

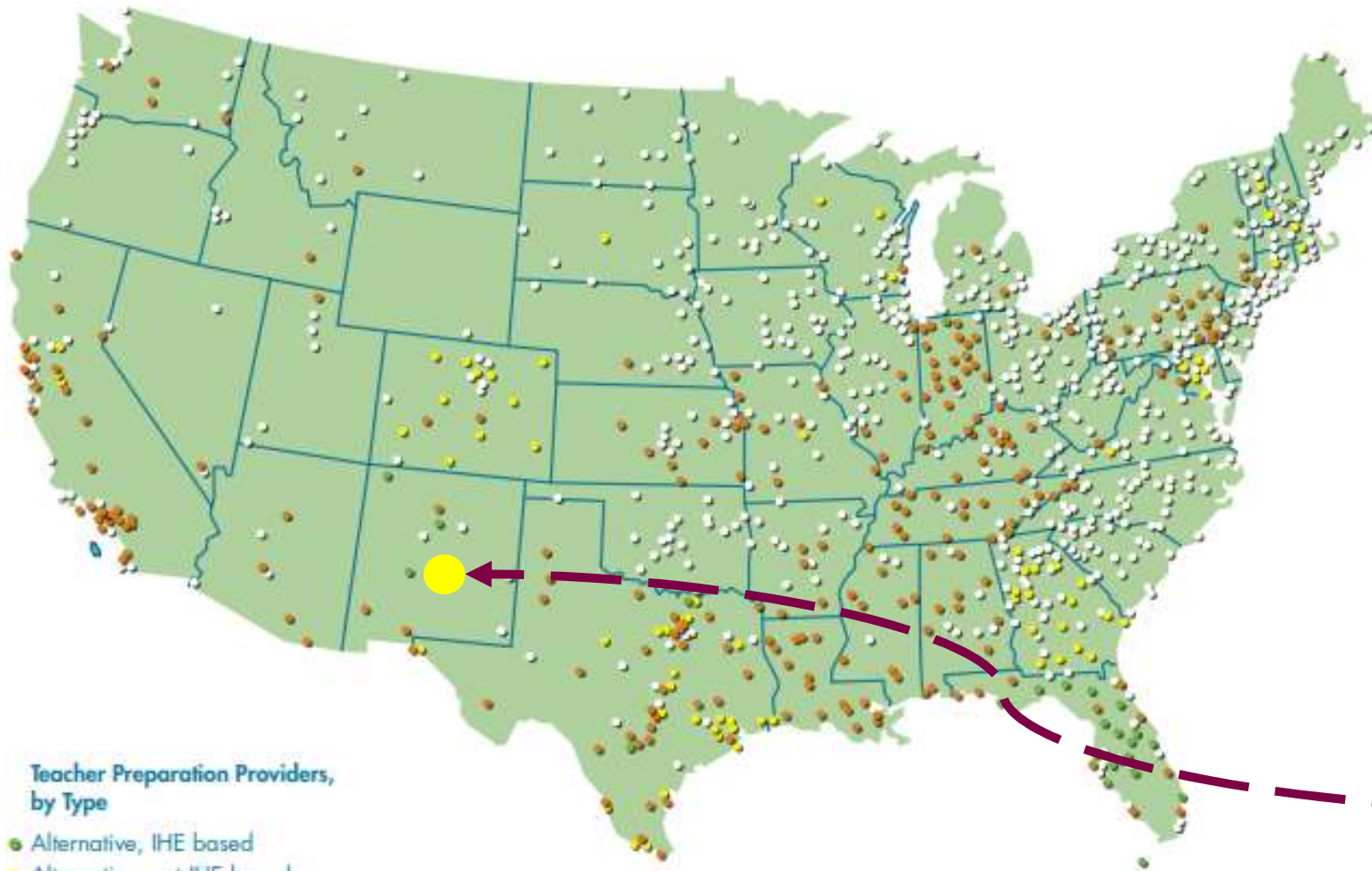
DIVERSIFYING THE EDUCATOR PIPELINE

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ADMINISTRATOR

LESC PANEL
OCTOBER 5TH, 2021





Teacher Preparation Providers,
by Type

- Alternative, IHE based
- Alternative, not IHE based
- Traditional
- Traditional and Alternative



In 2019, LEAP
became New
Mexico's FIRST
Statewide
Alternative
Non-IHE
Teacher
Preparation
Program



LEAP STATISTICS 2019-2021



3

Cohorts



28

Counties Served



204

Schools Partnered



400

New Teachers Placed

1

Recruit to Diversify the Teacher Pipeline

- Partner with schools and communities to identify candidates.
- Remove entrance barriers of Core exams and high GPA requirements.
- Develop high standards for program entrance that is based in commitment to community, content and students.

