

Building a Strong and Diverse Teacher and Principal Recruitment Pipeline



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Introduction

Strengthening the educator recruitment pipeline is an urgent issue nationally and in every community across the country. Impending retirements, an increasing student population, and the racial and ethnic disparity between student enrollment and the teaching force require greater demand for educators. The total number of elementary and secondary school positions needed in the United States is projected to increase by over 40 percent in the next twenty years, requiring approximately 375,000 new hires each year.¹

Smart investments in establishing robust teacher and principal recruitment pipelines can bring significant returns to students. Research shows that the quality of both principals and teachers matters the most as in-school variables for student learning (Leithwood, Seashore, Anderson, & Wahlstrom, 2004; RAND, 2012). The existing pipelines are not positioned to meet the expanding and changing demands. Strengthening the teacher and principal pipelines is critical especially in high-need fields, such as STEM and special education, and in terms of diversity of the workforce (Ingersoll, Merrill, & Stucky, 2014). Solidifying and diversifying these pipelines must be key components of systems-level improvement strategies to support access to excellent educators for each and every child.

Students pay the steepest price for the significant, long-term consequences of these shortages and a lack of a diverse teaching workforce. When faced with shortages, schools and districts often “hire less-qualified educators” or “assign teachers trained in another field or grade level to teach the understaffed area” (Ingersoll, p. 32, 1999). This persistent problem occurs most frequently in under-resourced schools where educator recruitment and retention are particularly challenging. As a result of an insufficient pipeline, every year millions of students – especially those who are most disadvantaged – are being taught by educators who “lack the knowledge and skills necessary for quality instruction” (Voke, 2003).

To address these issues in the teacher and principal pipelines, policymakers and practitioners must accelerate the recruitment of individuals who demonstrate the academic capacity, dispositions, foundational teaching skills, and cultural competence to become high-caliber teachers and principals. In enacting these recruitment policies and strategies, policymakers should give particular attention to building a diverse workforce that meets local needs;

including in STEM, special education, and ELL; and urban and rural areas serving a significant number of students from low-income families.

Recruitment cannot be an isolated strategy and must be linked to concurrent efforts to build a continuum of teaching excellence and increase the attractiveness of joining and staying in the teaching profession. According to a 2015 ACT survey, only 5 percent of 2014 high school graduates intended to pursue teaching.² As outlined in detail by the Coalition in its other four policy papers, recruitment efforts must be closely tied to efforts to strengthen teacher preparation, entry, development and support. Teachers must have opportunities for professional learning and opportunities to grow throughout their career and be compensated on par with other professionals. By taking a comprehensive approach to strengthening the teaching workforce, states and districts can improve working conditions, increase teacher retention, and ensure all students have access to accomplished teaching.

Strategies for Teacher Recruitment

To strengthen the teacher recruitment pipeline, the Coalition for Teaching Quality (CTQ) recommends that policy-makers:

- A. Invest in programs that meet local workforce needs;
- B. Support high-quality early opportunities for secondary school students to explore teaching as a potential career path;
- C. Expand investments in grant and loan forgiveness opportunities for prospective teachers; and
- D. Diversify the workforce.

A. Invest in Programs That Meet Local Workforce Needs

Since over 60 percent of teachers teach within 20 miles of where they went to high school (Reininger, 2012), communities count on those homegrown teachers to perform as high-caliber professionals, particularly in high-need fields and in high-need schools. “Grow Your Own” programs often draw from the paraeducators, education support professionals (ESPs), and others currently serving high-need schools, and provide the appropriate coursework and experiences so these individuals can become credentialed teachers. Grow Your Own programs generally prepare new teachers for jobs in hard-to-staff schools, and have been successful in recruiting teachers of color into the profession.



¹ Retrieved on 9/9/2015 from http://nces.ed.gov/programs/digest/d14/tables/dt14_208.20.asp?current=yes.

² www.act.org/content/act/en/newsroom.html

Residency programs are another type of program often designed to address local workforce needs in high-need schools or subject areas.³ The iTeachAZ program at Arizona State University uses a residency model to recruit and prepare teachers with a focus on meeting local workforce needs. Through one of its initiatives, the Planting the SEED project (<https://education.asu.edu/seed>), teacher candidates receive a living stipend during their residency year and in exchange commit to teach for two years in either a high-need school or in a middle school science or math class (www.growyourownteachers.org).

