Action Through Advocacy
Addressing Teacher Shortages and Diversity through Alternate Routes

March 27-30, 2019

NAAC

29th Annual Conference

Washington, DC
Hyatt Regency Bethesda
Six Stories of Alternate Route Success

• **Robert Grey, JD, Education Associate, Educator Preparation, Delaware DOE**, Delaware Department of Education: Alternative Certification at the State Department Level

• **Patricia Pernin, Ed.D., Los Angeles Unified School District**, Preparing Teachers in a Large Diverse Urban District

• **Diann Huber, Ed.D. President, iTeach**, Creating and Managing a For-Profit, Multi-State Program

• **Ernest Black, Ed.D. CalState TEACH**, Using Technology to Prepare Teachers in Rural Areas

• **Kate Van Winkle, Director, Grow Your Own, IL**, Developing the Grow Your Own (GYO) Initiative

• **Tiffany Jackson, MS, Grambling State University**, Providing a Residency Program
Robert Grey, JD, Education Associate, Educator Preparation, Delaware DOE, Delaware Department of Education: Alternative Certification at the State Department Level
Delaware ARTC Program Growth

• Human personnel directors reported most frequently recruiting educators from Wilmington University, the University of Delaware, and the University of Delaware’s alternative route to certification (ARTC) program.

• District and charter school personnel directors cite a small and declining candidate pool as the main concern about the current state of hiring.

• ARTC teachers make up a growing percentage of new teacher hires.

2017 Delaware Talent Practices Report, Impact ED, March 2018
ARTC Hiring Data

Delaware, Number of 1st Year Teachers & Percent Alt Route Teachers, by Year
Full Time First Year Teachers Only, no Paras

Number of Year 1 Teachers
% ANY/All Alt Routes
Delaware ARTC – Supports

• Increase in the number of ARTC providers

• Funding offered
  • Program/operations operation
  • Critical Needs/Educator Loan Forgiveness

• The department has entered into a partnership to recruit and assist service members through Troops to Teachers
District Intern Program
Patricia Pernin, Ed.D., Administrative Coordinator

Pathways, Certification, Mentoring, Teacher Leadership, and Professional Development

Patricia Pernin, Ed.D., Los Angeles Unified School District, Preparing Teachers in a Large Diverse Urban District
Preliminary Credentials: Intern (464)
- Special Education:
  - Mild Moderate Disabilities
  - Moderate Severe Disabilities
  - Early Childhood Special Education
- General Education:
  - Multiple Subject
  - Single Subject: Mathematics, Biology, Chemistry, Physics, English
  - Single Subject/Multiple Subject

Teacher Induction Special Education (307)

Added Authorizations: (127)
- Early Childhood Special Education Added Authorization
- Autism Spectrum Disorder Added Authorization
- Bilingual Added Authorization: New
  - Spanish
  - Mandarin
  - Korean
  - French
- Reading and Literacy - PENDING

Since the inception of the District Intern program we have serviced over 13,000 teachers in California Commission on Teacher Credentialing accredited programs.
Data: Preliminary Programs

<table>
<thead>
<tr>
<th>Hire Year</th>
<th>Total District Intern</th>
<th>By Subject Type*</th>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Elementary DI</td>
<td>Secondary DI</td>
</tr>
<tr>
<td>2014-15</td>
<td>82</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>2015-16</td>
<td>120</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2016-17</td>
<td>101</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>2017-18</td>
<td>181</td>
<td>46</td>
<td>25</td>
</tr>
<tr>
<td>2018-19</td>
<td>173</td>
<td>35</td>
<td>20</td>
</tr>
</tbody>
</table>

*Does not include CENTSE: Credentialed Educators Now Teaching Special Education
## Teacher Evaluations

<table>
<thead>
<tr>
<th>HIRE YEAR</th>
<th>% 2016 Meets/Exceeds</th>
<th>% 2017 Meets/Exceeds</th>
<th>% 2018 Meets/Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2015-16</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>2016-17</td>
<td>N/A</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td>N/A</td>
<td>98%</td>
</tr>
<tr>
<td>2018-19 YTD</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>DISTRICT AVG</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
From the field...