2

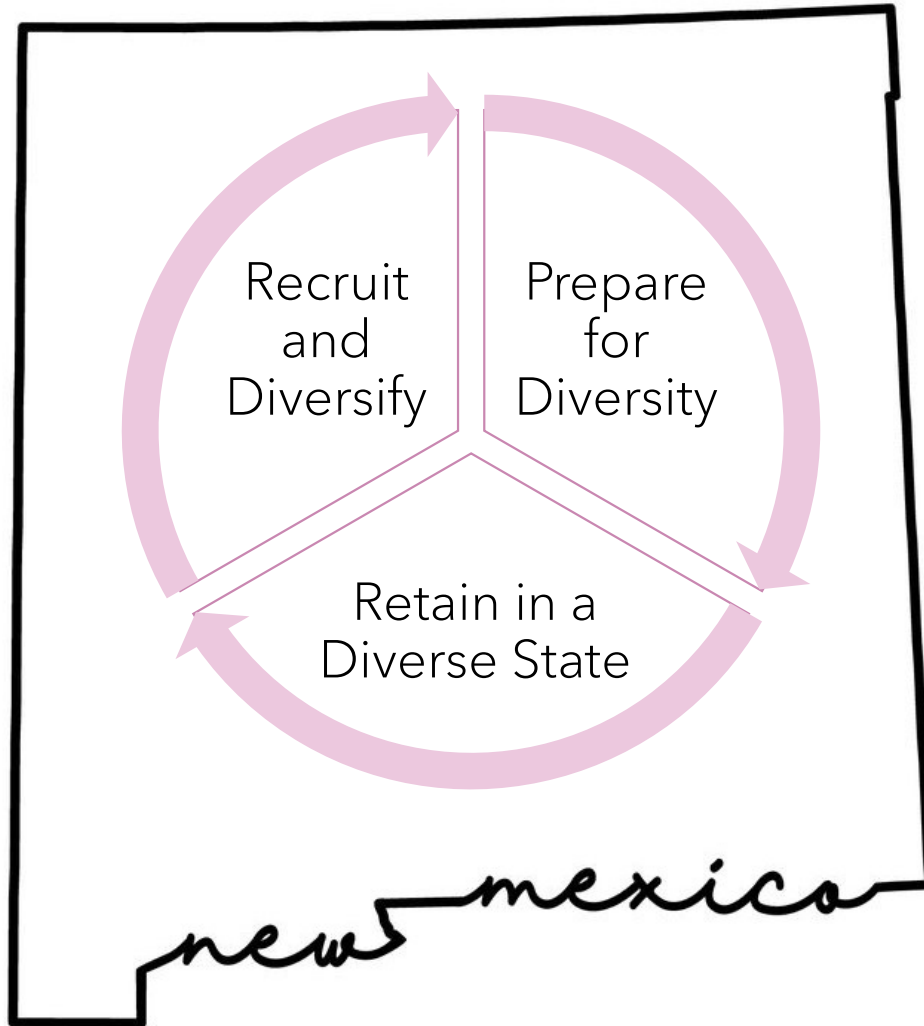
Prepare Teachers to Meet the Needs of Diverse Learners.

- Every LEAP teachers is a content, special education, and literacy teacher.
- Universal Design for Learning as instructional methods and delivery.
- Utilize NM Culturally and Linguistically Responsive Framework as our core.

3

Retain Teachers in the Profession

- Higher Education partnerships for Master's degrees.
- Pilots for dyslexia certification and TESOL certification pathways.
- Layers of intensive support in year 1.
- Partner with school mentors for consistent development.
- Strategic supports in years 2-3.



"Diversifying the teaching pipeline is not a linear process; it is an interdependent cycle with each initiative dependent upon the success of the others. Teacher preparation has to consistently be working to improve all three areas at the same time."

