common pencil-and-paper exams predict teacher effectiveness**

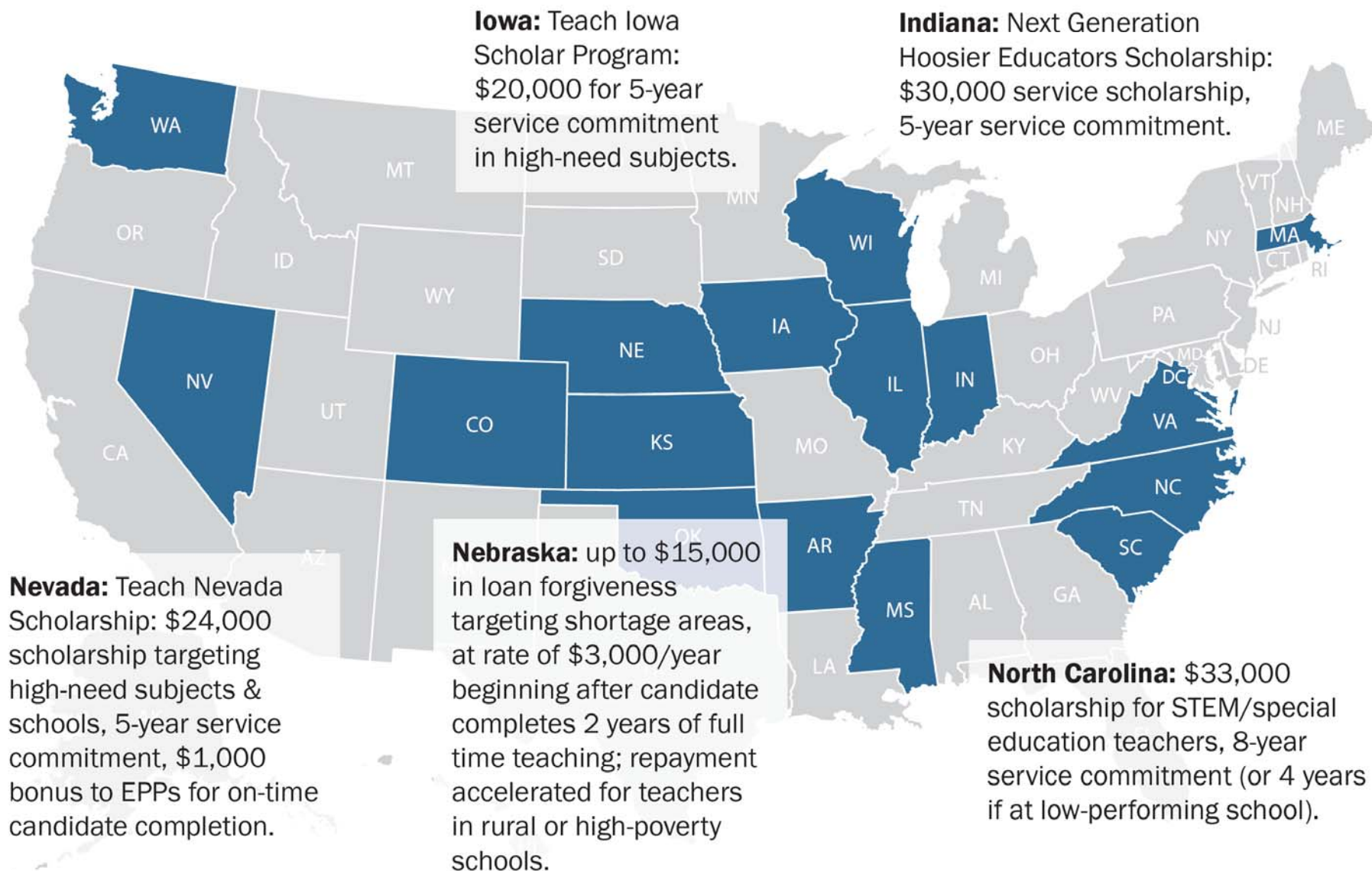
Insufficient preparation

- **1 in 4 teachers of color enter through alternative certification pathways**
- **Alternative certification is associated with 25% higher turnover rates**

So what are states doing to expand high-retention pathways into teaching and better recruit, prepare and retain a strong, stable, and diverse teacher workforce?