“My induction program leader was more helpful than he realizes -- and always very entertaining…”

“I believe there are great points to be taken out of this course that could benefit all teachers. The instructors were knowledgeable and supportive.”

“I enjoyed the hands on assignments and small group activities. It’s great to collaborate with other teachers and share their expertise and best practices.”

“The most valuable experience was collaborating with my colleagues in the induction program … while in the credential program.”

“I had an incredible experience in the induction program and appreciate all the work in support our growth. Thank you team!”

"Class has been extremely beneficial on setting my routines and goals with a focus on positive behavior acknowledgements of students."

Pathways, Certification, Mentoring, Teacher Leadership, & Professional Development

91.9%

Average LAUSD retention for teachers who completed LAUSD Preliminary programs between 2014 and 2017 as of March 26, 2019.
Diann Huber, Ed.D. President, iTeach, Creating and Managing a For-Profit, Multi-State Program

iteachU.S.
Addressing the challenges of teacher shortages
iteachU.S.
Committed to removing barriers, raising standards, and retaining educators

• For-Profit
  • Business/corporate approach to modeling a certification program geared wholly to new teachers.
  • Program Cost and Online Delivery

• National Accreditation
  • Immediate credibility and quality confirmation while providing mobile certification (reciprocity) across NASDTEC states.

• High Quality
  • Evidenced by completer surveys, individual teacher awards, confidence from human capital offices, and above-average retention rates
iteachU.S.
Committed to removing barriers, raising standards, and retaining educators.

• Removing Barriers
  • Online instructional format significantly reduces financial barriers attached to traditional programs (gas, parking, childcare, etc.)
  • The low-cost deferred payment plan removes student-debt.

• Portability
  • Only non-university program to earn national accreditation (CAEP) allowing state reciprocity for teaching credential

• Retention
  • Lowest rate for any three-year cohort is 86% across all demographic subsets.
  • Recent, in-house survey shows 90% of all teachers still teaching.
Ernest Black, Ed.D. CalState TEACH, Using Technology to Prepare Teachers in Rural Areas
CalStateTEACH

• Candidates work in online cohorts guided by CSU faculty
• Faculty observe the teacher candidate six times/term for feedback and support.
  • Face to face
  • Annotated taped lesson (iSupervision), or
  • Synchronous (Zoom)
• Spiraling curriculum is integrated and completely school-based, with no separate courses taken on campus
• 16 spiraling modules over three terms allows candidates to experience each concept more than once.
CalStateTEACH Students and Faculty
Recruitment and Retention

• Recruitment
  • Rural/High needs urban

• Retention
  • Cohort model
    • Ewing Elementary, Fresno Unified School District
  • Summer boot camp (residential model)
    • Partnerships with Oakland Unified (Pride Academy)
    • Redding School District (Turtle Bay)
    • Los Angeles Unified (South Park Elementary)*
  • Men’s Group

<table>
<thead>
<tr>
<th>County</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno</td>
<td>98</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>80</td>
</tr>
<tr>
<td>Monterey</td>
<td>77</td>
</tr>
<tr>
<td>Tulare</td>
<td>55</td>
</tr>
<tr>
<td>Alameda</td>
<td>53</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>45</td>
</tr>
<tr>
<td>Sacramento</td>
<td>45</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>21</td>
</tr>
<tr>
<td>Imperial</td>
<td>19</td>
</tr>
<tr>
<td>Humboldt</td>
<td>18</td>
</tr>
<tr>
<td>Madera</td>
<td>16</td>
</tr>
<tr>
<td>Merced</td>
<td>16</td>
</tr>
<tr>
<td>San Luis</td>
<td>16</td>
</tr>
<tr>
<td>Obispo</td>
<td>16</td>
</tr>
</tbody>
</table>
## Men’s Group: CSU System Compared to CalState

