Grow Your Own!

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

A Resource Guide to Creating Your Own Teacher Pipeline

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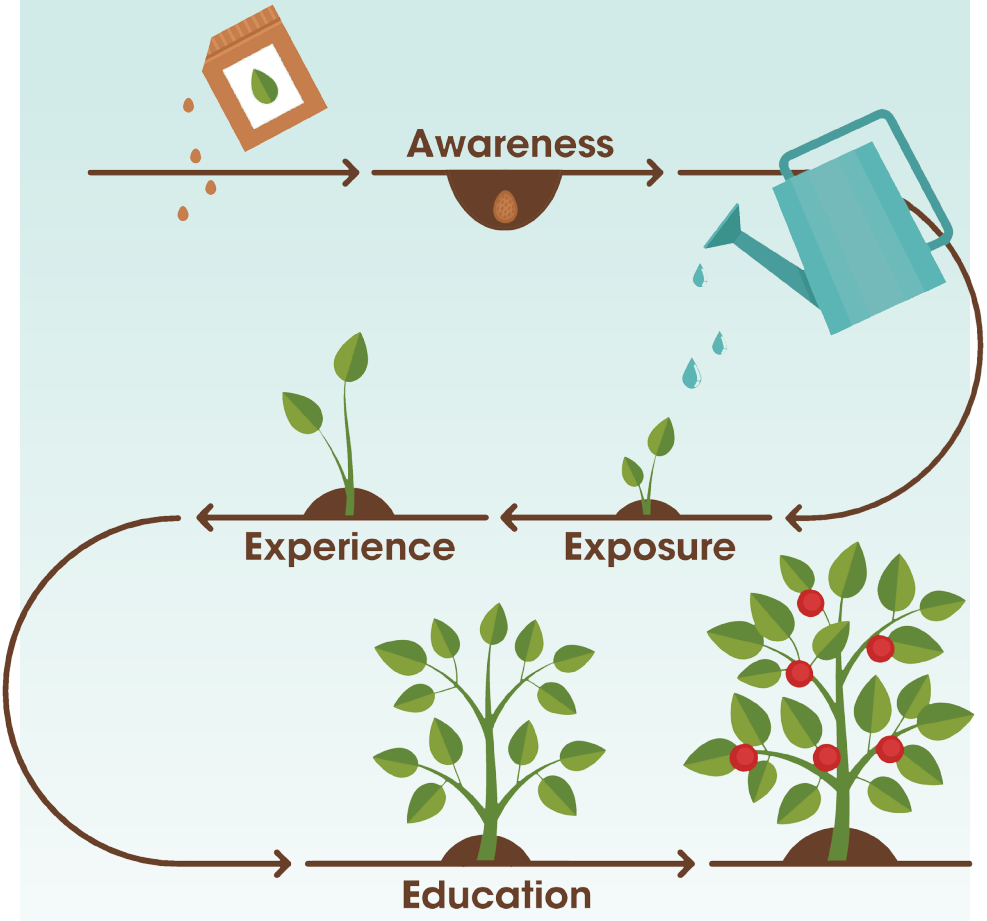
Approximately one-third of all teachers leave the teaching profession in less than three years, and almost half of all teachers leave teaching within five years (Irizarry, 2007). Educational research also indicates that not only do people tend to go to college near where they were raised, but they often tend to return to their hometowns to teach (Swanson, 2011). Furthermore, more than 60 percent of America's teachers work within 20 miles of where they went to high school (Brown, 2016).

The Missouri Equity Plan: Ensuring Equitable Access to Excellent Educators, is focused on four critical areas:

1. ***Teacher Shortages.*** Provide an adequate quantity of qualified candidates in the educator pipeline
2. ***Teacher Incentives.*** Attract teacher candidates to hard-to-staff subject areas or geographic locations
3. ***Diverse Educators.*** Recruit high-quality, culturally diverse teacher candidates
4. ***Urban Education.*** Ensure relevant and effective preparation for urban education teacher candidates

Having excellent teachers for all students can be a challenge, so sometimes you have to grow your own! Learn how Missouri school districts are developing their own teacher pipeline. By attracting and supporting students in their home districts to be future teachers, they are helping to ensure excellent education for all.

