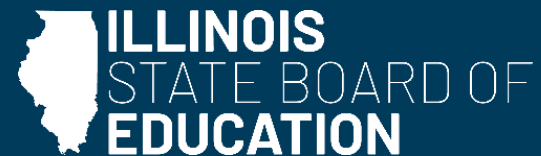# Diverse Educator Recruitment and Success Strategies for Educator Preparation Programs

Coaching Session 2

Lois Kimmel | Beth Howard Brown | Sarah Haynes

Oct 2024

Welcome!

- Please share with the group:
  - » Your name
  - » Your role
  - » Your school

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Answer Poll Question:

Where do you need help developing the action plan?

- I haven't thought about it at all
- I've thought about it, but haven't started the action plan
- I've started the action plan, but have some questions
- I'm done and just need feedback on my action plan

Session Agenda

- Welcome, Objectives, and Timeline (10 mins.)
- Where We've Been and Review of Project (10 mins.)
- Action Plan Discussion (25 mins.)
- Progress Monitoring and Continuous Improvement (10 mins)
- Closing and Next Steps (5 mins.)

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Objectives

- Understand where we've been with this project and existing resources to support action plan development.

- Consult with peer institutions and coaches on action plan development.

- Explore an introduction to continuous improvement and progress monitoring.

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AIR Inclusive Meeting Guidelines

ENGAGE EVERYONE

BE HEARD AND SEEN

ACKNOWLEDGE SPEAKER

MAXIMIZE MICROPHONES

MINIMIZE NOISE

MAXIMIZE VISUAL DISPLAYS

These guidelines are intended to improve the meeting experience for virtual participants, as well as people with hearing loss, visual impairment, and those for whom English is an additional language. Developed by the Access AIR and AIR CREW Employee Resource Groups with support from the AIR Diversity, Equity, and Inclusion Office.

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Meeting Norms

Be present, participate, and be engaged.

Share the air.

Engage respectfully and listen to understand.

Respect what is shared.

Ask thoughtful and clarifying questions.

Embrace diverse perspectives.

Accept that there is not a finish line today.

Others?

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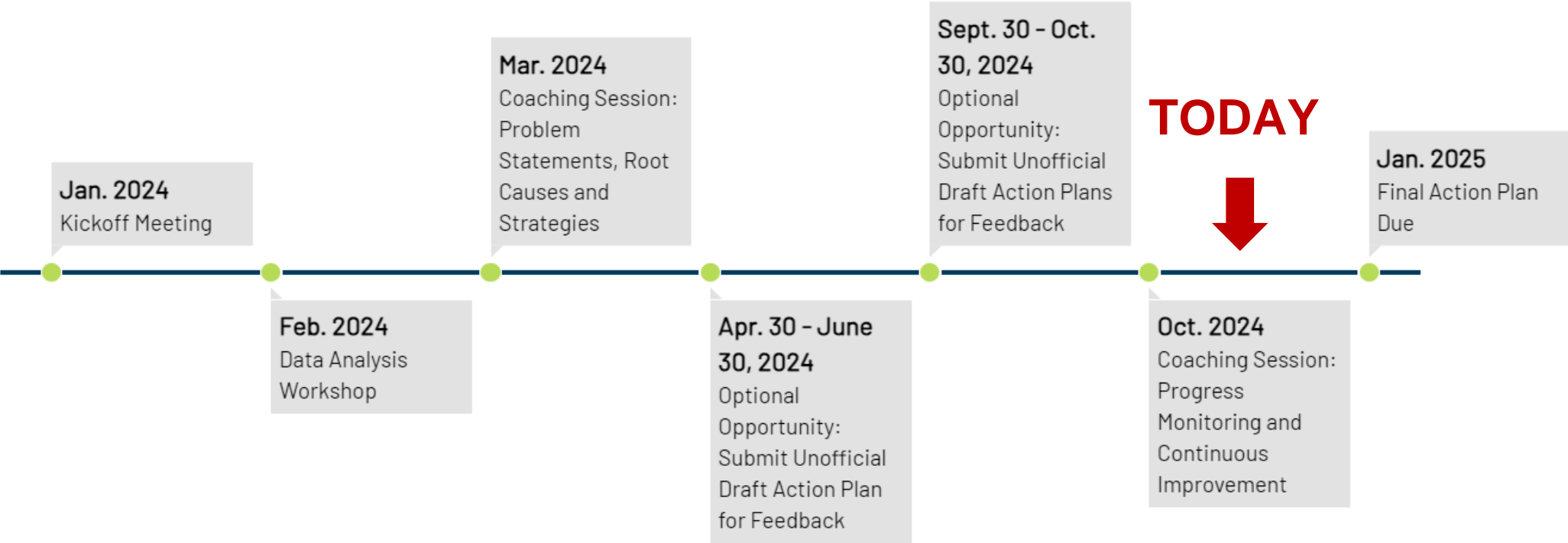
Where We've Been

We're all at different places in this process. We're here to help you get to the next step. This is a support to help you diversify the candidate pool and strengthen the teacher pipeline. This is not evaluative, but a support. The goal is to strengthen your institution.

