



Illinois Educator Preparation Program

Diversifying Educator Recruitment and Success Kickoff Event

Illinois State Board of Education (ISBE)

American Institutes for Research (AIR)

Virtual | January 31, 2024

Introductions

1. Name
2. Location
3. Role
4. Something you love about your work or hope to personally bring to this process



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Agenda

- Welcome and purpose
- The Teacher Pipeline and Teacher Workforce Diversity
- Diverse educator recruitment and success exemplar panel
- Breakout reflection
- Illinois research synthesis
- EPP supports
- Next steps



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Partnership



Meet the ISBE Team



Jennifer Kirmes
Executive Director



Emily Fox
Director



Sabrina Ollie
Principal Consultant



Talor Mourning
Principal Consultant



Ashley Mosely
Principal Consultant



Morgan Bahnsen
Principal Consultant



Delaney Workman
Principal Consultant

Meet the AIR Team



Dan Goldhaber

AIR
Vice President



Beth Howard-Brown

AIR
Principal Technical
Assistance (TA) Consultant



Lois Kimmel

AIR
TA Consultant



Etai Mizrav
Senior Researcher, AIR



Sarah Haynes
Research Assistant, AIR

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.

Today's Objectives

1. Partner with other educator preparation programs (EPPs) on recruitment and success efforts.
2. Identify strategic considerations for mitigating common challenges that may arise in the recruitment and success of diverse candidates.
3. Review tools and evidence-based resources to support successful design and implementation of recruitment and success plans for teacher candidates of color.

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?



Parking Lot

- Capture topics for future meetings.
- Outline items for follow-up.
- Optimize our time together.
- Inform next steps.

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Advancing Evidence.
Improving Lives.

Welcome and Purpose

Dr. Jennifer Kirmes, Executive Director, ISBE

Diverse Pipeline Pilot 2021–22

ISBE coordinated the Diverse Pipeline Pilot with a cohort of EPPs:

- Augustana College
- Benedictine University
- Blackburn College
- Chicago State University
- DePaul University
- Dominican University
- Eastern Illinois University
- Eureka College
- Governors State University
- Greenville University
- Illinois College
- Illinois State University
- Lewis University
- National Louis University
- Northeastern Illinois University
- Northern Illinois University
- Rockford University
- Southern Illinois University at Edwardsville
- Trinity International University
- University of Illinois at Urbana-Champaign
- University of Illinois at Chicago
- University of St. Francis
- VanderCook College of Music
- Western Illinois University

EPP Diverse Recruitment and Success Project

ISBE and AIR will assist EPPs with diverse educator recruitment and success efforts by helping them

- a. develop,
- b. implement,
- c. monitor,
- d. evaluate, and
- e. revise plans.



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ISBE Strategic Plan

Goal 3: Elevating educators

» Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.



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Diverse Educator Recruitment and Success Support



1. Research synthesis
2. EPP Small Group Sessions
 - a. Interactive Data Tool Workshop
February 21st,
1:00 p.m.–3:00 p.m. CT
 - b. March
 - c. April
 - d. May

The Teacher Pipeline and Teacher Workforce Diversity

Dan Goldhaber

National Center for Analysis of Longitudinal Data in Education Research (CALDER), American Institutes for Research

Center for Education Data and Research (CEDR), University of Washington

dgoldhab@air.org | [@cedr_us](https://twitter.com/cedr_us)

Virtual | January 31, 2024

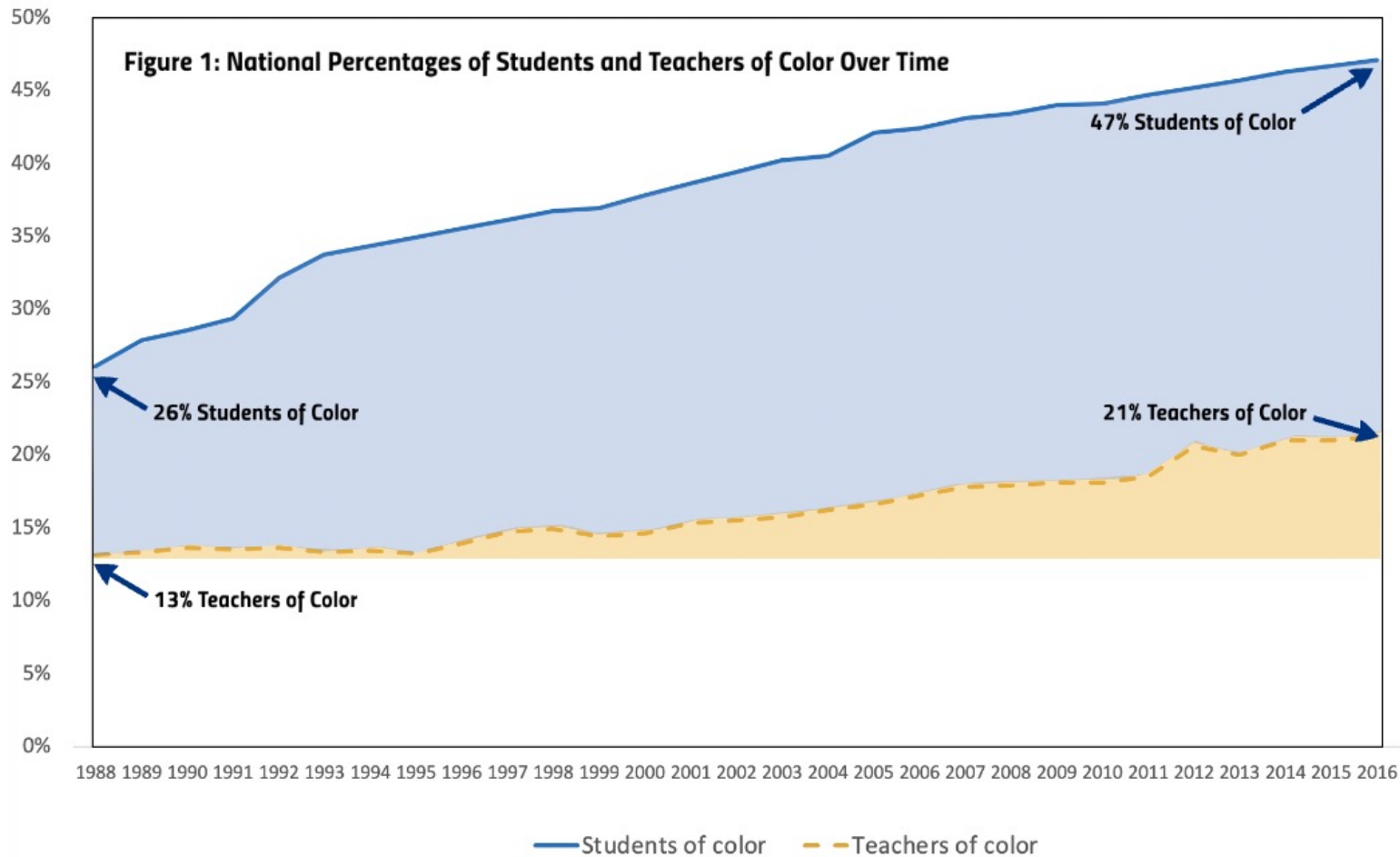
Road Map for Today

- Brief overview of why teacher diversity matters and the teacher diversity simulation tool: <https://caldercenter.org/data-visualization/teacher-diversity-tool>
- What does the diversity picture look like nationally?
- What do simulations suggest about how changes to different nodes in the teacher pipeline would impact the diversity of the teacher workforce (national and local pictures)?
- Discussion

Why Teacher Diversity Matters

- Cultural competence and trust
- Increases in academic achievement
- Higher adult expectations and less bias in schools
- Positive role modeling
- Reductions in exclusionary discipline

National Percentages of Students and Teachers of Color Over Time



Ingersoll, R. & Merrill, L. (2017). *A quarter century of changes in the elementary and secondary teaching force: From 1987 to 2012* (NCES 2017-092). National Center for Education Statistics.