Research supports growing your own teachers as a viable means of creating a continuous supply of quality, prospective candidates who are reflective of the diverse teacher workforce needs within a local school community. The Office of Educator Quality has identified key components of a framework that can be utilized as a resource for districts to launch a Grow Your Own program.



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Key Aspects of Grow Your Own

Financial Incentives to Teach
- Full or partial scholarships (private and public sources)
- Forgivable loans (private and public sources)
- Federal loan forgiveness programs (Title I schools)
- District benefits packages

Culture of Collaboration
- Public school districts
- Area colleges and universities
- Community partnerships/business sponsorships
- State education agency

Curriculum Design and Delivery
- Introductory education coursework (middle school and high school)
- Dual credit - A+ Program
- Cultural Competence Modules: *Rural and Urban Settings*
- Standards-based learning experiences: *Educators Rising, Teacher Cadets, CAPS - Teaching and Learning Strand*

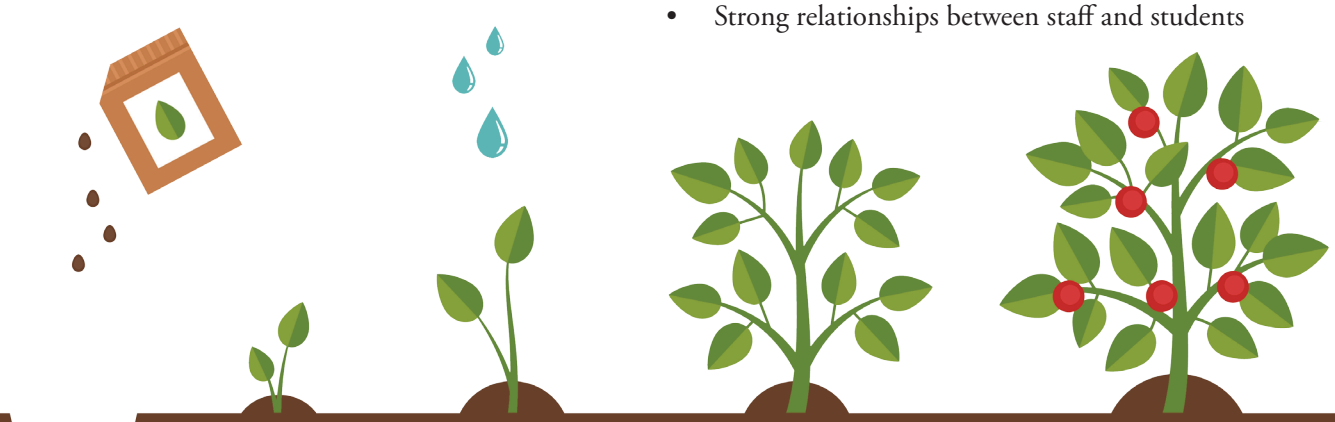
Positive Promotion of Education Careers
- Enhance image of the education profession
- District-focused recognition of educator achievements
- Recruit untapped talent as early as middle school

Workforce Development Initiative
- Reduce critical shortage areas
- Educator training and development
- Workforce stabilization and diversification
- Specialized preparation (SPED/ESL/STEAM, urban ed.)

Success of Existing GYOs
- Illinois Grow Your Own (statewide initiative)
- Ft. Zumwalt (SPED, MA and SC subject areas)
- Community Foundation of the Ozarks (Ozark region)
- Cassville (rural remote community)

Early Field Experience and Exposure
- Junior teaching assistants
- High school tutors at the elementary and middle school levels
- College of Education campus visits
- Education-themed career fairs at high schools
- Summer internships for high school juniors and seniors
- Substitute teaching/student-teaching opportunities

Community Building
- Former student's desire to give back and teach at home
- Sense of community pride
- Strong relationships between staff and students



The Grow Your Own Model as a Strategy to Achieve Missouri's Equity Goals

Teacher Shortages
Tailored to meet the local teacher workforce needs by subject area or geographic location.