The journey will look different. We have suggested points, but it will vary for each institution.

Project Timeline

DIVERSE EDUCATOR: PROJECT TIMELINE- JANUARY 2024- JANUARY 2025

Timeline note: If you wish to submit unofficial draft action plan for the **optional opportunity for review**, chose **one** of the available windows.
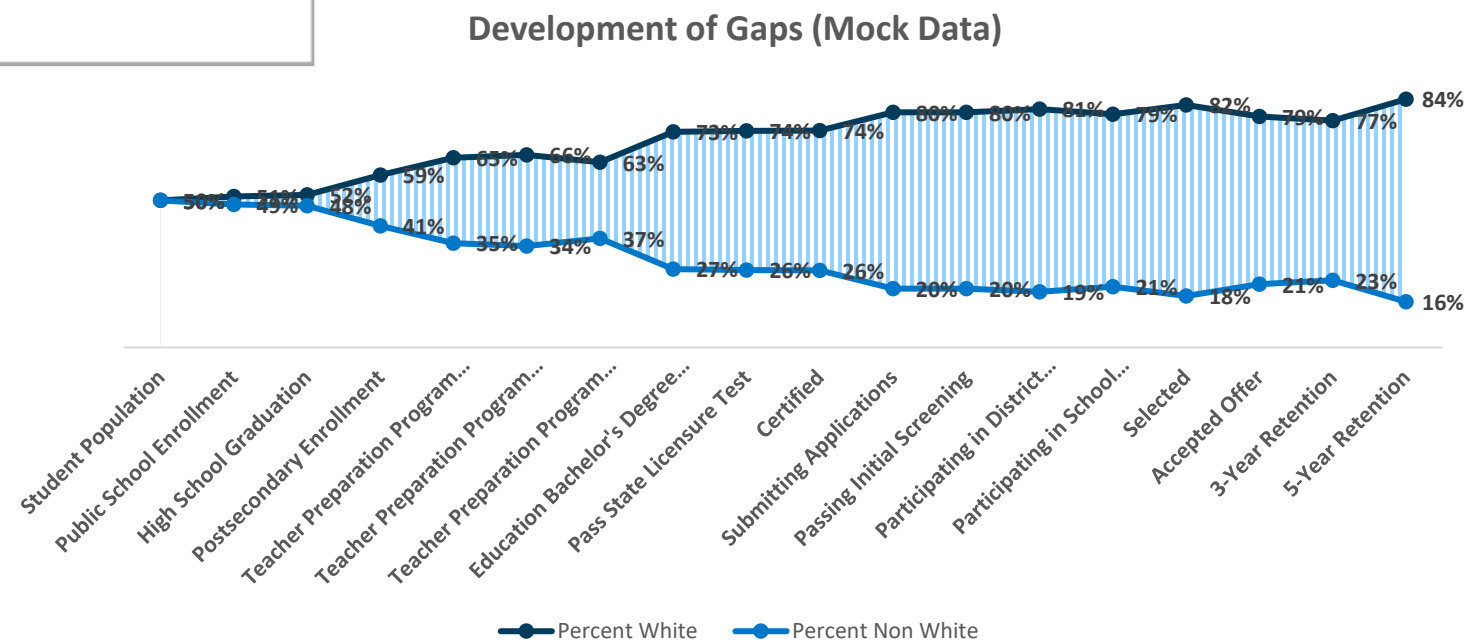

Jan. 2024
Kickoff Meeting

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Optional Opportunity: Submit Unofficial Draft Action Plan for Feedback

Sept. 30 – Oct. 30, 2024
Optional Opportunity: Submit Unofficial Draft Action Plans for Feedback

TODAY

Oct. 2024
Coaching Session: Progress Monitoring and Continuous Improvement

Jan. 2025
Final Action Plan Due

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Kick Off Meeting

- Theoretical Background

- National Panel

- Strategies

- Action Plan

Data Analysis Workshop

INSIGHTS ON DIVERSIFYING THE EDUCATOR WORKFORCE
A Data Tool for Practitioners

Development of Gaps (Mock Data)

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Coaching Session: Root Cause Analysis