- Kim Lanoy-Sandoval, LEAP

Recruiting Barriers Exist for Diverse Candidates

Core Entrance Exams

Differences in pass rates on Praxis I tests by race and ethnicity

Race/Ethnicity	Praxis I Tests		
	Mathematics	Reading	Writing
Gap between African-American and White test takers	-41.4%	-40.8%	-35.3%
Gap between Hispanic and White test takers	-21.0%	-16.8%	-16.5%
Gap between Asian and White test takers	-7.0%	-24.3%	-16.3%
Gap between Native-American and White test takers	-18.7%	-16.4%	-22.2%

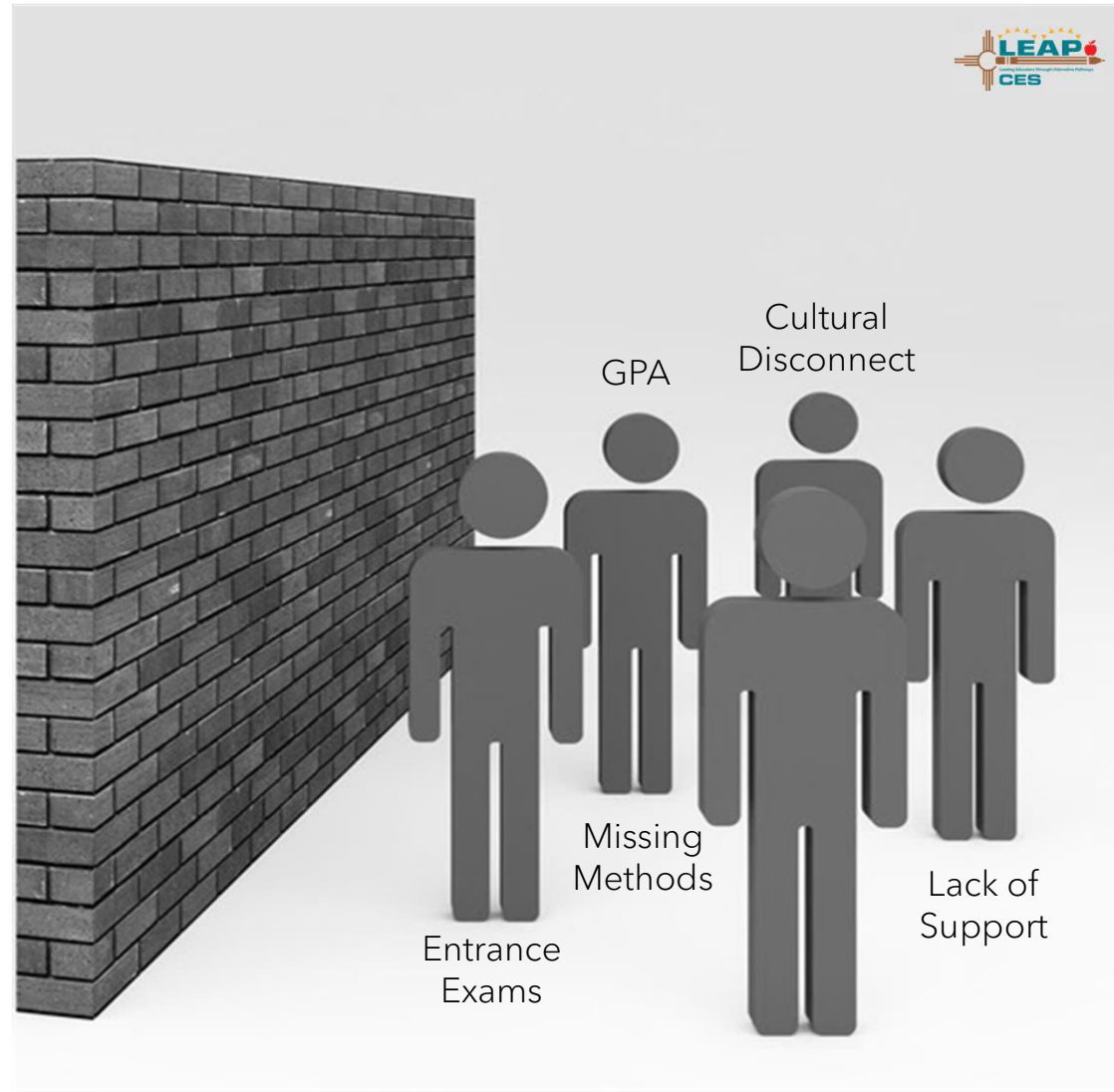
Source: [Toward Increasing Teacher Diversity: Targeting Support and Intervention for Teacher Licensure Candidates by Linda Tyler \(2012\)](#)