Teacher Incentives
Designed to offer attractive financial packages that will encourage the completion of a four-year education degree program

Diverse Educators
Recruited to reflect a rapidly changing student population in public schools that are becoming more culturally diverse

Urban Education
Emphasized to address unique challenges faced by educators who are often unprepared to effectively teach in urban schools

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Advantages of Grow Your Own

- Fosters a culture of collaboration between school districts, area colleges/universities and community/business partners
- Promotes a positive image of the education profession at large
- Serves as a workforce development initiative to recruit and retain diverse teacher talent
- Builds on the success of existing GYO national, regional and local models with long-term results
- Utilizes standards for faculty and students in the design and delivery of curricular strands for dual credit
- Offers financial incentives for aspiring teacher candidates to complete a four-year education degree
- Instills community pride when former students return home to teach, especially in urban and rural environments
- Provides authentic early-learning field experiences in a variety of school settings for middle and high school students

Steps to Construct a Grow Your Own Model

Awareness Level

Build a base of support among educators and key stakeholders in your community about a Grow Your Own teacher pipeline

Establish a Grow Your Own Task Force

- Include representatives from higher education, school board, superintendent's cabinet, human capital management division, school leadership, teacher's union, classified employees, guidance counseling department, aspiring teacher student organizations, community members or business partners to develop a strategic plan

Conduct Action Research on Grow Your Own Best Practices

- "The Grow Your Own Imperative" by Dan Brown, Educational Leadership, summer 2016
- Illinois - http://growyourownteachers.org
- South Carolina teacher cadet program - http://teachercadets.com
- Georgia - http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=60982092&site=ehost-live

Enhance Educator Recognition Programs

- Teacher of the Month, Teacher of the Year, Teacher Academy honorees, Future Teacher Award, Teacher Appreciation Week

Develop Partnerships

- Community organizations/businesses, area colleges and universities can join local public school districts to provide financial, academic and social support for aspiring teacher candidates, especially those who are first-generation college students who may not otherwise pursue a career in education

Launch a Media Campaign

- Highlight teaching as a rewarding career through billboards & PSA's

Develop a Media Blitz

- Use this to recruit aspiring teacher candidates

Exposure Level

Expose students at all levels (elementary, middle and high school) to the benefits of being a teacher

Ideas to Generate Student Interest

Educate Elementary School Students

- Career day presentations, "What it Takes to be a Teacher"

Educate Middle School Students

- Career exploration activities, "Educator for a Day"

Cultivate High School Students

- Host education career fairs featuring a diverse teacher workforce
- Showcase K-12 and higher education, as well as education-related career options

Promote Education as a Career Through Class Research Projects

- Include interviews of certified teachers in the district (guidance counseling/English language arts/social studies departments at middle or high school)

Conduct Career Interest Surveys

- Use surveys disseminated through guidance counseling department at high school level to identify students interested in human services field
- Provide introduction to education elective courses (other surveys could identify strengths, interests, age-group preference and subjects of interest)

Utilize A+ Students as Tutors

- Tutor at the middle and elementary school levels in conjunction with an evaluation tool that could identify potential teacher candidates

Experience Level

Cultivate authentic early learning experiences for middle and high school students with aspirations or dispositions to become educators

Strategies to Cultivate Prospective Teacher Talent

Sponsor Middle School and High School Clubs/Chapters

- Educators Rising and Future Teachers of America provide meaningful activities such as mentoring and tutoring at the elementary level, serving as teacher assistants, attending a school board meeting, participating in community service projects in schools and education-related settings (YMCA, LINC, community centers)