Step 1:
Data Analysis

Step 2:
Root Cause Analysis

Step 3:
Evidence-based Strategy Selection

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Action Plan: Development and Feedback

Strategy No. 1	Responsible Party	Resources	Status
	Department overseeing the strategy	Funding, personnel, commitment, capacity, etc.	Not yet started In progress Completed

- Implementation
- Project Planning
- Project Management
- Progress Monitoring
- Living Document + Customizable
- Individualized Experience

Common Themes

- Focus on what you CAN control

- Avoid "one-size-fits-all" strategies
  - Each EPP has unique needs and contexts
  - Action Plans and strategies need to be tailored to those needs and contexts

- EPPs lead the way
  - Extra supports for EPPs

Action Plans in Action

Exemplar #1

SMART Goal No. 1	Areas of Emphasis
• **Candidate recruitment** is the strategic and systematic identification, outreach, and selection of individuals who exhibit the qualities, academic aptitude, and dedication required to successfully complete a program.	_X_ Candidate Recruitment __ Candidate Success
[ ] teacher preparation programs will recruit at least *3* students of color (those who identify as African Americans) to enroll in undergraduate teacher preparation programs in the 2024-2025 academic year and the 2025-2026 academic year.	• Based on IWAS data from 2015 – 2022

Connections to EPP and State Plans and Initiatives	Considerations for Sustainability and Scale-Up
• Diverse Educator Recruitment and Success Project • ISBE Strategic Plan Goals 3.1 and 3.4 prioritize building partnerships to result in a diverse teaching corps that better match the demographics of our state's children.	Coordination with University Relations and University Advancement

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Strategy No. 1	Responsible Party	Resources	Status
	Department overseeing the strategy	Funding, personnel, commitment, capacity, etc.	Not yet started In progress Completed
Education division office coordinator, under the guidance of the division director, will email [ ] first year students who have not declared a major and invite them to consider teaching.	Education Division	Ongoing responsibility of the division office coordinator, progress monitored by the division director	Not yet started

Definition of Success	Outputs
We will have successfully achieved this strategy when . . .	*What artifacts, deliverables, or products will we produce?*
We will have successfully achieved this strategy when there is a spreadsheet identifying first year undeclared students led by the message that was sent and the date each first-year student was contacted.	Enrollment figures Spreadsheet of data generated from Teams Forms

Tasks	Activities	Lead	Due Date	Status
What are the steps needed to complete the strategy?	What specific or small steps lead to the completion of the task?	Who is the individual person leading the activity/task?	When is this due?	Not yet started In progress Completed
Task 1: Compose an email message appealing to students of color to consider teaching as a profession.	Division faculty collaborate to develop the message.	Division director, Office coordinator distributing	December 2024	Not Yet Started
	Determine who should be included in the message as the contact person if a recipient is interested in following up.	Division director	January 2025	Not yet started
	Plan for a response from the identified receiver of student interest and an alum of color who was in the ____ teacher preparation program or a current education major of color.	Division director	January 2025	Not yet started
Task 2: Obtain the list of undeclared first year students with their ____ email addresses.	Request to the registrar's office for list	Division office coordinator	January 2025	Not yet started
	Verify that students on the list are still enrolled. Delete any students who do not attend ____	Division office coordinator	January 2025	Not yet started

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Exemplar #2

SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) Goal No. 1	Areas of Emphasis
Increase the number of African-American students who successfully complete educator preparation programs by 2% over the next 7 years.	*X Candidate Success*

Strategy	Responsible Party	Resources	Status
Programs will conduct self-assessments on meeting Culturally Responsive Teaching and Leading standards and supporting students of color.	All educator preparation programs at ☐	*Commitment and capacity.*	*In Progress*
CTE, programs, and colleges will support students' academic, psychological, and social well-being.	☐ educator preparation programs, Council on Teacher Education, college staff and faculty	*Personnel, commitment, and capacity.*	*In progress*
When students receive their candidacy information, they will also receive information about student support at ☐ including Black and African Descent resources.	Council on Teacher Education	*Personnel*	*In progress*
Within iAdvise, students will receive a reminder for resources one year after applying to candidacy.	Office of Advising Development	*Personnel*	*In progress*

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Tasks	Activities	Lead	Due Date	Status
What are the steps needed to complete the strategy?	*What specific or small steps lead to the completion of the task?*	*Who is the individual person leading the activity/task?*	*When is this due?*	*Not yet started In progress Completed*
Task 1: Share accurate information with students and direct students to resources across campus and in the college	Create resource page for programs and students on the Council on Teacher Education website		August 2024	In progress
	Share resources with students at the time of candidacy admission.		Ongoing	In progress

