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

Developing a Grow Your Own Strategic Action Plan
Module 3: Developing a Grow Your Own Strategic Action Plan Objectives

- Review the importance of goals.
- Assess your current Grow Your Own (GYO) goal(s).
- Develop a common understanding of a strategic action plan and its key components.
- Determine steps to monitor your progress toward your goals.
Review of Educator Talent Goals
Talent Development Framework

Assessing Your Educator Talent Goals
Goal and Condition

Where are you headed?  
**Goal**

What is true when you get there?  
**Condition**
SMART Goal

S = Specific
M = Measurable
A = Actionable
R = Relevant
T = Time-bound
Strategic Action Plan
A rose by any other name...

High Level Strategic Plan

Theory of Action (ToA)
A rose by any other name…

Plan → Goal
Your Strategic Action Plan: The Buckets

Pathway: GYO High School Pathway for Dual Credit

**Inputs**
- Grant funding from SEA
- Resources purchased and developed
- LEA and IHE partnership for dual credit

**Activities**
- $1,000 grant and professional development for teachers
- ETC courses for HS students with college credit
- Waived admissions fee and $1,000 scholarship at IHE partner

**Outputs**
- Teachers of ETC hold at least a master’s degree
- HS students earn college credit in HS

**Outcomes**
- 30 additional enrollees per year in X university program from ETC graduates
- 4 identified rural districts don’t report STEM vacancies within 10 years due to GYO pathway

**GOAL:** Increase number of STEM teachers by 200% by 2025.
Example: Texas GYO Logic Model

Project Goals

Recruitment:
1. To provide opportunities for students to be exposed to teaching early in their career trajectory and offer dual credits to students.
2. To improve perceptions of the teaching profession.
3. To increase the number of qualified, diverse candidates for teaching positions, particularly in hard-to-staff and rural school settings.

Retention:
1. To better support and prepare teachers who have stated a desire to serve in rural schools and/or hard-to-staff roles long-term through expanded access to full-time, high-quality, year-long clinical teaching opportunities.
2. To promote better long-term retention by targeting already proven and dedicated nonteaching staff who desire opportunities for advancement.

Assumptions
1. Texas schools and districts are invested in using GYO programs to solve long-term workforce challenges.
2. GYO grant funds and TEA support are sufficient to facilitate planned activities and produce intended outcomes.
3. TEA has an opportunity to lead the country in understanding the impact of effective GYO programs, as none have never been rigorously evaluated to date.

Example: CCSSO GYO State Planning Template

Evaluating Along the Way
Next Steps
So... now what?
References