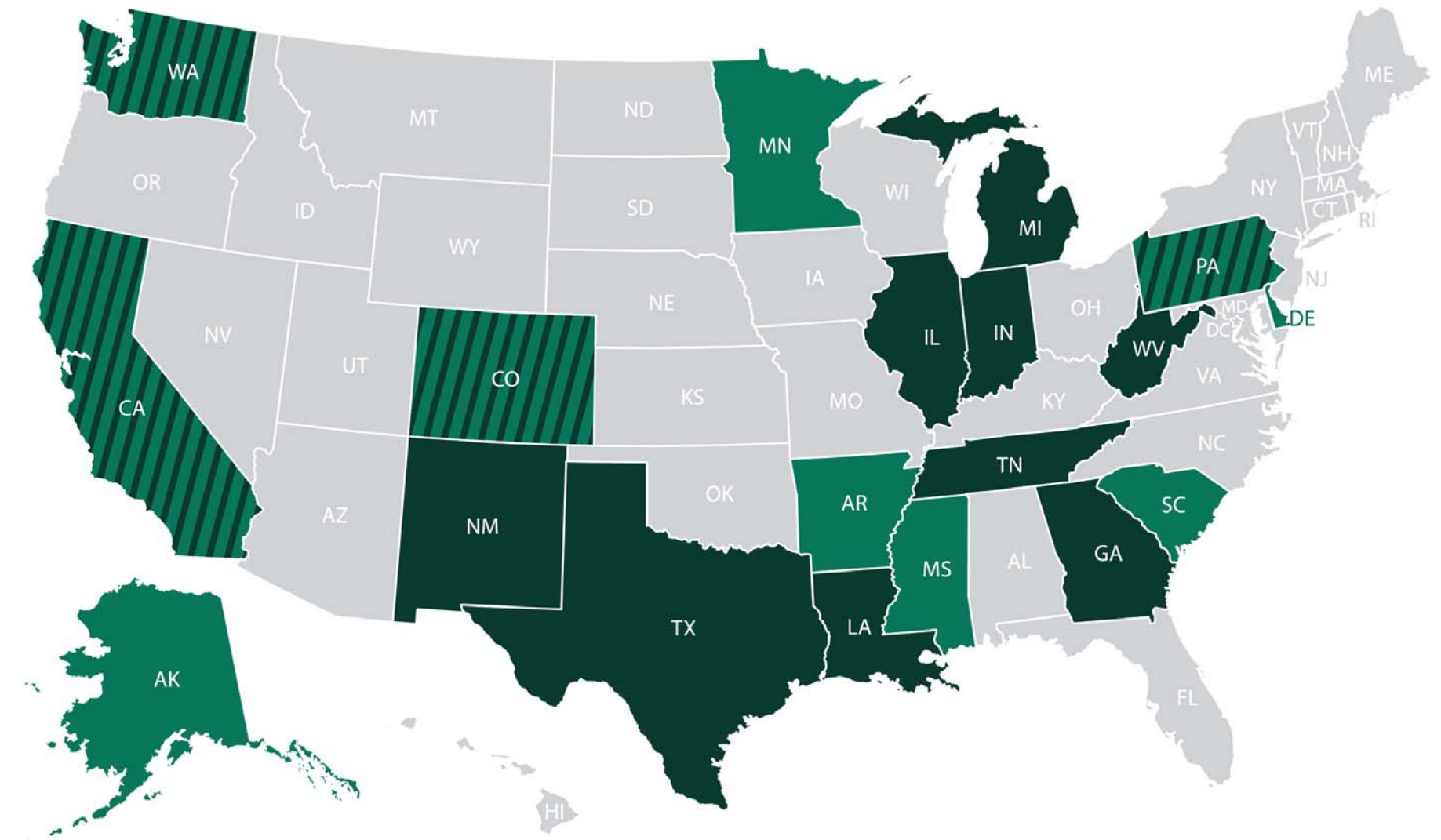


Service Scholarships and Loan Forgiveness



High-Retention Pathways Into Teaching

■ Teacher Residencies ■ Grow Your Own Programs



The Pull of Home

- **Nearly 60% of teachers live within 20 miles of where they attended high school.** (Reininger, 2012)
- **About 15% of teachers begin their careers in the building in which they student taught.** (Krieg, Theobald, & Goldhaber, 2016)