GPA Minimums

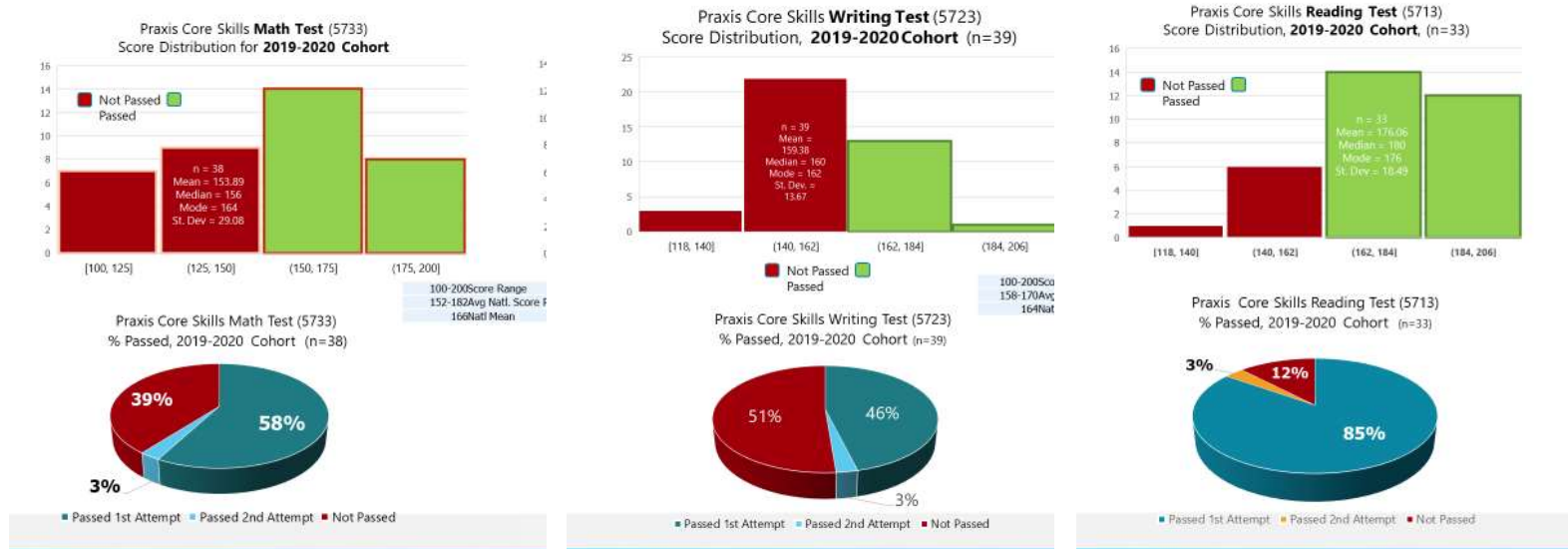
Black, Hispanic, and Native American students are more likely to come from lower-income households and work longer hours while in college, potentially lowering their GPA.

Among low-income working learners who work 15 or more hours a week, 59 percent have a C average or lower, whereas among higher income working learners, who work fewer than 15 hours a week, 65 percent have a B average or higher.

([Carnevale & Smith, 2018](#))



LEAP Scores On Praxis Core Exams Demonstrate How Entrance Barriers Screen Out More Than Ethnicity



LEAP Praxis Cohort 1 testing results, May 2020, of first attempts, second attempts, and not passed.
 *Note: Testing centers closed during the pandemic in Spring 2020.



into applying for an interim Special Education license so that she could work as a licensed teacher, and she tried to complete the OPL program through her community college. But by the time she followed her principal to Tony Hillman Middle School, her interim license had expired, she had been unable to complete the OPL requirements, and she was again working as a long-term substitute in special education in one of APS's most challenging schools.

Seven years passed since her graduation from the university before she was introduced to Kim Lanoy-Sandoval and the LEAP teacher training program.