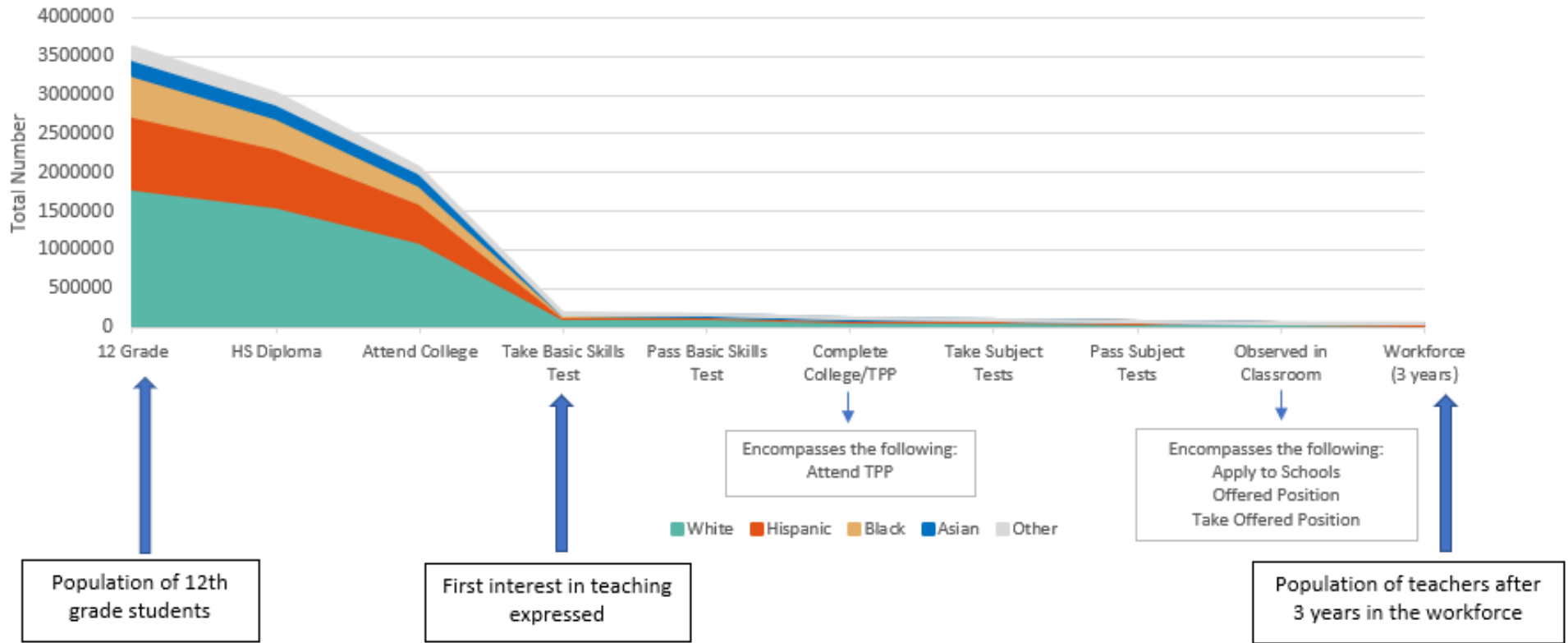
<https://nces.ed.gov/pubs2017/2017092.pdf>

U.S. Department of Education, National Center for Education Statistics. (2016). *National Teacher and Principal Survey, "Public School Teacher Data File," 2015–16*.

https://nces.ed.gov/surveys/ntps/tables/ntps_1t_051617.asp

Nodes in the Teacher Pipeline

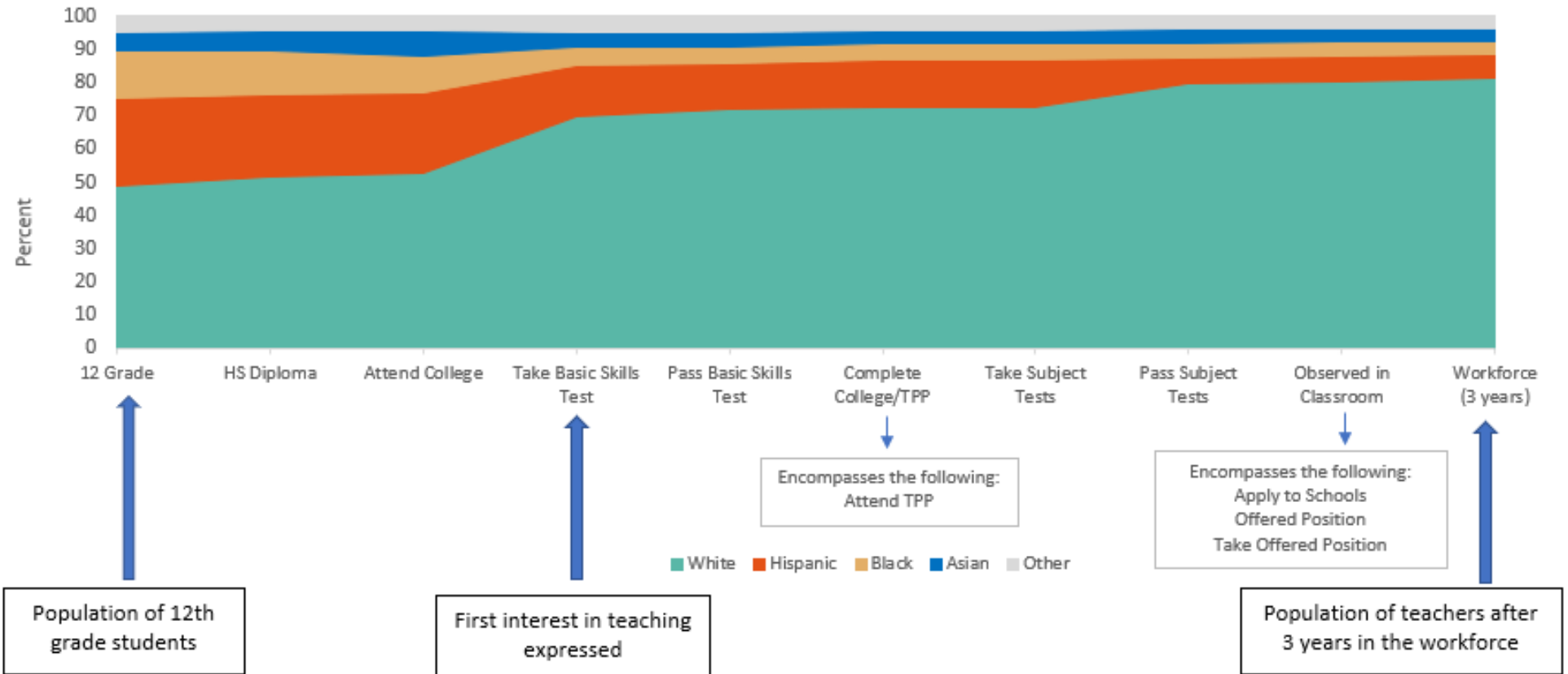
Number of Potential Teachers in the Preparation Pipeline by Race/Ethnicity



Goldhaber, D., & Lindsay, C. Webinar, November 18, 2021. For more information, see www.caldercenter.org.

Nodes in the Teacher Pipeline

Distribution of Potential Teachers in the Preparation Pipeline by Race/Ethnicity



Goldhaber, D., & Lindsay, C. Webinar, November 18, 2021. For more information, see www.caldercenter.org.

Many, Many Caveats! Too Many to Fully Discuss

1. Particular pathway into the teaching profession.
2. Pipeline figure is built from piecing together data from different studies for some nodes.
3. Data and evidence about particular transitions on the pathway to becoming a teacher/nodes (e.g., enrollment in teacher preparation, passing licensure tests) have to be inferred and are entirely missing in some cases (e.g., teacher applicants, offers, acceptances).
4. We assume that changes in pass through a node have an effect only going forward.

Goldhaber, D., & Lindsay, C. Webinar, November 18, 2021. For more information, see www.caldercenter.org.