Grow-Your-Own Programs

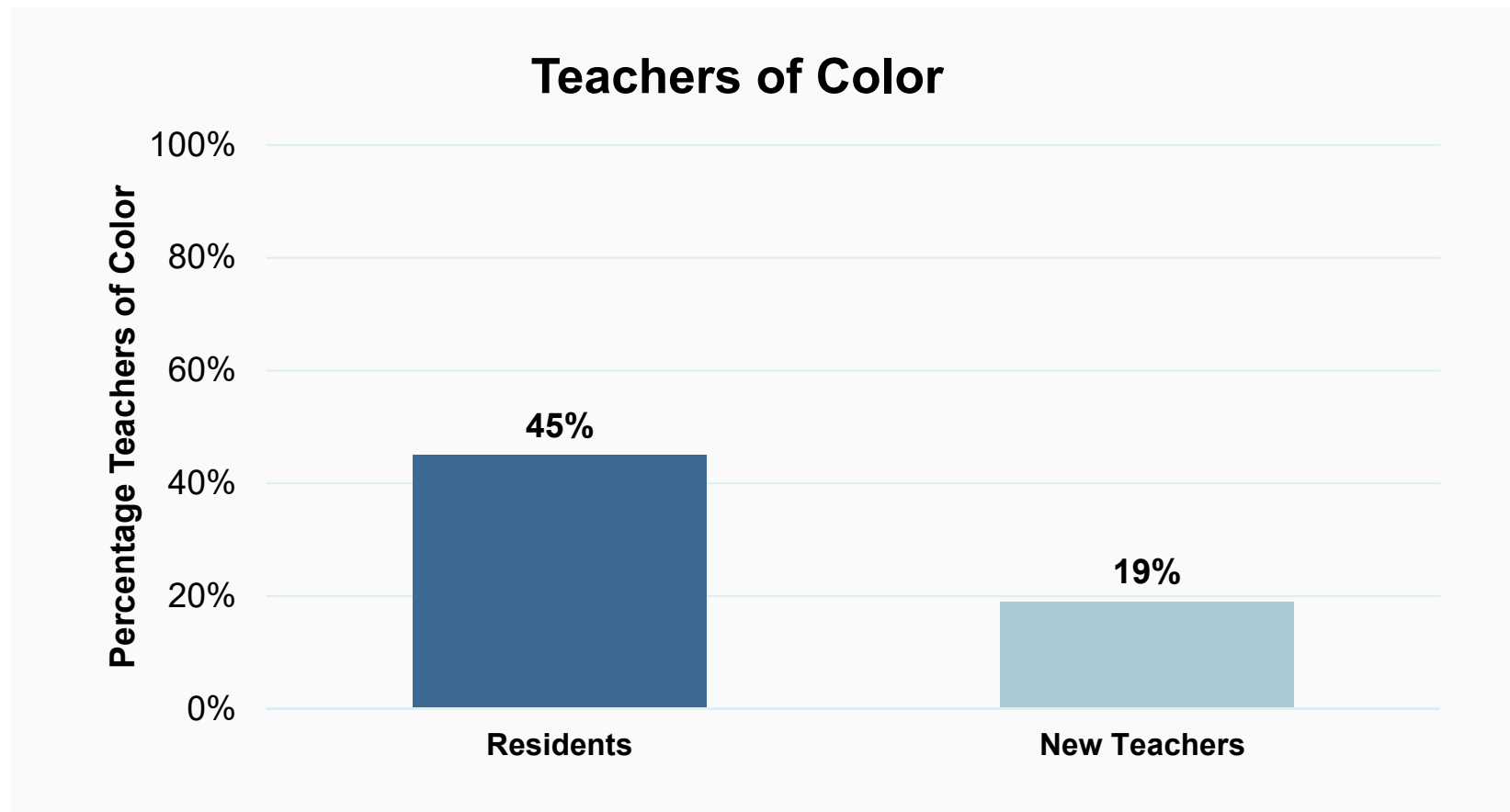
- **Paraprofessional & after school staff teacher training programs**
- **“2 + 2” programs, with course articulation agreements between community colleges & 4 year institutions**
- **High school pathway programs**
- **Teacher residencies**

Residencies in High-Need Communities

- 1 Strong district/university partnerships**
- 2 Coursework about teaching and learning tightly integrated with clinical practice**
- 3 A full-year residency teaching alongside an expert mentor teacher**
- 4 High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields with shortages**
- 5 Financial support for residents in exchange for a 3- to 5-year teaching commitment**
- 6 Cohorts of residents placed in “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach**
- 7 Expert mentor teachers who co-teach with residents**
- 8 Ongoing mentoring and support for graduates**