Project MNET

Ohio State University is collaborating with the National Association of State Directors of Special Education to partner with states with high-need and hard-to-staff school districts to increase the pipeline of special education teachers. This program identifies special education teachers or prospective special education teachers that are hired/will be hired by the school district who are seeking full certification in special education through a nontraditional or alternative certification program. Each teacher participant receives \$3,000 to subsidize coursework. The project works to ensure that the most qualified teachers serve at least three years with the partnering school district.

In addition to the \$3,000 in funding, each special education teacher seeking full state certification receives intensive support through online coaching and mentoring. Professional development on best practices has included:

- Co-teaching;
- Pedagogical content knowledge for STEM;
- Culturally relevant teaching;
- Formative assessment; and
- Data analysis for student learning outcomes that enables teachers to change teaching practices/behavior.

B. Support High-Quality Early Opportunities for Secondary Students to Explore Teaching as a Potential Career Path



The high school-based career academy structure is a proven strategy to prepare students for college and careers (Stern, Dayton, & Raby, 2010). In secondary school, many young people decide their career path. By offering coursework anchored by strong professional teaching standards and featuring best practices in teacher preparation, teacher academies are a significant mechanism for broadening the tent for recruitment, providing authentic understanding of the job, and helping students to cultivate relevant skills, content knowledge, dispositions, and cultural competence. Many of these programs operate successfully as career and technical education pathways. High-quality teacher academy programs can provide the inspiration, tools, and savvy for students to persist and succeed as teaching candidates. Therefore, the Coalition recommends that states and districts establish or strengthen secondary-based co-curricular education pathway programs, including rigorous coursework facilitated by an accomplished teacher and a clinical internship.

Educators Rising

Currently 14,500 students in approximately 800 schools are affiliated with Educators Rising, the national network supporting teacher academy programs. By contrast, over 610,000 students in over 7,600 schools participate in agriculture-related programs as members of FFA (formerly Future Farmers of America). In Mississippi and Arizona, two states enduring severe teacher shortages, the state departments of education have each assigned a full-time program specialist to coordinate and strengthen Educators Rising programs in their states, resulting in sharp participation increases.

³ See the following papers for discussions of the impact of residency programs on increasing the diversity of the teaching workforce, meeting shortage needs, and promoting retention. Learning Policy Institute (2016). Teacher residencies: Building a high-quality, sustainable workforce. Retrieved on June 1, 2016 from: <https://learningpolicyinstitute.org/wp-content/uploads/2016/01/LPI-Brief-TeacherResidencies.pdf>. Silva, T; McKie, A.; Knechtel, V.; Gleason, P.; and Makowsky, L. (2014). Teaching residency programs: A multisite look at a new model to prepare teachers for high-need schools. NCEE 2015-4002. National Center for Education Evaluation and Regional Assistance: Washington, D.C.

C. Expand Investments in Grant and Loan Forgiveness Opportunities for Prospective Teachers



Many bright, passionate students with the potential to be excellent teachers steer away from teaching since the average starting salary of \$36,141 does not offer a route out of student loan debt.⁴ A greater public financial commitment must be made to attract high-caliber, aspiring educators. The federal government should consider expanding and strengthening front-end grant programs, such as the Higher Education Act's (HEA) TEACH grants, as well as expanding existing loan forgiveness programs for those who have the potential to be excellent teachers.

The Coalition supports providing scholarships to high-caliber students who have the potential and dedication to be excellent teachers. For example, high-caliber teaching candidates, selected through a rigorous application process, could receive a full scholarship for their teacher education program, contingent on a four-year service obligation. The scholarships should incentivize teaching in a high-need subject or in a low-income community.

In addition, the Coalition supports incentivizing strong partnerships between PK-12 and higher education, like teacher residencies, to ultimately provide quality preparation and monetary support to potential teachers. Such partnerships identify promising teacher candidates who may already be involved with schools, such as paraprofessionals, substitute teachers, and parents, and then provide additional monetary support as the candidates complete their teacher preparation. The Teacher Quality Partnership (TQP) grants, authorized by Title II of HEA, require partnerships between higher education and high-need districts to address shortages of teachers in high-need schools and high-need fields. Candidates who already possess an undergraduate degree receive a stipend to cover living expenses and participate in a one-year residency learning how to be a teacher through extensive mentorship in the classroom and pedagogical coursework.