### CSU system IPEDS Ethnic Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>SS</th>
<th>MS</th>
<th>196</th>
</tr>
</thead>
<tbody>
<tr>
<td>70A35friAfrican-American</td>
<td>40</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Asian, including Filipino</td>
<td>196</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>605</td>
<td>208</td>
<td>147</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>659</td>
<td>282</td>
<td>150</td>
</tr>
<tr>
<td>2 or more races</td>
<td>75</td>
<td>24</td>
<td>11</td>
</tr>
</tbody>
</table>

### CalState TEACH IPEDS Ethnic Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>SS</th>
<th>MS</th>
<th>196</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Asian, including Filipino</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>106</td>
<td>0</td>
</tr>
<tr>
<td>2 or more races</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Men’s Group
CalState TEACH Male Candidates by Military Status and Race

- White
- 2 or more races
- Hispanic
- Decline
- Black/Af-Am
- Asian
- Am. Indian

Veteran  Non-military  Military
Honors

• Apple Distinguished School 2017-19
• Apple Distinguished Program 2013-17
• AACTE Best Practice Award for the Innovative Use of Technology, 2014
Kate Van Winkle, Director, Grow Your Own, IL, Developing the Grow Your Own (GYO) Initiative
Grow Your Own Programs

• National Grow Your Own Collective
  • Collective of practitioners, educators, union members, policy makers, researchers and allies
  • Creating a national model for recruiting & retaining diverse, community-grounded teachers of color.

• GYOC Pre-Conference at NAAC Conference: GYOC led an
  • Interactive session for practitioners interested in supporting each other in developing plans to build GYO programs locally
  • Representatives from every phase/stage of the GYO continuum sharing best practices and lessons learned
6 Elements of Successful GYO Programs

- Recruitment
- Preparation
- Placement
- Support
- Retention
- Growth
GYOC Member Programs

• Grow Your Own Illinois – 127 teacher graduates across Illinois
• Kūlia and Ka Lama Education Academy Program at INPEACE - 239 teachers
• Teach Tomorrow Oakland - recruited over 300 teachers; 114 placed
Tiffany Jackson, MS
Grambling State University,
Internship Programs
“Earn As You Learn!”

- 15 hours of intensive coursework
- One-year internship with salary
- Layered support
Effective Educators for Every Child

• All candidates received dual licensure in mild/moderate special education.
• 100% percent pass rate on the Praxis Special Education Content Test.
• 95% retention rate for the first 3 years and a 90% retention rate for the first 5 years.
Kendra West, 2014

• Chosen Turnaround Arts Teacher for President's Committee for the Arts and the Humanities after 1st year of teaching
• Met First Lady Michelle Obama
• Class performed for Alfre Woodard
• Began Ed Leadership program in 2017
Van Phillips, Jr. - 2015

- Masters in Criminal Justice from Grambling.
- Headed to law school; changed course and entered ATCP in 2014
- 2016- Honorable Mention for NAAC Outstanding Teacher Award
- 2018-2019- Cherokee Park Teacher of the Year
Paying It Forward: Young Kings, Inc.

Established a mentorship program for male students
Gordan Ford - 2016

- Wrote Type 2 charter to convert Grambling Laboratory School to Lincoln Preparatory
- Raised $100,000; secured matching funds
- Is current principal
- Pursuing Ed Leadership certification
Diverse Teacher Population That Mirrors School Population

Cohorts are typically 15% male; 70% earn elementary certification.
NAAC Supports Difference with Standards

• Alternate Routes come in many different forms
  • District based
  • For- and non-profit
  • Online
  • Residency and Internships

• Alternate Routes serve many different needs
  • Teachers in high-needs school systems
  • STEM teachers
  • Ethnically diverse teachers
  • Male teachers

• Alternate Routes provide for the needs of multiple types of teacher candidates