

■ **Module 2: Using Data to Determine
When and Why to Grow Your Own**

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Grow Your Own: A Systemic Approach to Securing an Effective Educator Talent Pool

Using Data to Determine When and Why to Grow Your Own

In Module 2, listeners will situate Grow Your Own (GYO) in a comprehensive talent development framework, identify local data sources to inform GYO program development, and discuss how GYO programs address equity gaps and improve workforce diversity.

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LEARNING MODULE



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This resource was developed collaboratively by the College and Career Readiness and Success (CCRS) with funding support by the Office of Elementary and Secondary Education and the Office of Career, Technical, and Adult Education at the U.S. Department of Education. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

The learning series, ***Grow Your Own: A Systemic Approach to Securing an Effective Educator Talent Pool***, was developed through a collaboration among six federally funded technical assistance centers, including two content centers: the College and Career Readiness and Success Center, the Center on Great Teachers and Leaders and four regional comprehensive centers including the Great Lakes Comprehensive Center, the Midwest Comprehensive Center, the Southeast Comprehensive Center, and the Texas Comprehensive Center. The learning series is divided into four short modules focused on critical Grow Your Own (GYO) topics.

SLIDE 1: This module is part of the learning series *Grow Your Own: A Systemic Approach to Securing an Effective Educator Talent Pool*. Modules in this learning series were developed in collaboration between the College & Career Readiness and Success Center, the Center on Great Teachers and Leaders, the Great Lakes Comprehensive Center, the Midwest Comprehensive Center, the Southeast Comprehensive Center, and the Texas Comprehensive Center. This module titled “Using Data to Determine When and Why to Grow Your Own” is the second module in the learning series.

SLIDE 2: In the first module, we discussed the essential components of Grow Your Own programs. In the second module, we are going to discuss how we can use data to determine when and why GYO is the right strategy to support talent development in a particular location or context.

In Module 2 participants will:

- Understand how GYO fits into a comprehensive talent development framework.
- Identify sources of data to inform the development of GYO programs that are based on local needs and context.
- Discuss how GYO programs address equity gaps and improve workforce diversity.

SLIDE 3: First, we are going to discuss how GYO programs can support a comprehensive framework for educator talent development.

SLIDE 4: This graphic on this slide introduces the Talent Development Framework from the Center on Great Teachers & Leaders. The center created the Talent Development Framework and its accompanying facilitation guide, *Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence*, to help state education agencies consider changes to policies and practices that shape educator talent development systems.

The Talent Development Framework graphic features key state policies and practices found in strong talent development systems. The framework groups the policies and practices into three key interdependent areas.

The first policy and practice area is **attract**. States and districts must attract the right talent into the profession to meet students’ needs. This includes strengthening pathways into the profession, considering workforce, shortage, and mobility data, and elevating the status of the profession.

The second policy and practice area is **prepare**. States and districts must prepare future teachers and school leaders to meet a students’ academic, social, and emotional needs. Key policy areas in this cluster include initial certification and licensure and program approval and accreditation.

The third policy and practice area is **develop, support, and retain**. States and districts must provide appropriate supports to educators in the field to ensure that they are continuing to meet students’ needs. This cluster includes many important policies and practices such as recruitment, selection, and hiring; induction and mentoring; career advancement and tiered licensure; educator environment; evaluation and professional learning systems; educator assignment and transfer; recertification and continuing licensure; and compensation.

The policy and practice areas within the Talent Development Framework are interdependent. When expectations are consistent, rigorous, and supported across the areas, policies and practices work

together to create an effective educator talent pool that provides great teachers and leaders for all students. For example, certain aspects of preparation, which is one area of the framework, are strongly related to retention, which is another area of the framework.

A recent study by Ingersoll, Merrill, and May (2014) found that first-year teachers who took more courses in pedagogy, methods, and teaching strategies were less likely to leave than those who did not take those types of courses. Additionally, teachers who engaged in a substantial amount of practice teaching before their employment were more likely to stay than teachers who had little or no practice teaching experience. Together, the areas work to form a framework for talent development that spans the entire career continuum from recruitment to retirement.

Challenges in securing an effective educator talent pool can occur at any point along the talent development continuum. However, challenges vary based on local needs and context. For example, an urban district may be able to successfully attract high numbers of early-career teachers, but the majority leave after 1 to 3 years. A rural district may struggle to attract new teachers, but the teachers who do come to the district tend to stay for many years.

In these examples, the primary challenge in securing an effective educator talent pool influences different points of the talent development continuum based on local context—in this case, whether the district is urban or rural. Because local context matters when strengthening the educator workforce, we need to make sure we are identifying talent development strategies that address the *root cause* of local challenges.