⁴ Retrieved on 9/8/15 from <https://www.nea.org/home/2012-2013-average-starting-teacher-salary.html>

⁵ http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity_0.pdf

⁶ http://mydigitalpublication.com/article/From_The_Field/2455152/297949/article.html

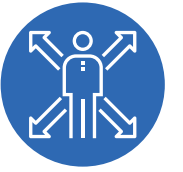
⁷ http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity_0.pdf

⁸ www.richmondteacherresidencyvcu.edu/

Richmond Teacher Residency

Funded by the Teacher Quality Partnership Grants, the Richmond Teacher Residency (RTR) is a partnership between Virginia Commonwealth University and Richmond Public Schools. To date 100 percent of RTR graduates teach in Richmond Public Schools in the high-need fields of STEM and special education. RTR has developed an extensive recruitment strategy that ensures that only those who are suited to teaching in high-need urban schools will be admitted to the program. By 2018, RTR plans to have 181 new teachers in the Richmond Public Schools committed to at least three years in a high-need field.

D. Diversify the Workforce



In teacher recruitment, targeted efforts must be made to ensure a teaching population that is not only diverse in skills and abilities, but also racially, ethnically, culturally, and linguistically diverse. All students benefit from having high-quality teachers from a variety of backgrounds, better preparing them to succeed in our diverse society.⁵

Similarly, students with disabilities can greatly benefit by having teachers with disabilities who serve as role models for completing high school and pursuing post-secondary education and employment. English learners also benefit from teachers with multiple language skills.⁶

From teacher diversity flows principal diversity, which can also have a significant impact on student achievement and success. For instance, the presence of a person of color serving as a principal can impact teacher working conditions and school policies such as special education placement, disciplinary actions, and promotion rates.⁷ If the pool of teachers is not diverse, it follows that the emerging principal candidates will also not be diverse. Students will benefit from diversity on a school level, and we must start at the teacher level to ensure diverse leadership at all levels.

Policymakers must make efforts to recruit teachers from diverse racial and cultural backgrounds and disability status. Strategies include:

1. Increasing federal and state investments in high-quality education programs at Historically Black Colleges and Universities, Hispanic-Serving Institutions, Asian American and Native American Pacific Islander-Serving Institutions, tribal colleges and universities, and public colleges and universities serving large numbers of minority students.
2. Federal and state support in developing and expanding programs that have evidence of helping to recruit, mentor, and support teachers of color and those with disabilities.

Strategies for Principal Recruitment

Similar to teacher shortages, recent studies have emerged citing the increased number of school principals that are leaving their schools at an unsustainable rate. Principals now average spending only two to three years at the same school at the same time research has proven that any reform takes at least five years to be successful. According to the School Leaders Network, 25,000 principals leave their schools each year after spending much less than five years in their school building, and the same data indicates that close to fifty percent of new principals leave during their third year in the profession. Further, principal “churn” is particularly acute in high-poverty districts, where the impact of strong school leadership is the greatest. The consequences of high principal turnover are not only costly to districts, but have shown a negative impact on a school’s culture where teachers and parents express great frustration, particularly with any new curricular and instructional efforts that require a consistent and sustained focus. New leadership practices advocated by one principal could be very different from those championed by the next, which jeopardizes a school’s continuity and stability.

Diversifying the leadership pipeline is also critical for student success. The Bureau of Labor Statistics projects that demands for the employment of elementary, middle, and high school principals will grow six percent nationwide by the year 2022 due to population increases. At the same time, the National Center for Education Statistics reports that, over the past decade, the number of Hispanic students in U.S. public schools has increased 25 percent, while the number of white students has declined to less than fifty percent of the total enrollment.

⁹Draws heavily from <http://www.edcentral.org/minneapolis-grow-your-own/>

Minneapolis Teacher Residency Program

In the 2015-16 school year, the Minneapolis Public Schools (MPS), in collaboration with the University of Minnesota-Twin Cities (UMN), the Minneapolis Federation of Teachers, and the ESPs’ Local 59 union, launched the Minneapolis Residency Program, a 15-month program for current MPS employees interested in earning their elementary education licenses. The program aims to:

- Diversify the MPS teacher workforce by creating a path to licensure;
- Provide candidates with the preparation to be effective urban teachers through a robust clinical experience and targeted, practical coursework;
- Increase teacher retention at high-needs schools; and
- Increase student achievement and engagement.