CALDER Teacher Diversity Tool

Try it at www.caldercenter.org.

The screenshot shows the website for the National Center for Analysis of Longitudinal Data in Education Research (CALDER). The header includes a newsletter subscription box, social media icons for Facebook and Twitter, and a search bar. The main navigation menu has tabs for 'About CALDER', 'Experts', 'Policymakers Council', 'Publications', and 'Data Visualizations'. The 'Data Visualizations' tab is active, leading to the 'Teacher Diversity Tool' page. The page title is 'Teacher Diversity Tool' and the main heading is 'Understanding How Diversity in the Teacher Preparation Pipeline Contributes to Diversity Gaps in the Classroom'. Below the heading, there are two paragraphs of text explaining the importance of teacher diversity and the purpose of the tool. At the bottom, there is a line graph titled 'Number of Potential Teachers in the Preparation Pipeline by Race/Ethnicity'. The graph shows a significant drop-off in the number of potential teachers at the 'Take Basic Skills Test' stage. A dropdown menu above the graph allows users to select the population, currently set to '(All)'. A blue arrow points to the '12th grade student population' option.

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Home

Teacher Diversity Tool

Understanding How Diversity in the Teacher Preparation Pipeline Contributes to Diversity Gaps in the Classroom

Why Teacher Diversity Matters. Changes to the racial and ethnic diversity of the student body have drastically outpaced diversity in the teacher workforce: students of color make up more than half of the public-school student population, but teachers of color make up only about 20 percent of the teacher workforce. And there are good reasons to be concerned about this “diversity gap” as evidence finds that teacher role models can impact student achievement; for more on this, [click here](#).

The Teacher Pipeline Diversity Tool. We’ve developed this tool to help visualize some of the potential reasons for diversity gaps. The tool models the effects of changes in the distribution of race/ethnicity of potential teacher candidates as they progress (or do not) through different “nodes” in the teacher pipeline. Each node represents a different stage—such as enrollment in 12th grade of high school, attending college, attending a teacher preparation program, and entering the classroom. For more information about these nodes, [click here](#). The numeric assumptions that undergird these nodes can be found [here](#).

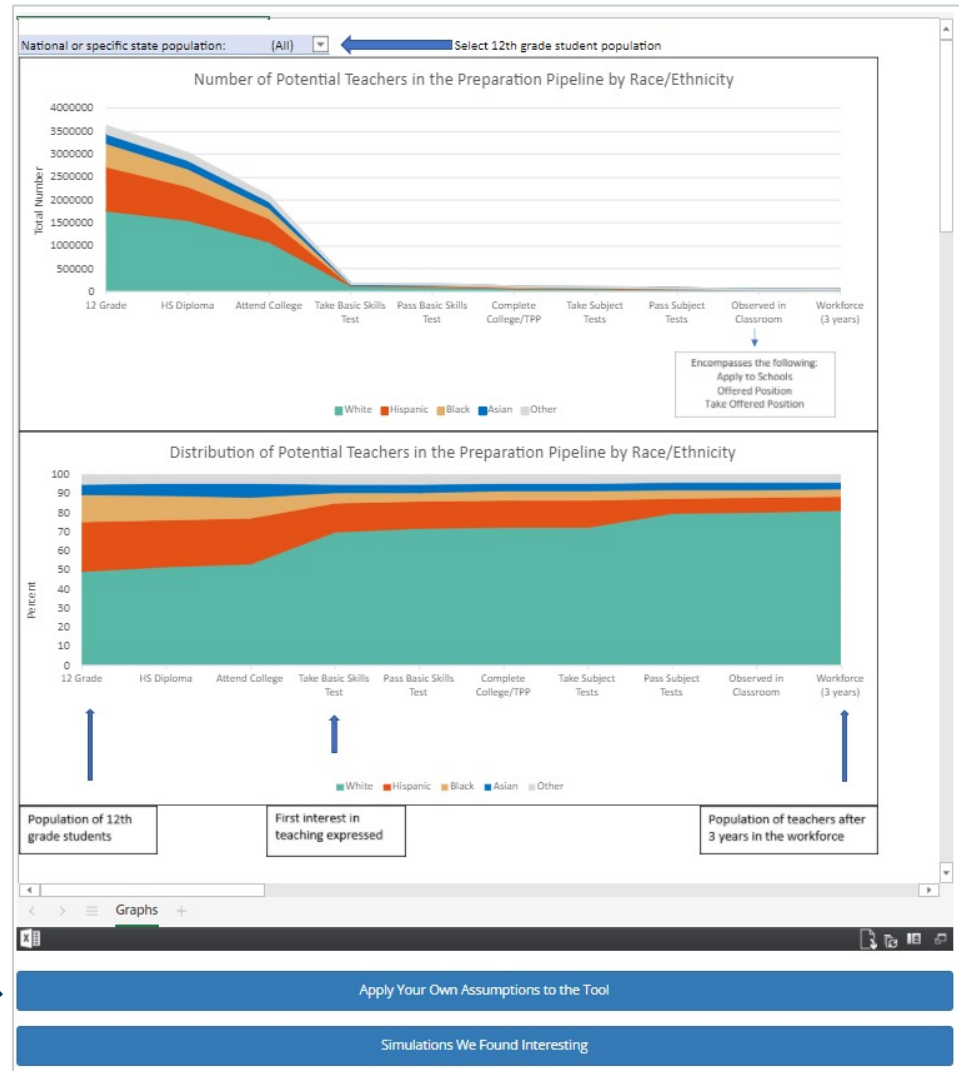
National or specific state population: (All)

Number of Potential Teachers in the Preparation Pipeline by Race/Ethnicity

Stage	Total Number (Approximate)
12 Grade	3,500,000
HS Diploma	2,500,000
Attend College	1,500,000
Take Basic Skills Test	500,000
Pass Basic Skills Test	200,000
Complete College/TPP	100,000
Take Subject Tests	50,000
Pass Subject Tests	20,000
Observed in Classroom	10,000
Workforce (3 years)	5,000

CALDER Teacher Diversity Tool

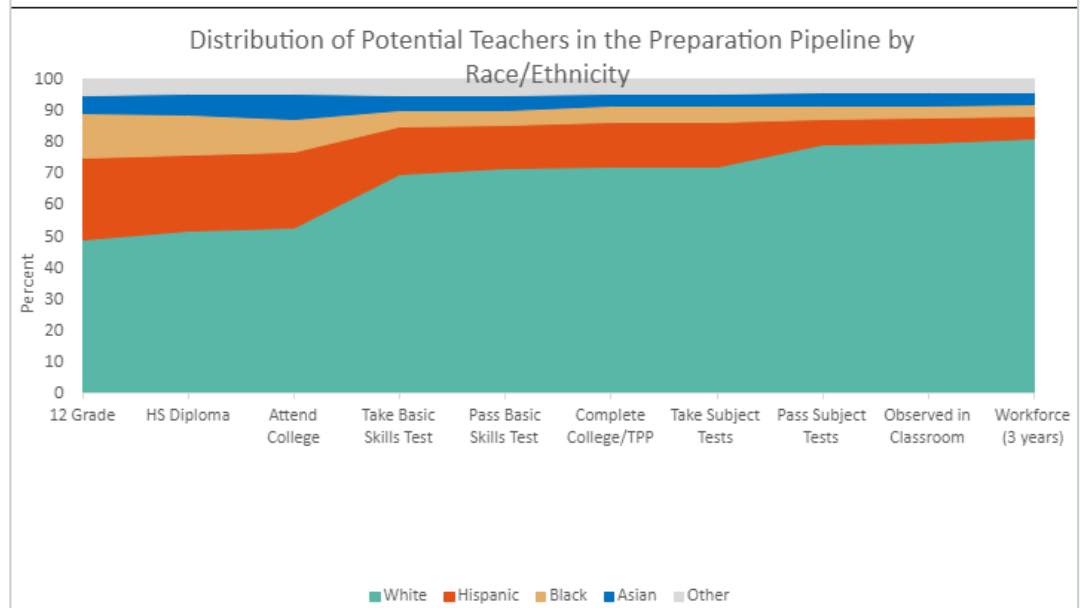
Try it at www.caldercenter.org.