SLIDE 5: Next, we are going to discuss how we can identify and use data to inform the development of GYO programs that are based on local needs and context.

SLIDE 6: In order to identify the root causes of local challenges, districts and schools must be able to effectively identify and analyze data to understand their needs within their local context.

It is important for local stakeholders to work together to identify multiple sources of data that speak to all points of the talent development continuum. Identifying local data sources to inform the conversation is critical—shortages are a school- or subject-level issue more so than any state- or district-level issue. It is also important to consider qualitative data sources as well as quantitative data sources. Quantitative data is often used as a starting point when conducting root-cause analysis, but qualitative data is often needed to supplement the findings to give a more complete picture about why challenges are occurring.

This chart shows different types of data that might be considered to gain a deeper understanding of local needs and challenges. For example, preparation program enrollment and alternative-route enrollment data might be analyzed to determine if teachers are being attracted into preparation pathways in adequate numbers. This data might be further broken down and analyzed by subject/program areas, geographic areas, or candidate demographics. Another important source of data might be student career interest inventories to determine if there is interest in the teaching profession among local high school students.

Next, data such as program completer rates and district/school recruitment and placement data can be used to determine if candidates are completing their preparation programs and securing initial

employment. Additionally, preparation-quality data can be examined to determine if candidates are receiving high-quality initial preparation.

Finally, data pertaining to educator development, support, and retention can be analyzed to determine patterns in the field. There are many sources of data that can be used to understand local challenges in this area, including educator retention and shortage data. Retention and shortage data can be further broken down and analyzed by subject area, geographic area, school level, student minority/poverty enrollments, and staff race/ethnicity.

Other sources of data that can be used to understand local challenges include workforce diversity data, working conditions data, educator effectiveness or evaluation data, and educator satisfaction data. Educator satisfaction data are a particularly important source of data about how attractive the profession is. Leaders need to be responsive to and seek opportunities in data about teacher satisfaction.

SLIDE 7: When is the GYO the right strategy to address a district's or school's talent development needs? It is important to choose talent development strategies that address the root causes of local challenges. GYO is primarily a strategy to attract teachers into the profession by expanding pathways for local candidates who are likely to stay in their communities. A 2012 study using data from the National Education Longitudinal Study examined patterns of geographic mobility among new teachers along with the patterns of other college graduates. The study found that, on average, 61% of all individuals are living within 20 miles of where they attended high school. The study also found that teachers are more likely to be local than other college graduates.

Although GYO is primarily a strategy to attract and begin the preparation of candidates, there is a growing body of research around the retention of GYO teachers. A 2016 study found that although family/personal and school-level factors were the most important in attracting rural teachers, community-based and classroom-level factors had the most influence on retention.

Another situation in which GYO may be the right strategy is when districts or schools want to expand pathways for local candidates who reflect similar characteristics as they communities they serve. This might mean recruiting candidates with a particular background (like familiarity with rural settings), but it might also mean recruiting educators who reflect the racial or cultural characteristics of their students and the broader community. In this way, GYO programs can help increase parity between student and teacher populations and diversify the educator workforce.

There may be situations in which GYO is not the best strategy to address a district's or school's talent development needs. For example, there may be districts that have serious challenges with teacher turnover, but they may have a strong pipeline of new teachers thanks to proximity to a variety of educator preparation programs. Although these districts need teachers, GYO may not necessarily be the best strategy because there is already a strong pipeline for attracting and preparing new teachers. In these situations, it is important to consider the root causes of local challenges and choose talent development strategies that address those root causes. The districts in this example may need to consider strategies that are focused on retention rather than recruitment, such as improving in-service professional learning supports or working conditions.

Take a moment to think about the context of your school or district. Is GYO a strategy that will address the root causes of your local talent development challenges? Why or why not?

SLIDE 8: After identifying data sources, stakeholders must analyze data to determine the nature of their local educator pipeline challenges. This includes not only examining data to define the problem but also examining data to determine the root causes of the problem. As discussed in the previous slide, GYO is a useful talent development strategy when communities are struggling with attracting teachers who are likely to stay in the profession.

GYO is also a useful strategy for communities who need to diversify their workforce or increase parity between their student and teacher populations. Root-cause analysis can help communities determine their local challenges and then select appropriate talent development strategies, such as GYO, to address those challenges.