The city of Minneapolis has large populations of Hmong and Somali residents and an increasing number of Latino residents. Prior to the launch of the Residency, Minneapolis Public Schools staffed 16% teachers of color. Comparatively, the district’s paraprofessionals were fairly diverse with 48% people of color and 11% bilingual. The Residency prioritized recruitment from its existing paraprofessional community and its first cohort had 75% candidates of color and 40% of those bilingual. Minneapolis Public Schools worked with UMN to secure reduced tuition and financial aid support for Residents resulting in twenty-five full scholarships as well as Residents receiving nearly a \$25,000 stipend and benefits. In addition, the Residency partnered with the Metropolitan State University to assist paraprofessionals with an Associate’s degree in obtaining their full Bachelor’s degree.⁹

Efforts by states and districts must be made to shore up costly principal turnover and recruit a diverse group of dynamic teachers into leadership that are a direct pipeline into administrative positions. Principal recruitment policies and programs must shift to address supply needs as well as work to diversify the school leadership workforce. Only then will the instructional knowledge of that workforce actively address student needs.



To help states and districts stabilize the rate of principal turnover provide prospective school leaders with an incentive to enter into the profession and ensure talented principals reach the schools that need them the most, the Coalition for Teaching Quality specifically recommends that policymakers:

- A. Modernize recruiting practices and analytics for matching principals with schools, focusing on diversifying the workforce;
- B. Provide assistant principals with increased responsibilities and professional development; and
- C. Expand grants and loan forgiveness opportunities for prospective assistant principals and principals.

A. Modernize Recruiting Practices and Analytics for Matching Principals with Schools



According to the American Institute of Research (AIR), inconsistent hiring timelines and inadequate recruitment efforts have limited the pool of principal candidates. Unless these efforts are modernized, districts will continue to have difficulties identifying school leaders and placing prospective principals in the appropriate schools.

As part of the Wallace Foundation’s Principal Pipeline Initiative, six districts have made significant modifications to their hiring practices that have shown positive results in recruiting and retaining highly effective principals. Exemplary programs within the six districts are far more rigorous than others in their review of candidates’ skills, experience and leadership dispositions. And almost invariably, they feature strong partnerships with states but districts take a much more active hand in identifying, recruiting and screening prospective training candidates with the potential and desire to lead schools.

States can partner with districts to strengthen their recruitment and selection criteria, cultivate experienced teachers, and create pathways to attract potential leaders. With sufficient support, districts can develop tools to assess applicants for the experience needed, leadership skills and dispositions for becoming a leader. Several large districts are now using online research-based screening tools to determine the quality of aspiring principals and weed out candidates who are not intrinsically motivated to lead schools. In addition, screening of candidates is an effective way to expand the diversity of the candidate pool. Further, admitting potential leaders to preparation programs can be based on merit and a focus on candidates’ leadership ability. Policymakers must highlight best-practices and provide resources to states and districts to update their recruitment and placement techniques. Strategies include:

1. Providing grants to State Education Agencies to study district hiring and matching procedures, as well as staffing barriers, and provide recommendations on how to modernize these efforts; and
2. Developing policy and grants to districts to create leader identification and tracking systems that screen aspiring principals, assess their strengths and weaknesses, and place them in talent pools based on various characteristics that make it easier for hiring managers to match candidates with the appropriate schools.

B. Provide Assistant Principals with Increased Responsibilities and Professional Development



Policymakers must invest in strategies that develop and retain well-prepared individuals for assistant principal positions while providing those individuals with leadership and growth opportunities that will adequately prepare them to be highly effective principals. The role of the assistant principal has changed dramatically in the past decade as accountability and pressure for all students to succeed at high levels have increased.

Assistant principals are often charged with the management and disciplinary duties instead of being involved in a meaningful way with a school’s instructional programs. As a result, assistant principals can become pigeonholed, and not engaged in broader instructional leadership that will help them grow as a school leader. Further, assistant principals must be offered the opportunity to develop as a leader through on-going, targeted professional development that will motivate them to become a principal.



Dedicated district-wide programs that establish cohorts of assistant principals as a pipeline to the principalship can be one of the most effective ways to identify, recruit and cultivate strong principal candidates. One of the most critical features of such a program integrates a consistent model of leadership and exposes the aspiring principal currently serving as an assistant principal to clinical experiences, including field-based inquiries, action research, cases, and other tools to connect theory and practice. In addition, supervision and professional development should be offered using on-the-job observations connected to learning networks, such as assistant principals' mentoring or peer coaching that offers communities of practice and support for problem-solving.