"In 2019, an educational assistant at my school introduced me to Kim and to LEAP, and that was a game changer," Sedillo said. "It was a whole new world. I'd tried the University of Phoenix. I'd tried OPL. And I'm not trying to dog either of those programs, but all I really heard [in class] was blah blah blah. When I first joined LEAP I was amazed. I've finally learned why I'm supposed to do things, and I finally understand the benefit of doing them. For example, I used to post an [learning] objective on the board.

"I am dyslexic. I finally figured that out thanks to Kim and LEAP."

but I never really understood why I was supposed to do that. Just knowing that simple reason why matters. Now I know why we do lesson plans, and why we need to include diversity in our lessons."

At the end of LEAP's one-year intensive program, Sedillo braced herself to take the dreaded licensing exams again. But this time, she had an advantage.



it. They say 'Mrs. Sedillo, you're just like us.' And I tell them, yes I am, and we're going to work through this together," she said. "Miss Armpio, my principal, also had faith in me. She saw how I could work with students at Ernie Pyle in the South Valley. She saw a lot of good in me—and thank goodness, because I wouldn't be a teacher now otherwise. Both she and Kim saw that I was good at what I do."

Today, Evelyn perseveres to pass the last of her licensing exams so that she can, at long last, finally earn the teaching certification she has been working toward for so many years, all the while serving students just like herself. And her personal study in perseverance is what she continues to pass on to her students every day in the classroom.

"We struggle together," she said of her students. "And together we'll get through it." ■

**ENGLISH AS SECOND LANGUAGE TEACHERS
AND
TEACHERS WITH LEARNING DISABILITIES
ARE BEING SCREENED OUT OF THE
PROFESSION DUE TO TESTING BARRIERS.**

THE WORK
AHEAD IS TO
**CAST A
LARGER NET,**
NOT LOWER
THE BAR



LEAP ENTRANCE REQUIREMENTS

Resume
Reference Letters x2
District Intent to Hire Letter
ProScan Survey
Phone Interview
Written Letter of Interest
\$40 Application Fee
Signed Application
Transcripts (unofficial)

Application Process

Community/District
Recommendation

Core Tests Recommended, Not
Required Until Program Exit
(LEAP links candidates w/ supports)

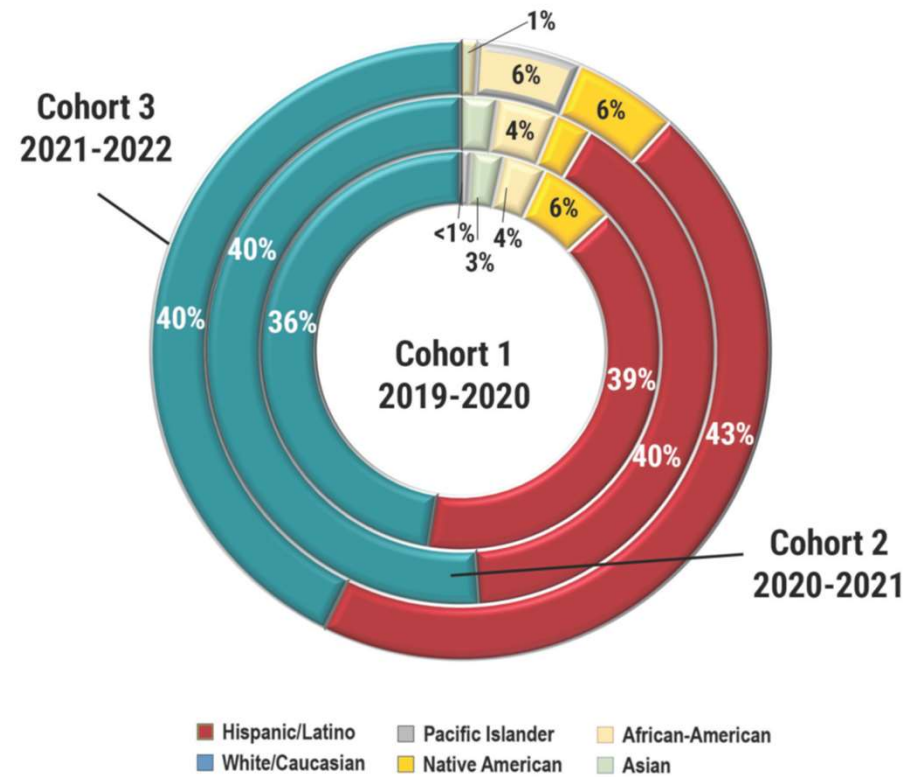
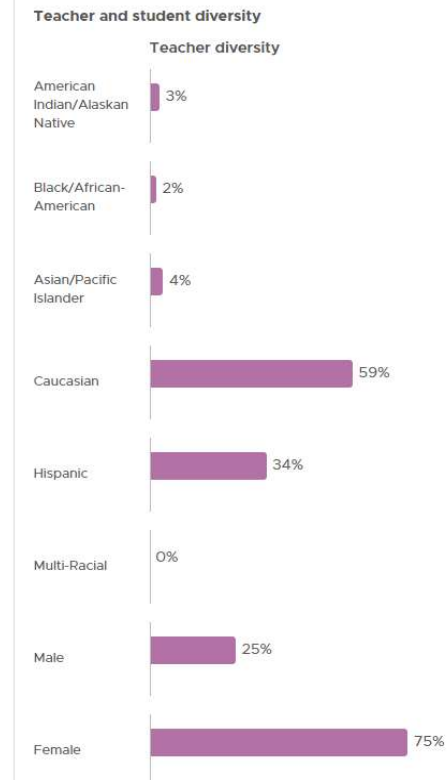
$2.75 < \text{GPA}$