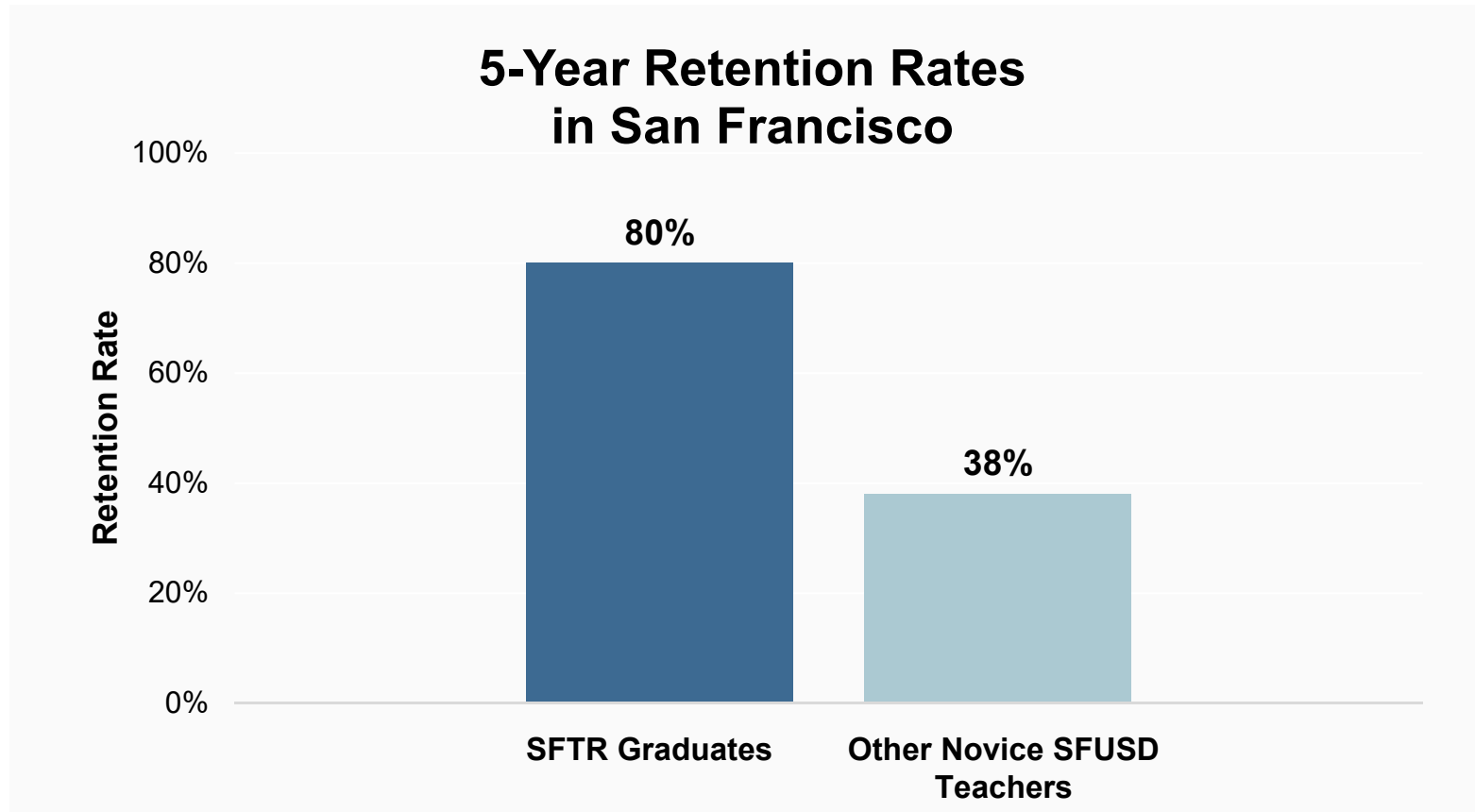
Source: Learning Policy Institute, *The Teacher Residency: An Innovative Model for Preparing Teachers* <https://learningpolicyinstitute.org/product/teacher-residency>

Residencies recruit diverse teachers



Sources: NCTR Network Partner Report 2015-16 & SASS Restricted Public School Teacher Data File, 2011-12