The graphic on this slide shows how data can be analyzed across the talent development continuum to determine the points at which we are losing candidates and teachers. This can be thought of as a “hiring funnel,” because each stage of the talent development continuum inherits the gap that preceded it. For example, low postsecondary enrollment within a community means a smaller pool of potential candidates to enroll in teacher preparation programs.

The graphic begins by examining the population of students in a community, their graduation from high school, and the rate of postsecondary enrollment. This determines the eligible pool of students who apply and matriculate into teacher preparation programs. From there, the data show how the development of the “hiring funnel” accelerates as teacher candidates graduate, become licensed, apply for positions, and ultimately wind up in the classroom.

This type of data analysis is intended to serve as a starting point for root-cause analysis. After examining the development of gaps across the talent development continuum, there will be a need for further examination of qualitative data sources to learn more about the reasons that the gap has developed. For example, teacher exit-survey data might be a valuable source of qualitative information about retention by examining teacher satisfaction with in-service supports and professional development opportunities. Examining this source of data might shed light on why teacher retention drops at the 5-year mark.

Communities that use this process to examine local data might determine that they have a problem attracting adequate numbers of teachers to the profession, or they might determine that they struggle with retaining teachers. In both cases, GYO programs can help to get educators into the pipeline who reflect the makeup of the community and are more likely to stay.

SLIDE 9: Next, we are going to discuss how GYO programs address equity gaps and improve workforce diversity.

SLIDE 10: This slide shows another way to look at local data, this time focused on the development of gaps in workforce diversity. This chart plots the numbers of White and non-White candidates and teachers at each step of the talent development continuum. Just like we did in the hiring funnel example, we can follow each step of the talent development continuum and look for disparities in the diversity of the educator workforce. This can help us determine which steps of the talent development continuum expand, maintain, or close gaps between White and non-White teachers.

For example, if the data show that a significant disparity between White and non-White candidates develops between participating in school interviews and getting selected, this might suggest that perhaps there is an issue of bias in hiring. This kind of data analysis can help us determine if GYO is the right strategy to address local needs. For example, if we see significant disparities between White and non-White candidates in choosing to apply to educator preparation programs, then we might infer that an equity-driven GYO program could be an effective strategy to diversify the educator pipeline.

SLIDE 11: This slide shows another way to look at workforce diversity data. In this example, we look at the differences between the student and teacher population for different racial and ethnic groups. The light purple bars represent the student population, and the dark purple bars represent the teacher population. We can think of the light bars as targets—we want the teacher population to mirror the student population because research suggests that students of color benefit from having teachers who share their racial, ethnic, and cultural backgrounds.

The labels represent the numerical difference between the student and teacher population. In this example, the White group is the only group where the difference is negative, meaning the teacher population is higher than the student population. This kind of data analysis can help us think of the populations we might want to target for GYO programs in order to diversify the educator workforce.

SLIDE 12: The slide presents some final considerations for designing equity-driven GYO programs. The first consideration is to clearly define the equity gaps to be addressed through GYO. There are many different ways we can examine equity gaps in student populations, for example, race/ethnicity, economic status, and special education status. There are also many ways we can examine equity gaps in teacher populations, particularly as they pertain to the diversity of the workforce. These equity gaps must be clearly defined in order to effectively design GYO programs that are responsive to local needs.

A second consideration is to prioritize local data and decision making. Equity gaps are a local issue, and as such, we need to examine local data to inform the conversation. Local stakeholders should be involved throughout all steps of the process, including root-cause analysis, strategy selection, and program design.

This brings us to our third consideration, which is to involve the community in the design of equity-driven GYO programs. When GYO programs are designed to be responsive to the needs of educators of color and other underrepresented teacher populations, it lessens the likelihood that these educators are faced with the “invisible tax” of being the only experts on issues of equity, diversity, and inclusion. This invisible tax is often a factor in the decisions of educators of color to leave the classroom.

Involving key community stakeholders in conversations about data, root-cause analysis, and program design from the beginning can help create strong, equity-driven GYO programs. It is important to involve the individuals leading and coordinating GYO efforts on the ground (including induction leaders, instructional coaches, and administrators) in conversations about the design of GYO programs. It is also important to involve community-based stakeholders such as students, families, local businesses, educator preparation providers, teacher associations, and others.

The final consideration is to ensure that GYO programs impact the highest need schools. In order for GYO programs to be truly effective, local GYO pipelines must serve the schools and populations that are most in need of quality teachers and not expand equity gaps by serving those who already have a steady

pipeline. Simply increasing the average number of teachers is not enough; GYO programs must increase the number of effective teachers in the schools that need it the most. When GYO programs prioritize the highest needs schools, then both students and teachers in these schools benefit.