Choose Your Own Adventure

Try it at www.caldercenter.org.

Pipeline juncture	Assumed transition rate for:				
	White	Black	Hispanic	Asian	Other
HS Diploma	0.88	0.78	0.76	0.90	0.78
Attend College	0.70	0.68	0.58	0.86	0.66
Take Basic Skills Test	0.11	0.05	0.04	0.05	0.09
Pass Basic Skills Test	0.97	0.86	0.85	0.93	0.93
Attend TEP	1.00	1.00	1.00	1.00	1.00
Complete College/TEP	0.67	0.69	0.69	0.56	0.64
Take Subject Tests	0.95	0.95	0.95	0.95	0.95
Pass Subject Tests	0.75	0.38	0.57	0.75	0.61
Apply to schools	1.00	1.00	1.00	1.00	1.00
Offered a position	1.00	1.00	1.00	1.00	1.00
Take offered position	1.00	1.00	1.00	1.00	1.00
In classroom	0.73	0.70	0.70	0.70	0.70
Workforce (3 years)	0.87	0.80	0.80	0.80	0.81



Simulations

Try it at www.caldercenter.org.

Simulations

[Main Page](#) > Simulations

How Might Policy Change Teacher Diversity?

Policymakers could consider a number of potential policy levers to increase the diversity of the teacher workforce. Most media attention has focused on how hiring practices or attrition contribute to the diversity gap (e.g. Anderson, 2018; Meckler & Rabinowitz, 2019; Walk-Morris, 2017)—while others contend that problems are rooted earlier in the pipeline (U.S. Department of Education, 2016, p.15). Below, we explore these hypotheses by simulating different policies that change rates of progression through certain points in the preparation pipeline.

We focus on five simulations. For each race/ethnicity group, the modified rate is selected to be equal to that of White potential teacher candidates, except for the simulation on attrition, where attrition is eliminated for teachers of color. The five simulations are, in order of their occurrence in the preparation pipeline:

Simulation 1: Equivalent High School Diploma and College Going Rates

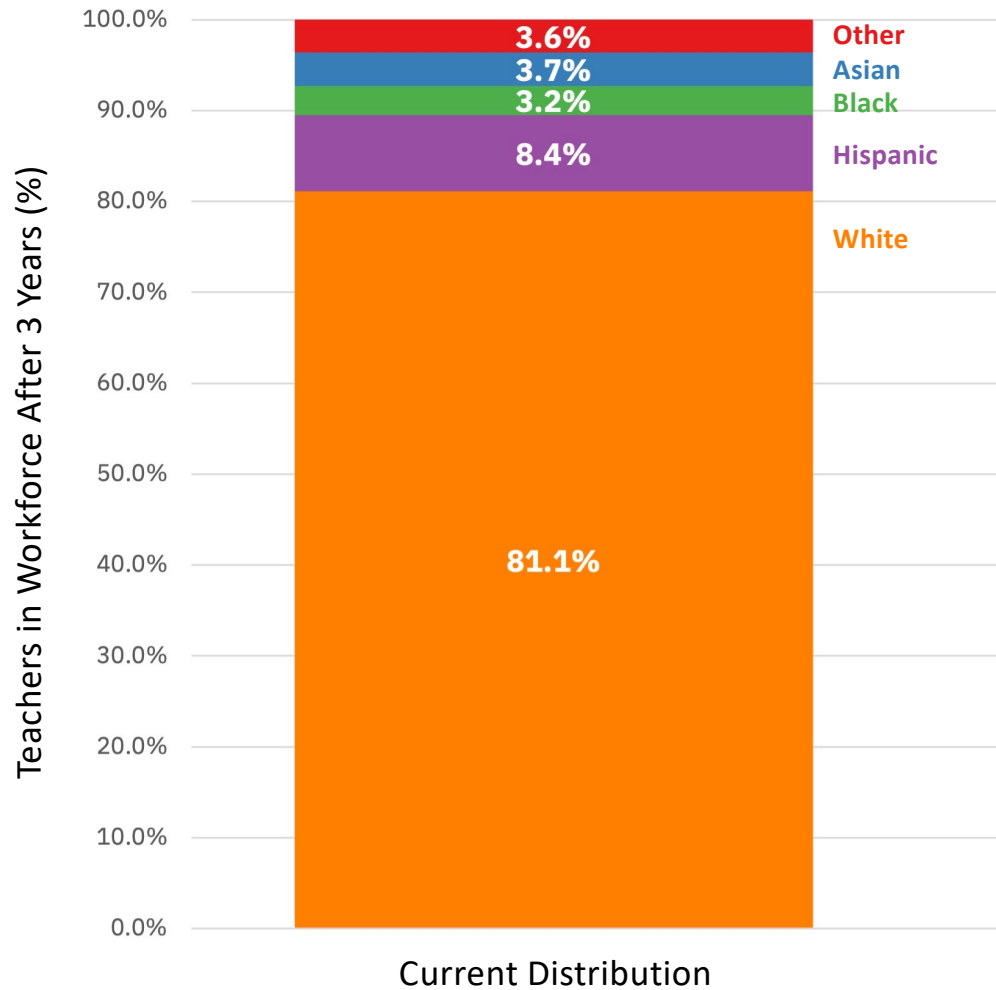
Simulation 2: Equivalent Pass Rates on Licensure Tests

Simulation 3: Equivalent Enrollment in Teacher Education and College Graduation Success

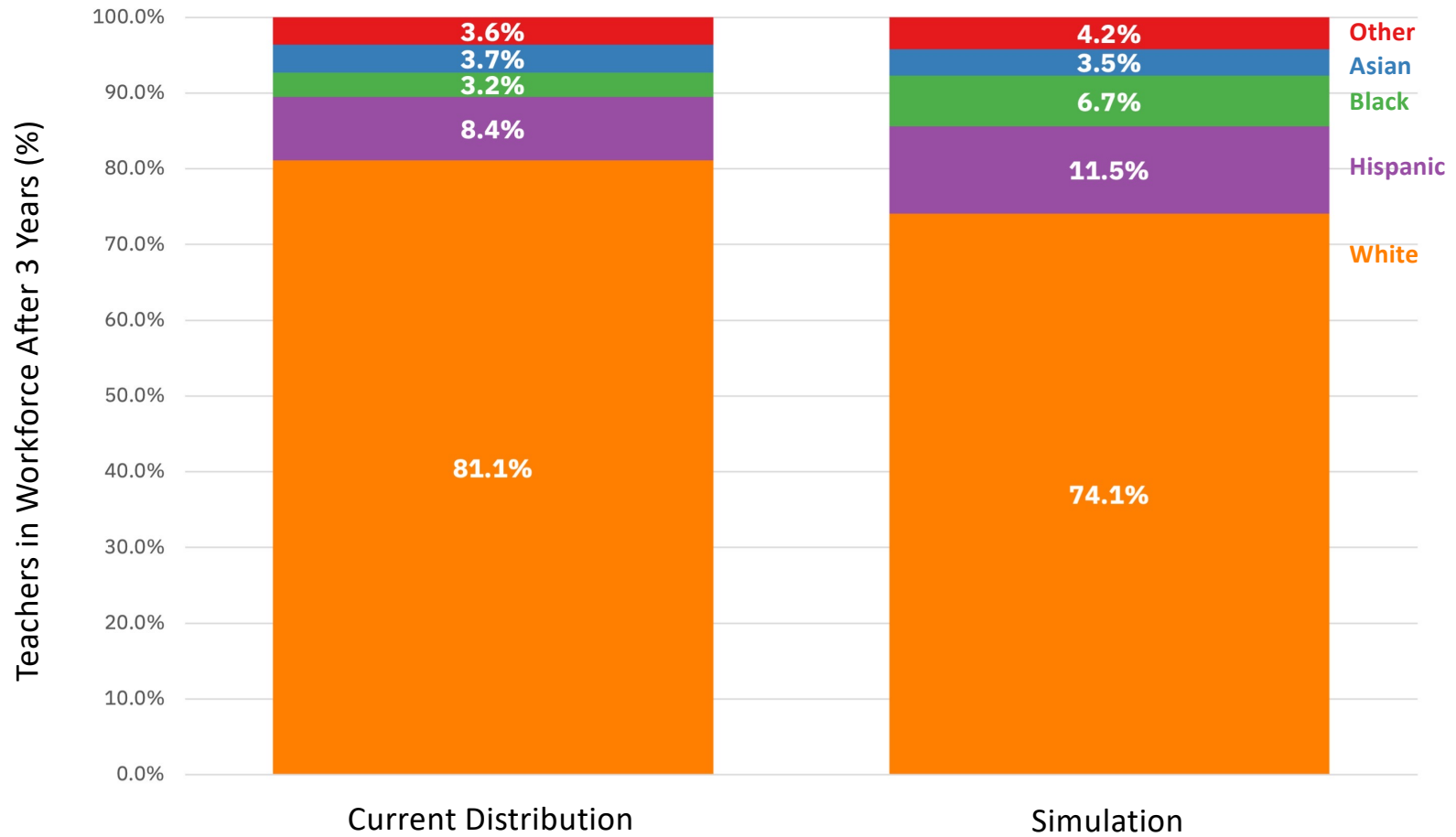
Simulation 4: 100% Retention Among Teachers of Color