TEACHER DIVERSITY: COMPARING THE STATE WITH LEAP

New Mexico

[About the State](#)
[Academic performance](#)
[Learning Environment](#)



[New Mexico Schools Dashboard](#). Retrieved September 29, 2021, from [Newmexicoschools.com](#)

LEAP Human Resources Presentation. LEAP Cohort 1, 2, and 3 Demographics. [Cesleap.org](#)



"How do I—with my beliefs & identities—fit into the system?"

Change, Transform, and Become a CLR Change Agent Checklist



Kohn, A. (2015). To change what we do, consider what we believe: teachers' assumptions drive their practice in surprising ways. Psychology Today

CULTURALLY and LINGUISTICALLY RESPONSIVE

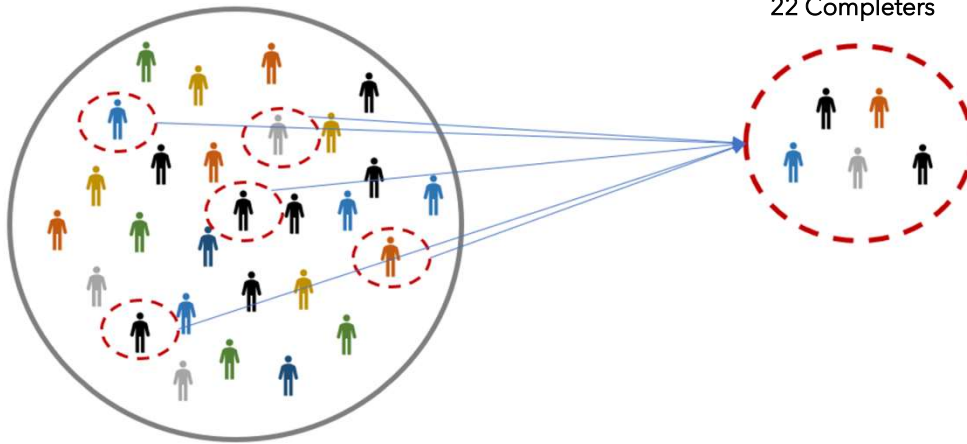
GUIDANCE HANDBOOK

New Mexico Public Education Department
Language and Culture Division

CLR Guidance Handbook - 2020



LEAP 2020-2021
Cohort 2: 109 Completers



LEAP study on culturally responsive practices.