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| Tasks	Activities	Lead	Due Date	Status
What are the steps needed to complete the strategy?	*What specific or small steps lead to the completion of the task?*	*Who is the individual person leading the activity/task?*	*When is this due?*	*Not yet started* *In progress* *Completed*
Task 2: Create opportunities for EPPs to connect over this goal and share strategies for achieving this goal.	Plan time for EPPs to discuss goals and strategies during fall retreat.		September 2024	In progress
	EPPs share resources with each other.		December 2024	In progress
	EPPs respond to a survey listing the strategies implemented and the success of those strategies. This process will begin anew each academic year, with adjustments as needed.	Program coordinators	May 2025	In progress
Task 3: Automate the sharing of resources with students.	Identify departments needed to automate resource sharing.		January 2025	In Progress
	Meet with departments to discuss next steps.		May 2025	Not yet started

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Reflection

- What are some strengths of the goals and strategies? How is the action plan relying on data?

- Is there anything you would change about the goals and strategies?

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Action Plan Development

- How's it going?

- How have you been successful?

- Where are you stuck? How can we help you overcome these barriers?

- What would you like to talk through?

- Are there any next steps as a result of progress you have made?
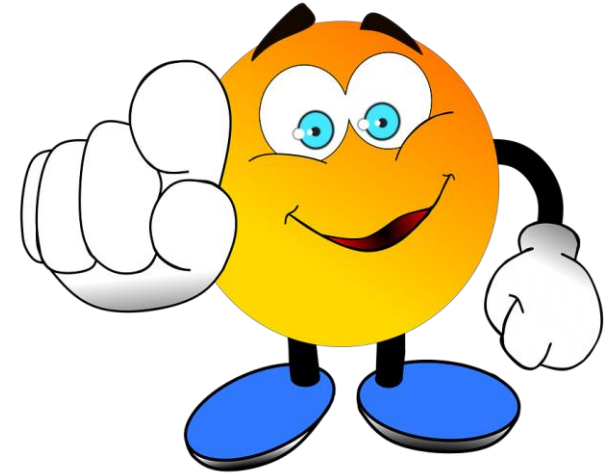
Continuous Improvement and Progress Monitoring

Continuous Improvement

- Plan: Identify a goal or purpose, formulate a theory, define success metrics, and put a plan into action.

- Do: Implement the plan on a small scale to test the change.

- Study: Analyze the results and compare them against the expected outcomes.

- Act: If the change is successful, implement it on a larger scale. If not, refine the plan and try again.

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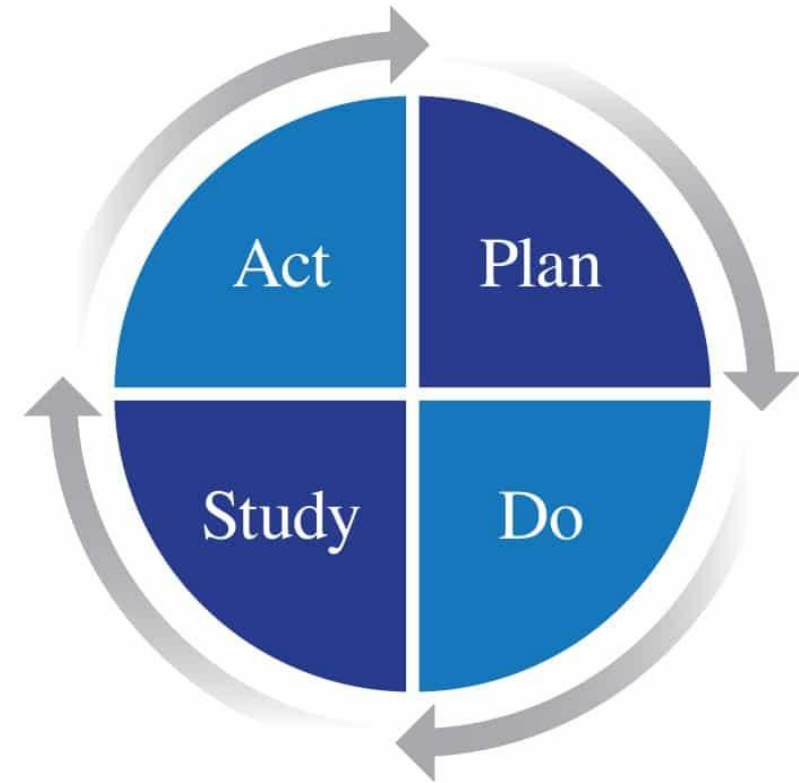
Progress Monitoring

- Definition: Regular tracking of progress to ensure alignment with recruitment and retention goals.