Simulation 5: Combining Simulations 1-4

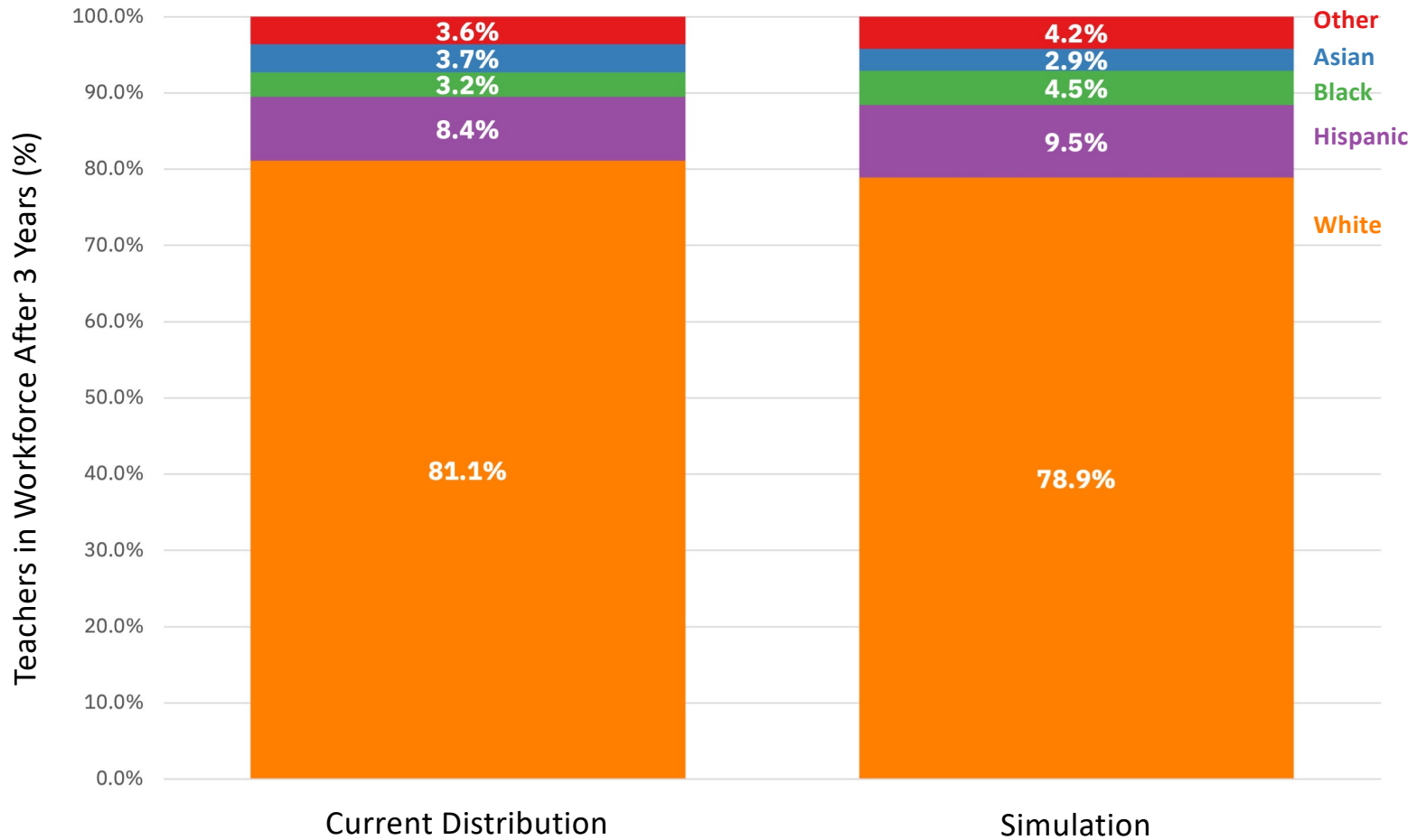
How Might Policy Change Teacher Diversity?



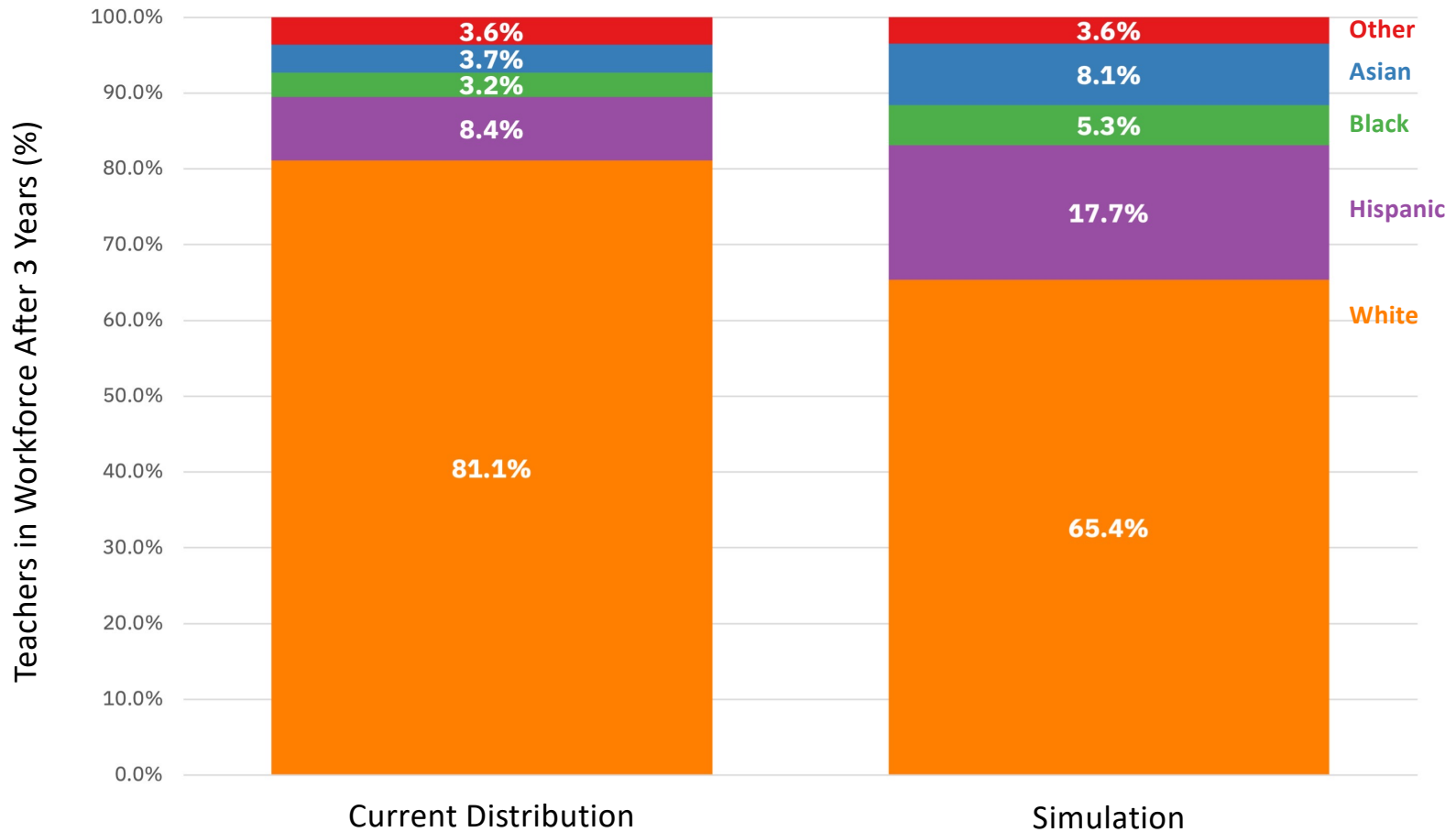
Equivalent Pass Rates on Licensure Tests