Random Sample:
22 Completers

Change Your Perspective

- | | |
|---|---|
| 1 | Recognize your self-identity |
| 2 | Know your biases |
| 3 | Get inspired by multicultural education, critical pedagogy, and action research |
| 4 | Rethink the role and design of schools |
| 5 | Understand the role of surface, shallow, and deep culture |

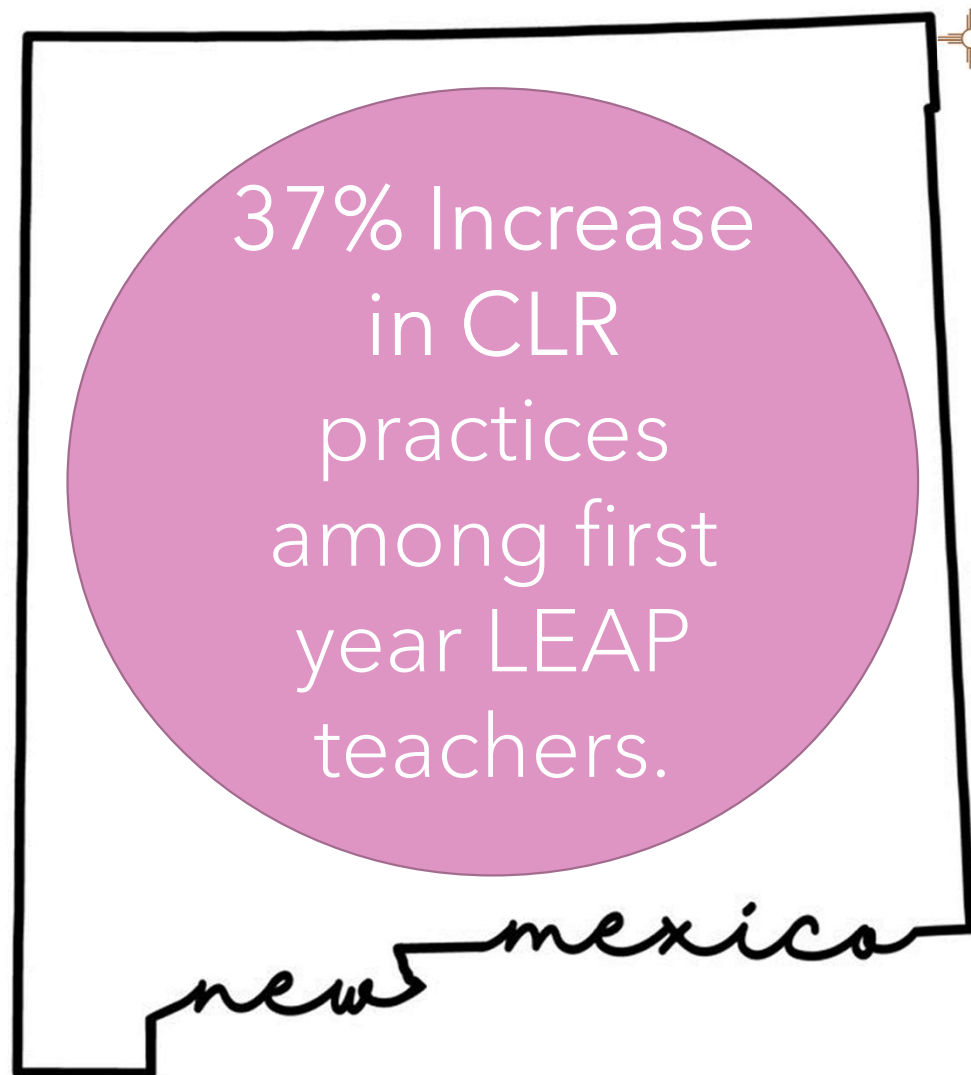
Transform Leadership and Teaching Practices

- | | |
|----|---|
| 6 | Believe that all students can learn |
| 7 | Know your students |
| 8 | Know and seek strong collaboration with your students' parents, families, and communities |
| 9 | Affirm cultural and linguistic diversity in ALL content areas |
| 10 | Help students relate academic learning to their home culture |
| 11 | Master skills for teaching culturally diverse students |

Measurement indicators from the NMPED CLR Guidance Handbook used to analyze key dispositions determined in three LEAP final assessments.