Residencies improve retention



Source: SFUSD Human Resources Department; San Francisco Teacher Residency

Residencies improve retention

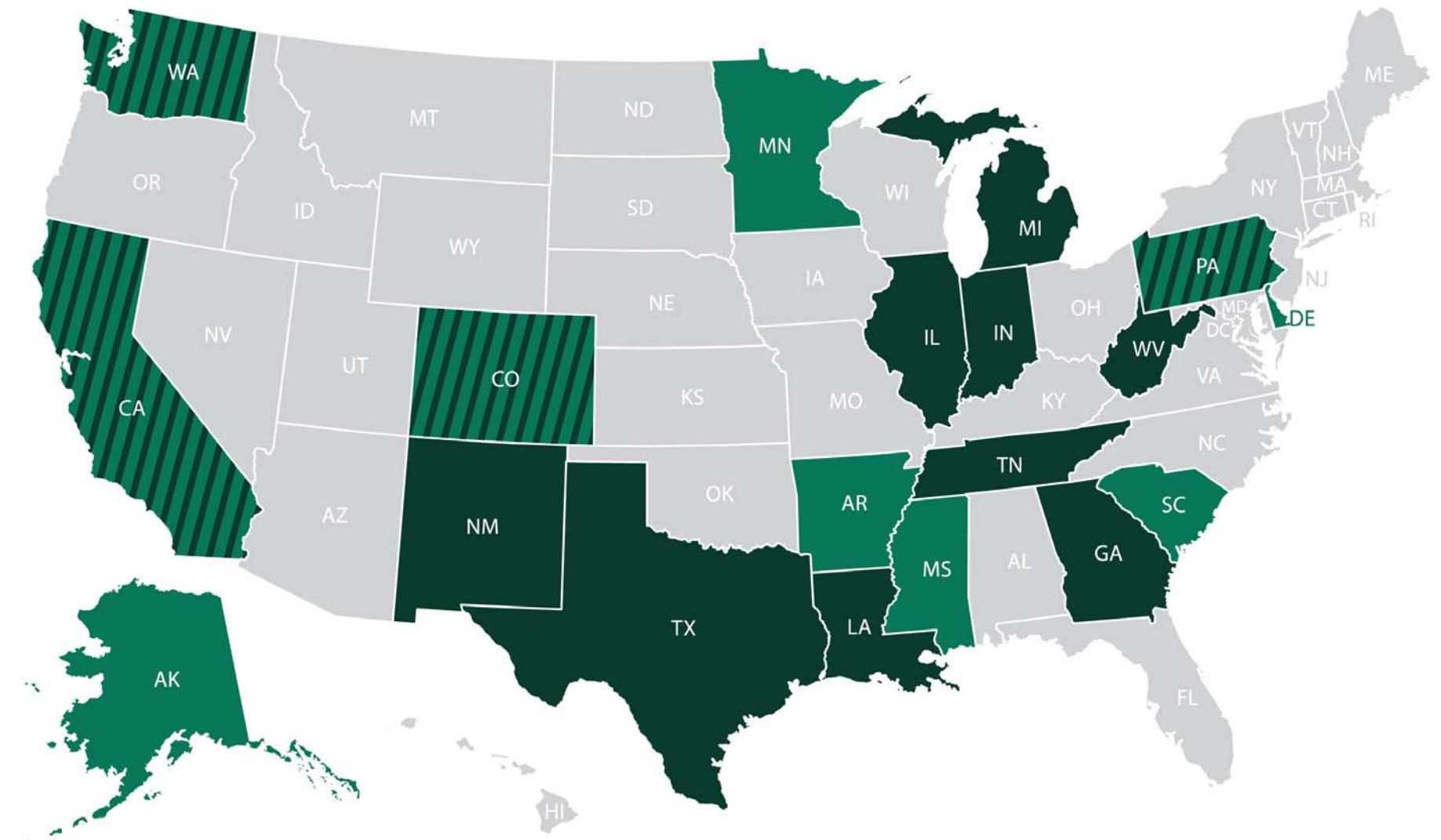
Boston Teacher Residency	75% retention after Yr 5 v. 51% of non-resident BPS teachers
Memphis Teacher Residency	95% retention in TN after Yr 3 v. 41% of new teachers in TN
New Visions Hunter College Teacher Residency	93% retention after Yr 4 v. 75% overall in NYC
Teacher Quality Partnership Grants	82% retention in same district in Yr 3 or 4 v. 72% of non-residents

Source: Guha et al., *The Teacher Residency: An Innovative Model for Preparing Teachers*, Table 1

High-Retention Pathways Into Teaching

■ Teacher Residencies

■ Grow Your Own Programs



Other Promising Practices

- Inclusive admissions policies
- Course articulation agreements
- Teacher preparation & licensure policies
- Ongoing mentoring & support



**We understand
that life gets in the way
sometimes, especially [for
students from] hard-to-serve
communities. We don't water
down anything that we do, but
we do provide safety nets."**

—Roberta Martel, Program Coordinator
Leeward Community College
2+2 Program



Potential Federal Funding Sources

ESSA: residencies, mentoring, innovative programs, school leadership Title II 3% set aside;

Individuals with Disabilities Education Act, Part B: special ed personnel shortages, preparation, professional learning

Workforce Innovation and Opportunity Act: \$ can be used to address workforce shortages (85% local; 15% state)

Higher Education Act: Teacher Quality Partnership Grants for residencies

Perkins Career Technical Education Act: high school teacher pathway programs, CTE teacher shortages

Additional Resources

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<https://learningpolicyinstitute.org/news/resources-teacher-shortages-united-states>

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