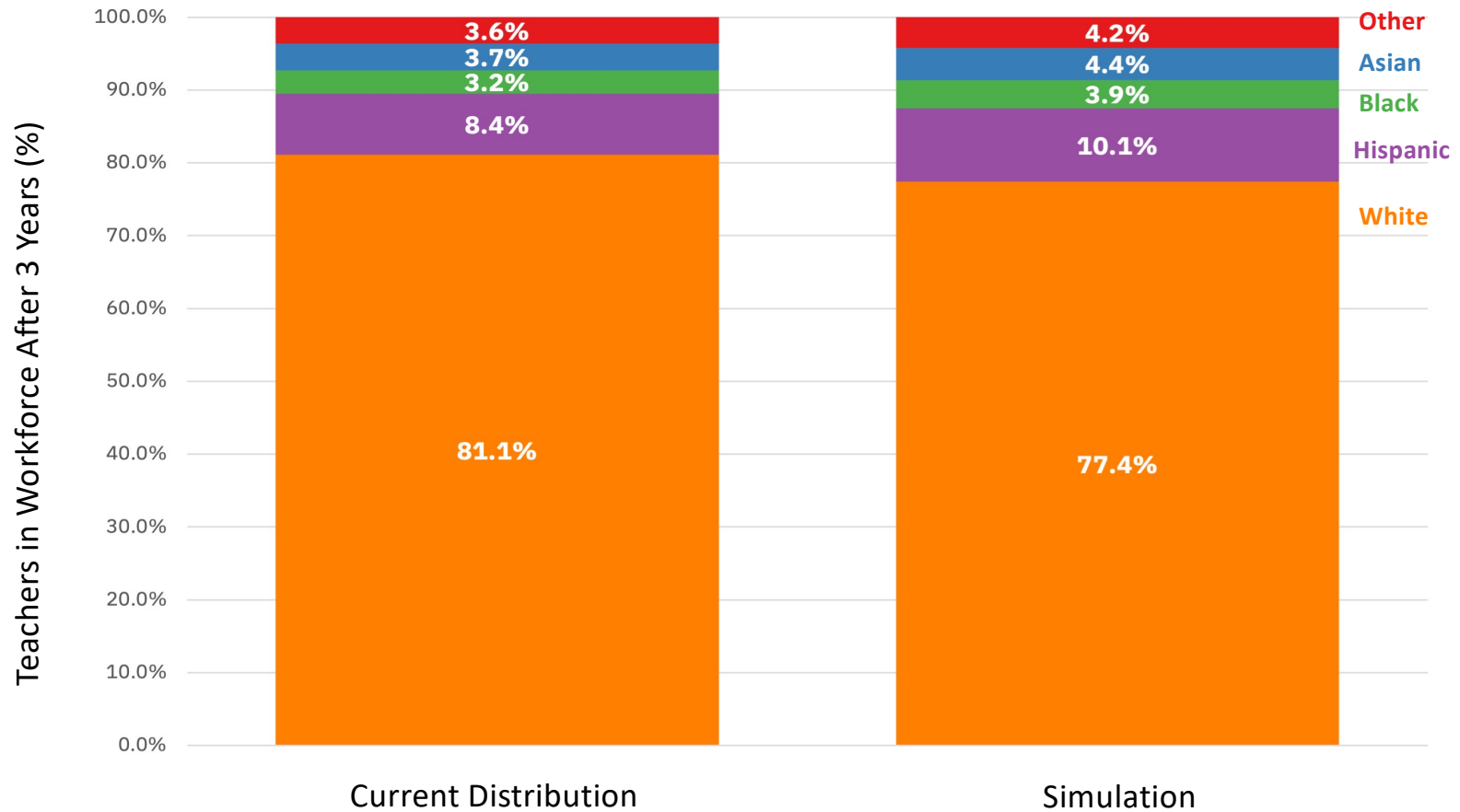
Equivalent High School Diploma and College-Going Rates



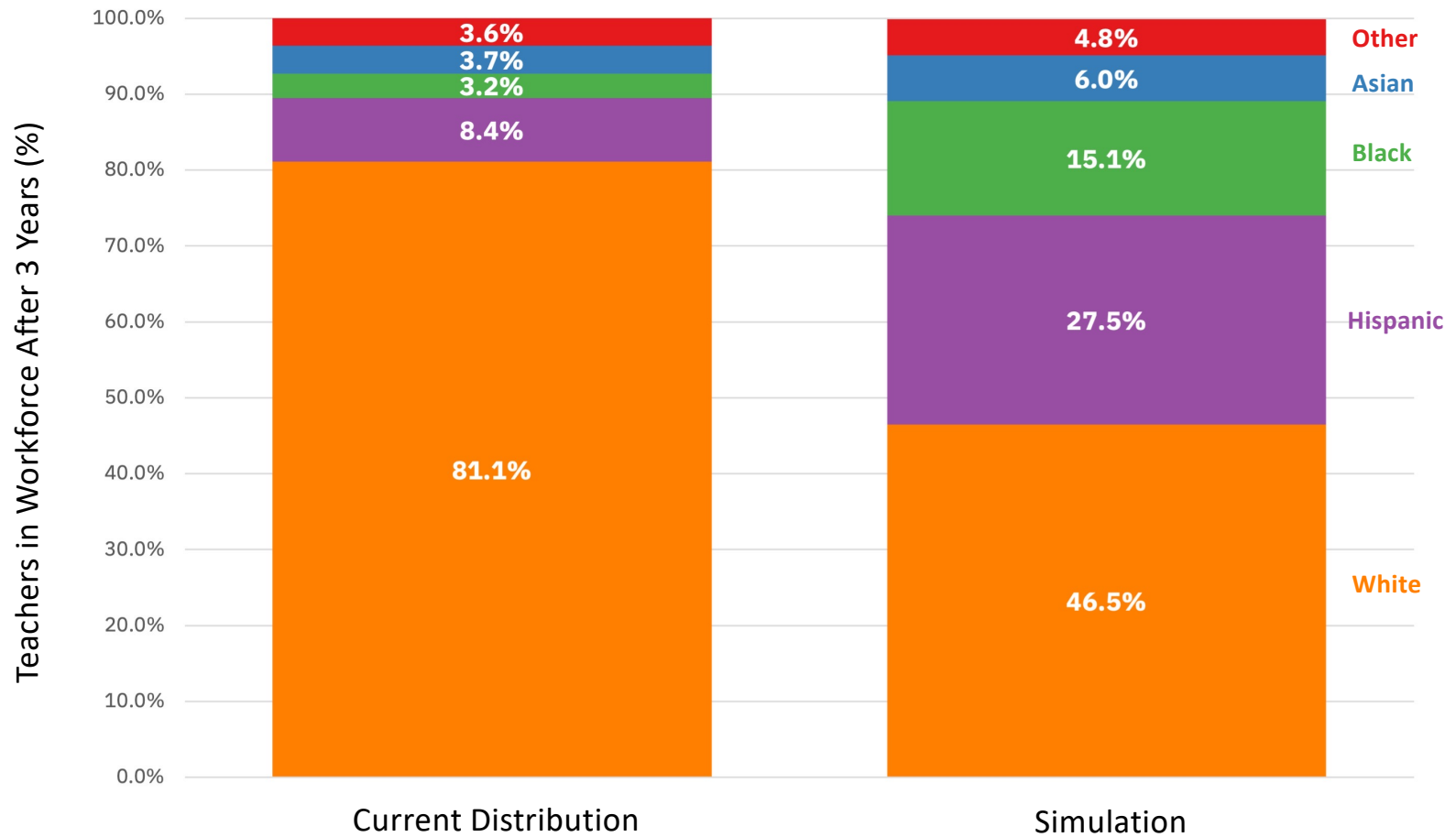
Equivalent Enrollment in Teacher Education and College Graduation Success