C. Expand Grants and Loan Forgiveness Opportunities for Prospective Assistant Principals and Principals



Becoming a school administrator requires an undergraduate and in most cases graduate degree, which can cost tens of thousands of dollars. Instead of incurring debt, many prospective school leaders pursue professions with a lower cost of entry. As a result, policymakers must expand accessibility of school administration programs. Strategies include:

1. Providing federal student loan relief to borrowers who become assistant principals and principals in high-need schools after completing five consecutive years at the same school; and
2. Increasing scholarships and merit-based awards for highly effective teachers, assistant principals, and other school leaders to pursue the necessary credentials and training to become a principal.

Participating Organizations

National Organizations

Alliance for Excellent Education
Alliance for Multilingual Multicultural Education
American Association of Colleges for Teacher Education
American Association of People with Disabilities
American Association of State Colleges and Universities
American Council for School Social Work
American Council on Rural Special Education
American Federation of Teachers
The ARC
ASPIRA Association
Association of University Centers on Disabilities
Autism National Committee
Autistic Self Advocacy Network
Center for Teaching Quality
Citizen Action of New York
Citizens for Effective Schools
Coalition for Community Schools
Communities for Excellent Public Schools
Council for Exceptional Children
Council of Parent Attorneys and Advocates
Disability Rights Education and Defense Fund Inc.
Easter Seals
Education Law Center
Educators Rising
FairTest, The National Center for Fair & Open Testing
First Focus Campaign for Children
Gamaliel Foundation
Helen Keller National Center
Higher Education Consortium for Special Education
Hispanic Association of Colleges and Universities
Latino Elected and Appointed Officials
Lawyers' Committee for Civil Rights Under Law
Leadership for the Common Good
League of United Latin American Citizens
Learning Disabilities Association of America
Movement Strategy Center
NAACP
NAACP Legal Defense and Educational Fund, Inc.
National Alliance of Black School Educators
National Association for the Education of Young Children
National Association of Councils on Developmental Disabilities
National Association of Elementary School Principals
National Association of School Psychologists
National Association of Secondary School Principals

National Association of State Directors of Special Education
National Board for Professional Teaching Standards
National Center for Learning Disabilities
National Center on Deaf-Blindness
National Commission on Teaching & America's Future
National Council for Educating Black Children
National Council of Teachers of English
National Council of Teachers of Mathematics
National Disability Rights Network
National Down Syndrome Congress
National Down Syndrome Society
National Education Association
National Indian Education Association
National Latino Education Research & Policy Project
National Network of State Teachers of the Year
National Opportunity to Learn Campaign
National Urban League
New Teacher Center
Opportunity Action
Phi Delta Kappa International
Parents Across America
Partnership for 21st Century Skills
Progressive States Action
Public Advocacy for Kids
Public Advocates Inc.
Rural School and Community Trust
School Social Work Association of America
South East Asia Resource Action Center
TASH - Equity, Opportunity, and Inclusion for People with Disabilities
Teacher Education Division of the Council for Exceptional Children
TESOL International Association
United Cerebral Palsy
United Church of Christ Justice & Witness Ministries

State and Local Organizations

Abbott Leadership Institute, Newark, New Jersey
Action Now, Illinois
Action Now, North Carolina
ACTION United
Alliance for Quality Education (AQE)
Alliance of Californians for Community Empowerment (ACCE)
Arkansas Community Organizations
Bay Area Parent Leadership Action Network

Participating Organizations (continued)

Brighton Park Neighborhood Council, Chicago	Inner City Struggle
California Association for Bilingual Education	Justice Matters
California Latino School Boards Association	Legal Advocates for Children and Youth
Californians for Justice	Montgomery County Education Forum
Californians Together	Parent-U-Turn
Campaign for Quality Education	Parents for Unity
Center for the Future of Teaching and Learning Coalition for Educational Justice	RYSE Center
Citizen Action of New York	San Francisco Teacher Residency
Delawareans for Social and Economic Justice	Texas Association of Chicanos in Higher Education
Educate Our State	Young Voices Providence, Rhode Island
Education Voters Pennsylvania	Youth On Board, Somerville, Massachusetts
Grow Your Own Illinois	Youth Together

About the Coalition for Teaching Quality

The Coalition for Teaching Quality represents a broad cross-section of more than 100 local, state, and national organizations representing civil rights, disability, parent, student, community, and education groups. Formed in reaction to a provision of federal law that allowed teachers in training to be identified as “highly qualified” and concentrated in low-income, high-need schools with diverse learners, this group has developed a new, comprehensive framework for teaching quality that will allow the nation to put a fully prepared and effective educator in every classroom.



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#Recruitment



#ProfessionReady



#GrowthLearn



#LeadershipandVoice