**YEARLONG STUDY
TO TRACK CLR GROWTH
LEAP 2020-2021 CANDIDATES**

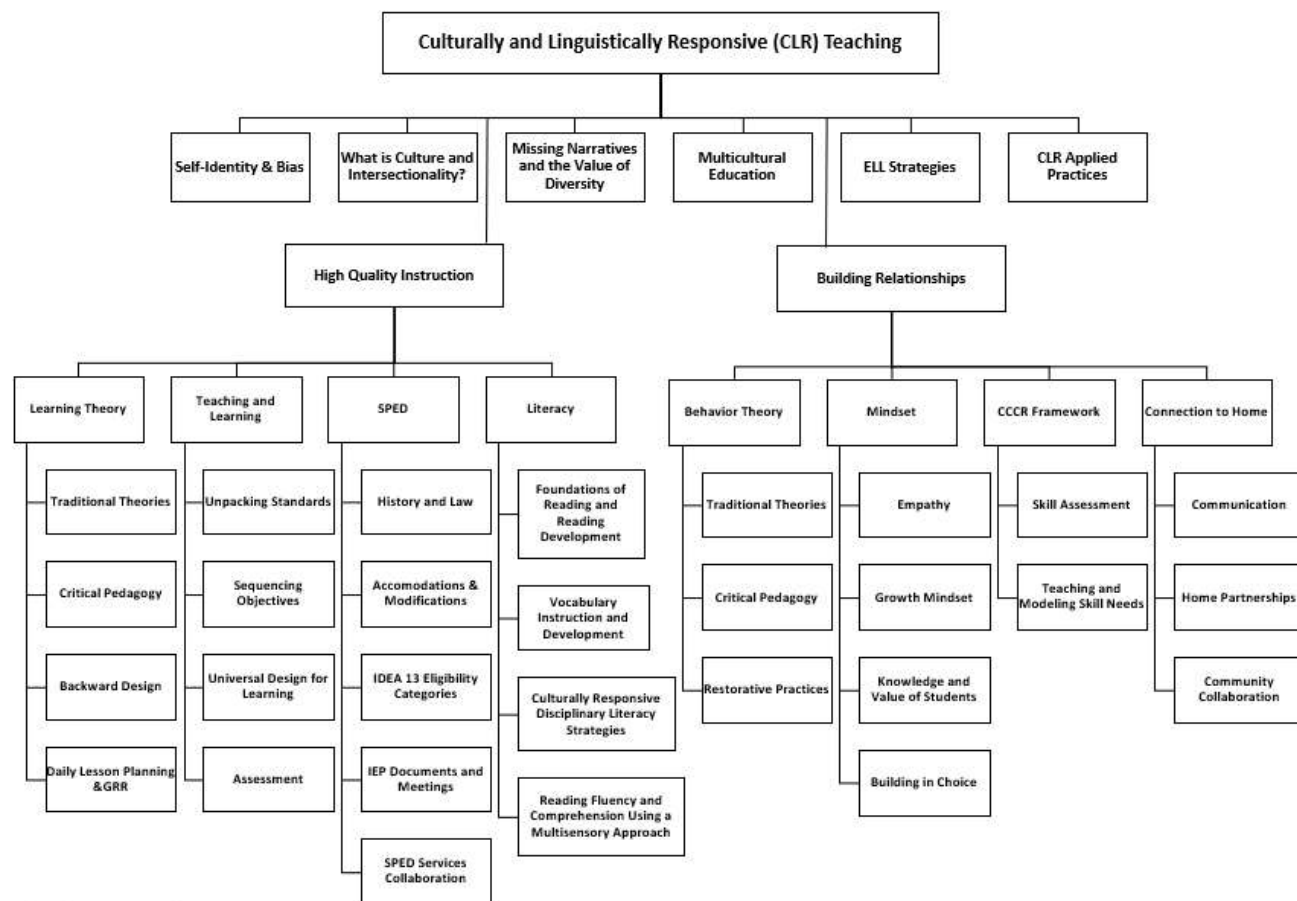
Findings: Growth in Cultural and Linguistic Responsiveness Statewide



THE LEAP
FRAMEWORK
CAN GROW
STATEWIDE
ALTERNATIVE
LICENSED
TEACHERS 37%
IN CULTURAL
AND LINGUISTIC
RESPONSIVE
PRACTICES



LEAP Teacher Preparation Framework



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Kim Lanoy-Sandoval

NEEDED STATEWIDE EFFORTS

An alternative demonstration of teacher competency for Level 1 Licensure.

Support in bridging the gap between CLR practices for educators and *supporting* and preparing educators within a New Mexico CLR Framework.

More statewide efforts in training teachers in the principles of Universal Design for Learning for ALL students.

Funding for research and supports regarding New Teacher School-Building Mentorship to develop and fund a New Mexico Mentorship Framework to support *updated* practices.

RESOURCES

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THANK YOU

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