100% Retention Among Teachers of Color



Combining Simulations 1-4



A Few Thoughts

- Prioritize impacting the pipeline before teachers are in service to have more than a marginal impact on teacher diversity, this would involve, for instance, encouraging people to choose a path toward becoming a teacher in college.
- There is a smaller opportunity to impact teacher diversity from the front end of the pipeline (high school graduate/college enrollment).
- Licensure test pass rates matter, but not as much as combined TPP enrollment/graduation.
- The large impacts on teacher diversity require a comprehensive strategy, influencing multiple nodes.

Diverse Educator Recruitment and Success Exemplar Panel

Beth Howard-Brown, Principal TA Consultant, AIR

Diverse Educator Recruitment Panelists

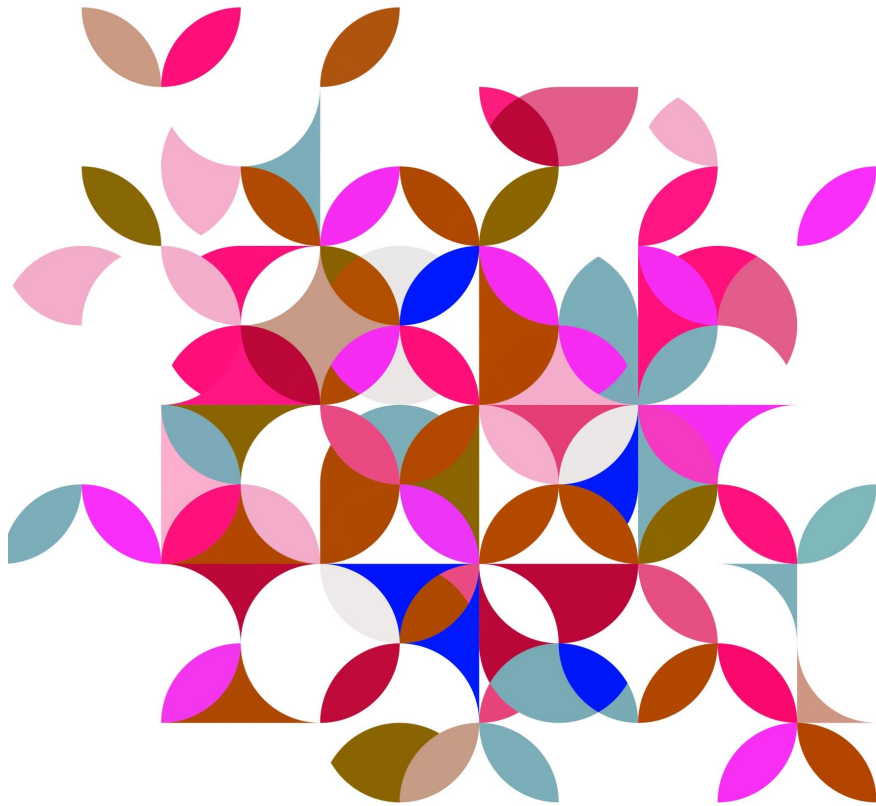
- Dr. Kelly Monson, Director of Graduate Studies & Assistant Professor of Education, Rockford University
- Dr. Gina Braun, Assistant Professor of Education, Rockford University
- Dr. DaShaunda Patterson, Associate Dean for Faculty Development and Equity, Georgia State University
- Dr. Janet Kim, Recruitment Specialist, University of Hawai'i at Mānoa
- Dr. Dan Goldhaber, Vice President, CALDER

Diverse Educator Recruitment and Success Exemplar Panel

Purpose: Participants will have an opportunity to hear from EPPs about their implementation efforts in recruiting and retaining educators of color. The goal is to learn from their successes and opportunities in this space.

- Can you share why your institution thought it was important to have a plan for diversifying educator recruitment and success?
- Share an example of how you intentionally planned to create and implement strategies that support diverse educator recruitment and retention within your institution.
- How do you continue to improve and challenge yourself to be more culturally responsive in the recruitment and success of a more diverse student body you plan to serve?
- What are some lessons learned from your implementation efforts?

Takeaways



1. When thinking of your EPP, what resonated with you from the panel?
2. How will you take what you have heard to inform your planning efforts?
3. What questions do you still have?

Breakout Room Reflection

1. Introduce yourselves: name, university/college, role, and birth month and day
2. Assign roles on the basis of birth month:
 - a. Summarizer: the person with the earliest birth date in the year
 - b. Notetaker: the person with the latest birth date in the year
 - c. Reporter: the person who just celebrated their birthday or will celebrate it this month



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Share Out



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Break Time



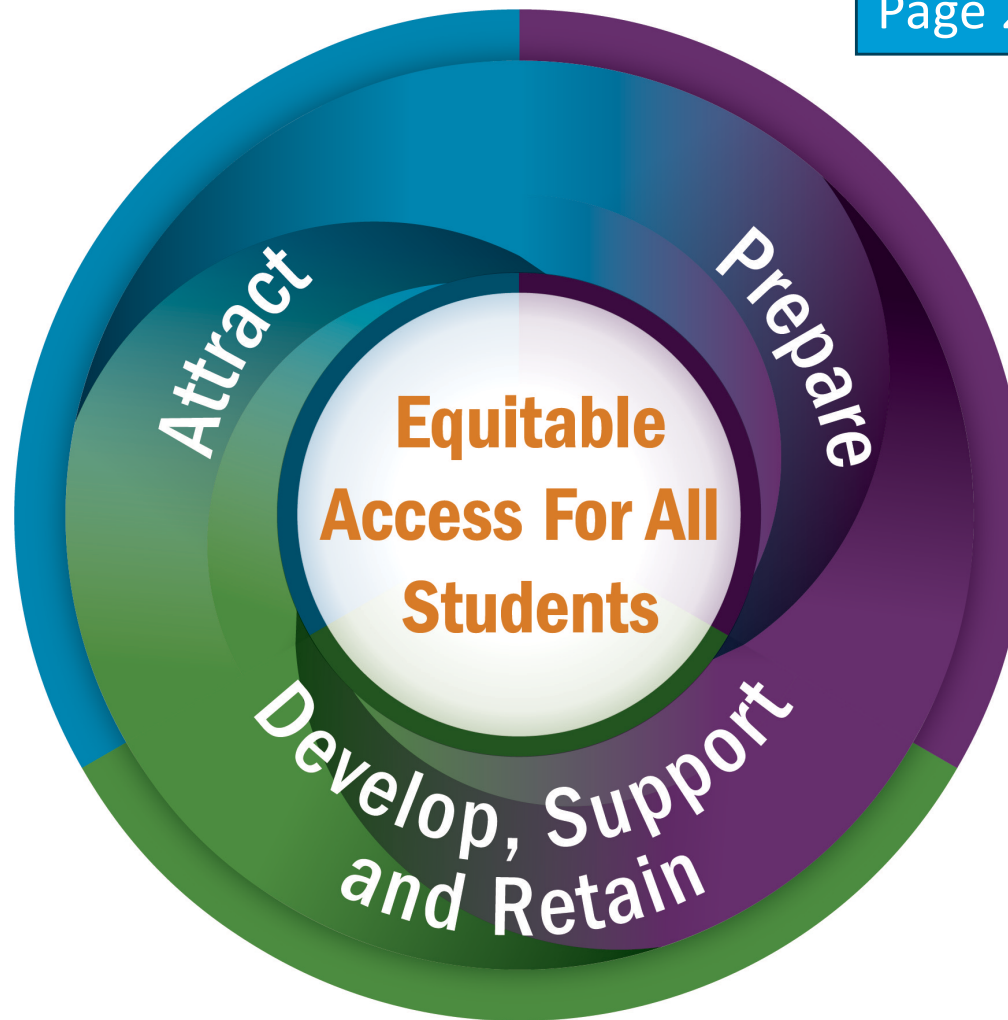
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Research Synthesis Discussion