Host Annual College Fairs

- Target high school students interested in education careers featuring HSI's, HBCU's, STEM programs, urban-focused EPP's, rural-focused EPP's, and dual-certification programs (district-sponsored)

Identify Prospective Teacher Candidates

- Use various criteria based on needs of the local school district to identify particular students to participate (gender - males in elementary education or females in STEM), culturally diverse workforce (African-American, Asian, Hispanic and other minority students), SPED/ELL/STEAM subject areas

Select Aspiring Teacher Candidates

- Academic standards
- Parent/guardian permission
- Educator/community member recommendation
- Completion of application materials

Provide Introductory Coursework

- Education coursework/career-oriented elective courses offered in the 8th grade year and up

Offer Job Shadowing Opportunities

- Provide special projects for middle and high school students

Education Level

Prepare aspiring teacher candidates for a four-year education degree program

Opportunities to Engage Students in the Profession

Provide Standards-based Classroom Learning Opportunities

- Educators Rising - https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf
- Teacher Cadets - https://teachercadets.com/resources/standards.aspx

Develop a District-level Experiential Learning Module

- Immersion-based learning experiences such as CAPS teaching and learning strand, Parkway School District

Arrange for Community College Credits

- These can be offered through the A+ Program to earn an initial two-year degree which leads to the completion of a four-year degree at an area university
- Begin these in high school in alignment with HLC and MEP requirements

Research Aspiring Teacher Leader Training

- Provide district-based funding in partnership with colleges and universities (ex. Future Teacher Award Program - VA Beach Public Schools)

Host District or University-sponsored Campus Visits

- Make visits to colleges of education for students to consider degree programs based on interests and to learn about financial aid packages, housing and campus life

Create Paid Summer or Year-round Internships

- Target seniors to gain relevant field experiences in elementary and middle school classrooms or during before/after school care programs

Research Scholarships/Forgivable Loans

- Incentives apply towards the completion of education degree; programs offered through private funding, universities/colleges, business/community partners, education foundations, district resources or PTO/PTA contributions to a scholarship fund (see examples: Ft. Zumwalt and Community Foundation of the Ozarks)

Provide Opportunities for Student Exploration

- Assist students in researching federal loan forgiveness/grant options to teach in Title I schools serving high-minority, high-poverty/rural remote school setting

Train for Cultural Competence or Community Responsiveness

- Provide training and authentic learning experiences in urban and rural school contexts

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Successful School District Models

School District	How Does it Address Teacher Shortages?	How Does it Address Teacher Incentives?	How Does it Address Diverse Educators?	How Does it Address Urban Education?
Cassville R-IV ***"Grow Your Own"***	• Grassroots effort to maintain a stable teacher workforce • Recruitment begins at the high school level, which started with Future Teachers of America/FACS Career Pathways introductory program	• Competitive salaries (top 10 salaries in S.W. Missouri) • Job stability in a post-recession economy • District loyalty to home-grown teachers (25% of staff are former students) • District offers excellent health benefits at 100%		
Center ***"Education Pathway Program"***	• Over two decades, approximately 35 former students have returned to Center to fill certified teaching vacancies • Non-instructional staff further their education to become certified teachers	• Teachers want to become a part of something great in a district that is fully Accredited with Distinction • District is known for a strong culture of academic excellence and active school-community involvement/close-knit family	• "Built-In" means to recruit culturally diverse teacher candidates who are former students (80% student minority population/ 15% minority teaching staff) • Number of minority certified staff will increase over time as former students return	• Center graduates understand the urban culture of being a small district in a culturally, ethnically and racially diverse community setting • Partnerships with area colleges and universities ensure effective, relevant preparation of urban teacher candidates
Columbia ***The Educational Experience Intern Program- "EdX"***	• Creates a continuous teacher/ administrator pipeline for CPS by starting as early as middle and high school in preparing aspiring educators for a viable career	• Guarantees "home grown" teacher candidates a position in the district • Students selected from (AVID) Advanced Studies program - starts summer 2016 with a cohort of 10 students, with plans to expand to 20 next summer	• Program designed to develop minority teachers and administrators from student ranks • Aims to provide positive role models and a more balanced representation of people of color in various educator roles	• Provides authentic field experiences through a summer internship in various settings in Columbia Public Schools as an urban school district