- Tools:

  - Data Dashboards: Visual tools to track progress, program outcomes, and candidate success.

  - Surveys and Feedback Forms: Collecting data from candidates, alumni, and school districts about the effectiveness of the program.

  - Benchmarking: Comparing program outcomes with peer institutions to identify areas for improvement.

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Funding Sources

- Teacher Quality Partnership Grants:
https://www.federalregister.gov/documents/2024/04/04/2024-07183/applications-for-new-awards-teacher-quality-partnership-grant-program

- Supporting Effective Educator Development (SEED) Grant Program: https://www.ed.gov/grants-and-programs/teacher-prep/supporting-effective-educator-development-grant-program

- Registered Teacher Apprenticeships: https://www.air.org/sites/default/files/2023-10/Registered-Teacher-Apprenticeship-Funding-Guide-CEEDR-GTL.pdf

Teacher Quality Partnership Grants

The Teacher Quality Partnership (TQP) grant program, authorized in Title II of the Higher Education Act, is the only federal initiative designed to strengthen and reform educator preparation at institutions of higher education.

TQP grants support the preparation of profession-ready teachers for high-need schools and high-need subject areas. Under this program, partnerships between institutions of higher education and high-need schools and districts compete for funding to develop master's-level residency programs or to reform undergraduate preservice preparation programs.

Program Highlights

- Grantees are partnerships among institutions of higher education, high-need local education agencies, high-need schools, and other eligible entities that work together to develop a pipeline of profession-ready teachers.
- Grantees are required to provide extensive, yearlong clinical preparation to teacher candidates.
- Grantees must provide an induction program for at least the first two years of a graduate's teaching career.
- Candidates participating in teaching residency programs commit to teaching for at least three years in a high-need field in the high-need district where they were prepared.
- All candidates are prepared to teach students with disabilities, to teach English language learners, and to teach literacy strategies.
- Grantees are expected to maintain the reforms even after the federal funding ends, and they must provide a 100% funding match.

Supporting Effective Educator Development (SEED) Grant

The purpose of the SEED program is to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educators. These grants will allow eligible applicants to develop, expand, and evaluate practices that can serve as models to be sustained and disseminated. The SEED program also encourages the use of rigorous evidence in selecting and implementing interventions to support educators' development across the continuum of their careers. For a quick overview of the SEED program, please view our SEED – Program at A Glance.

Closing and Next Steps

Timeline

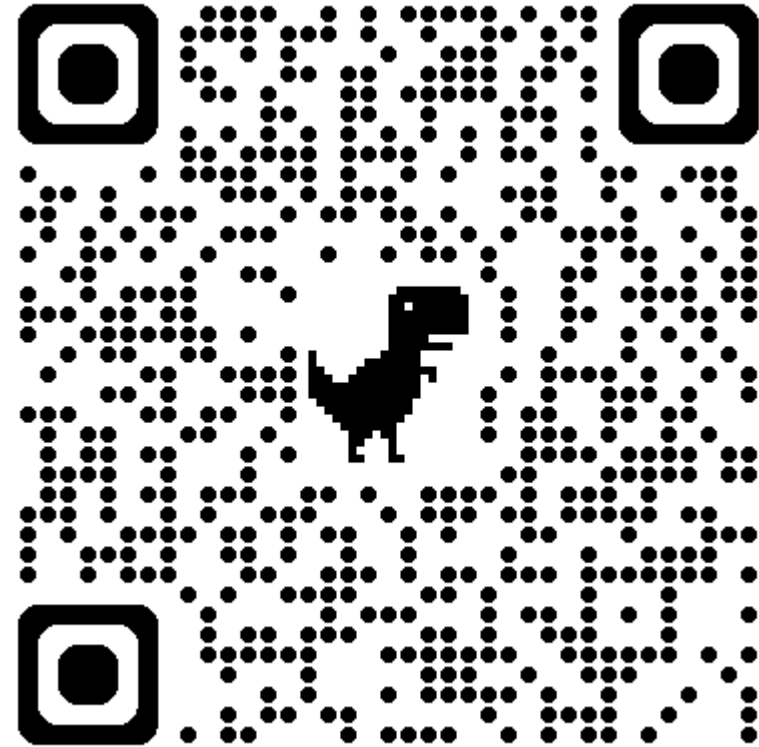## DIVERSE EDUCATOR: PROJECT TIMELINE- JANUARY 2024- JANUARY 2025

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Exit Evaluation

Use the link in the chat:

https://airtable.com/appq1HyLMNykfy 75q/shrmhQUOh4fBIS7ZJ

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More questions?

Contact the GTL Center!

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