Lois Kimmel, TA Consultant, AIR

Talent Development Framework

Page 2 of the resource



Source: [Center on Great Teachers and Leaders Talent Development Framework: Improving Access to Excellent Educators for All Students.](#)

Preservice Teacher Preparation Development

Page 2 of the resource



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Strategies for Increasing Interest in the Profession Among High Schoolers

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Partner with high schools that offer dual enrollment for high school students.

Support candidates early with precollegiate programs.

Increase the number of professors of color teaching in EPPs.

Focus on recruitment and retention of nontraditional students.

Strategies for Improving Applications and Admissions Processes

Page 7 of the resource

Provide information on and guide students through the process of accessing financial aid.

Establish articulation agreements with community colleges to ease the transfer process.

Address barriers in the admissions process.

Strategies for Providing Financial Supports

Page 8 of the resource

Provide financial assistance to students through stipends, scholarships, and tuition support.

Strategies for Improving Student Academic and Campus Experience

Page 8 of the resource

Support collaborations between university admissions and the education department for recruiting purposes.

Invest in and partner with minority-serving institutions.

Provide culturally responsive mentoring, close connections with faculty, and holistic advising.

Create affinity groups and peer-to-peer mentoring for students of color.

Foster an inclusive campus climate to reduce instances of discrimination, bias, and racism.

Promote a cohort program design model.

Embed culturally responsive practices in teacher preparation.

Strategies for Improving Licensure and Placement Supports

Page 11 of the resource

Offer paid student teaching positions.

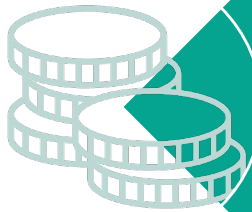
Establish partnerships to build residencies or registered teacher apprenticeship programs.

Provide students support for licensure acquisition and testing.

Strategy Reflection Questions



What aspects of this strategy are aligned to the core reasons our program is not attracting or retaining candidates?



What would be the cost of the strategy?
Where can we get funding?



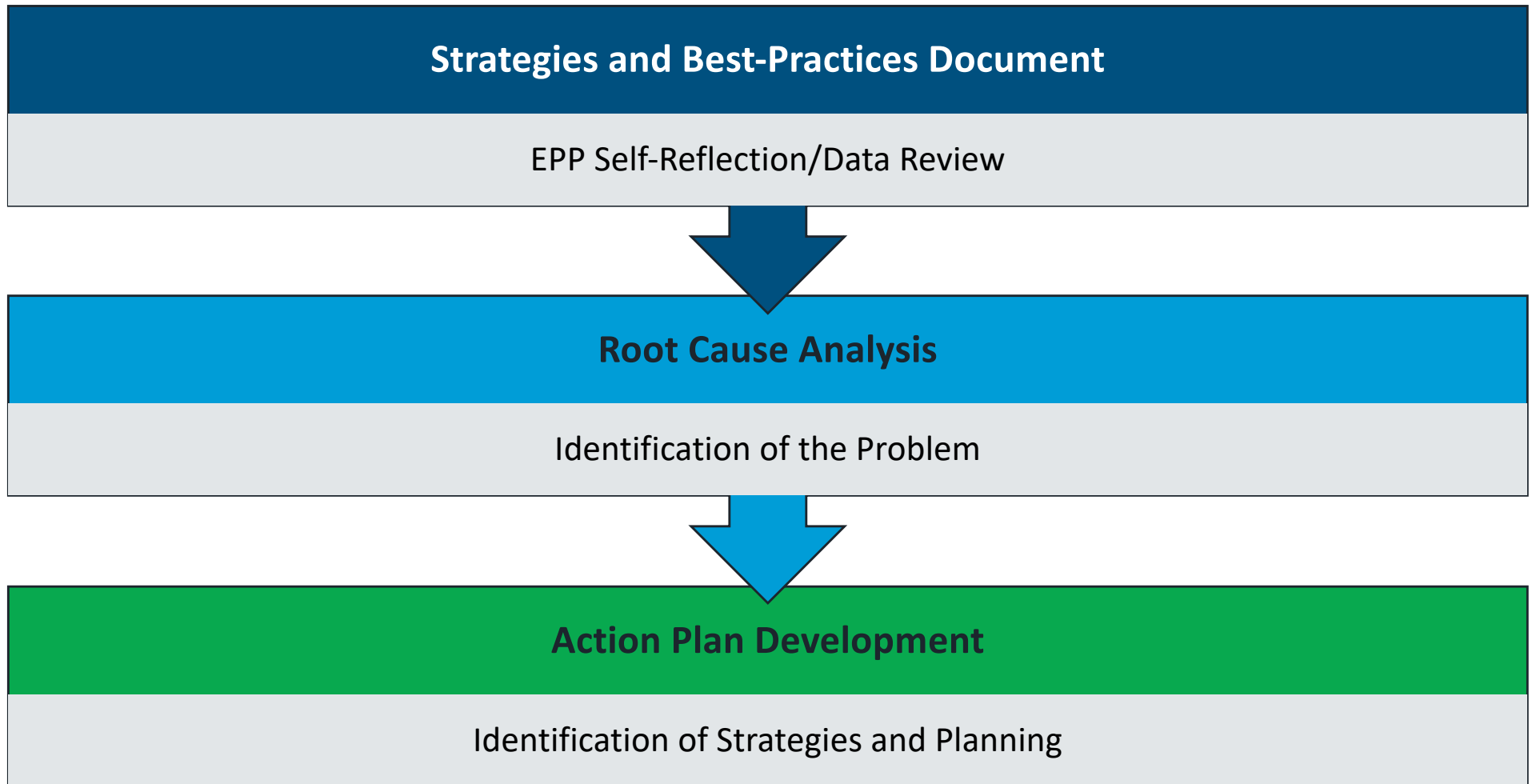
Who can lead the implementation of this strategy?

EPP Planning and Support

Lois Kimmel, TA Consultant, AIR

Beth Howard-Brown, Principal TA Consultant, AIR

EPP Planning Steps



What's Next?

1. Data Analysis Webinar
 - a. Feb. 21st, 2023
 - b. Registration: <https://air-org.zoom.us/j/94893500640?pwd=a1pYVW9UdjRVbklzSEQxQ1RzcEU5UT09>
2. Small group sessions
 - a. Mid-March
 - b. Registration: Coming Soon!



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Action Planning Support



1. Strategies and best-practices document
2. Data Analysis Workshop
3. Small regional group EPP meetings
(one 2-hr meetings in year one, two 2-hr meeting in year two)
 - a. February 2024–May 2025

Note: EPPs are required to create plans for recruitment and the success of diverse candidates including racial and ethnic diversity, first generation college students, and PELL recipients.

End-of-session Survey



<http://tinyurl.com/cy9w9kpj>

Contact Us

Beth Howard-Brown, EdD

Email: Bhoward-brown@air.org

Phone: (803) 936-0752

Lois Kimmel

Email: lkimmel@air.org

Sarah Haynes

Email: shaynes@air.org