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Successful School District Models

School District	How Does it Address Teacher Shortages?	How Does it Address Teacher Incentives?	How Does it Address Diverse Educators?	How Does it Address Urban Education?
Ft. Zumwalt ***Forgivable Loan Program***	• Program designed to address shortages in special education, math and science specialty subject areas • Captive audience of 1,200 senior high school students; choose aspiring teacher candidates from a pool of "high-fliers" who might otherwise select another career option	• Forgivable loan program provides $24,000 over a four-year period; offered through the Education Foundation to one to five selected candidates per year (required to teach four years in the district) •Exceptional benefits program to offset lower average salary; all benefits paid at 100%		
Parkway ***"SPARK! Immersion-Based Learning Experience"***	• SPARK! Teaching and Learning CAPS Strand creates internal system to replenish the teacher workforce within four years • Cultivates talent of aspiring and potential teachers based on Explore Career surveys in the area of Human Services	• Academic credit for high school students participating in the program in a "live" classroom lab setting • Partnerships with college/university and business/ community partners	• Plans underway to get the word out to diverse student groups within the district to diversify the teacher workforce	• Suburban district fast becoming more culturally, ethnically and racially diverse presents a challenge to increase the diversity of faculty to mirror the changing demographics of the student body
Raytown ***"Grow Your Own"***	• Provides an opportunity to Grow Your Own minority teacher candidates to create a wider, high-quality teacher applicant pool based on student achievement results	• Scholarships for high school students at $2,500 for four students who meet the criteria; must student-teach and upon completion of degree, teach four years in the district; (district funded) • Summer PD opportunities	• The minority scholarship program endeavors to reverse the trend of so few diverse candidates being recruited to fill teaching vacancies, in order to reflect the majority minority student population	• A first-tier suburban district that currently has a 60% minority population and must address the complexities of urban educational issues including a transient rate as high as 35% in some schools

Grow Your Own! Successful Regional & Statewide Models

Organization	How Does it Address Teacher Shortages?	How Does it Address Teacher Incentives?	How Does it Address Diverse Educators?	How Does it Address Urban Education?
Community Foundation of the Ozarks	• Established in 2010 for aspiring educators who graduate from high schools in small towns in southern Missouri and agree to teach in those rural communities • 95% teacher placement rate upon graduation	• Privately funded by the Ozarks Teacher Corps for college juniors and seniors ($4,000 per year) at MSU, MO State-West Plains, Drury, Ozark Technical College or Evangel; must teach at least three years • Ongoing PD with former Teacher Corps Members		
Illinois ***"Grow Your Own"***	• GYO state legislation in 2004 designed to address the extremely high teacher turnover rates in underserved schools • GYO teacher candidates are community residents or district employees who have earned a GED or high school diploma and become fully certified to teach in hard-to-staff schools in their own communities	• Incentive packages include $25,000 forgivable loans, financial aid, child-care assistance while satisfying undergraduate education and teacher certification requirements within five years at an area university; must teach for five years	• Increases the presence of minority teachers in classrooms who bring a cultural context and understanding of the students they teach	• Infuses classrooms with competent teachers who have strong ties to the community and are in tune with urban education challenges and neighborhood dynamics • Taps into valuable community resources; residents "give back"

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Acknowlegements

- Paul Katnik, Assistant Commissioner, Office of Educator Quality
- Tammy Allee, Executive Assistant, Office of Educator Quality
- Andrea Dixon-Seahorn, Special Consultant for Equitable Education, Office of Educator Quality

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