

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

Using Data to Determine When and Why to Grow Your Own

**COLLEGE & CAREER
READINESS & SUCCESS** Center
at American Institutes for Research ■

Center on
**GREAT TEACHERS
& LEADERS**
at American Institutes for Research ■

GREAT LAKES
Comprehensive Center
at American Institutes for Research ■

MIDWEST
Comprehensive Center
at American Institutes for Research ■

SOUTHEAST
Comprehensive Center
at American Institutes for Research ■

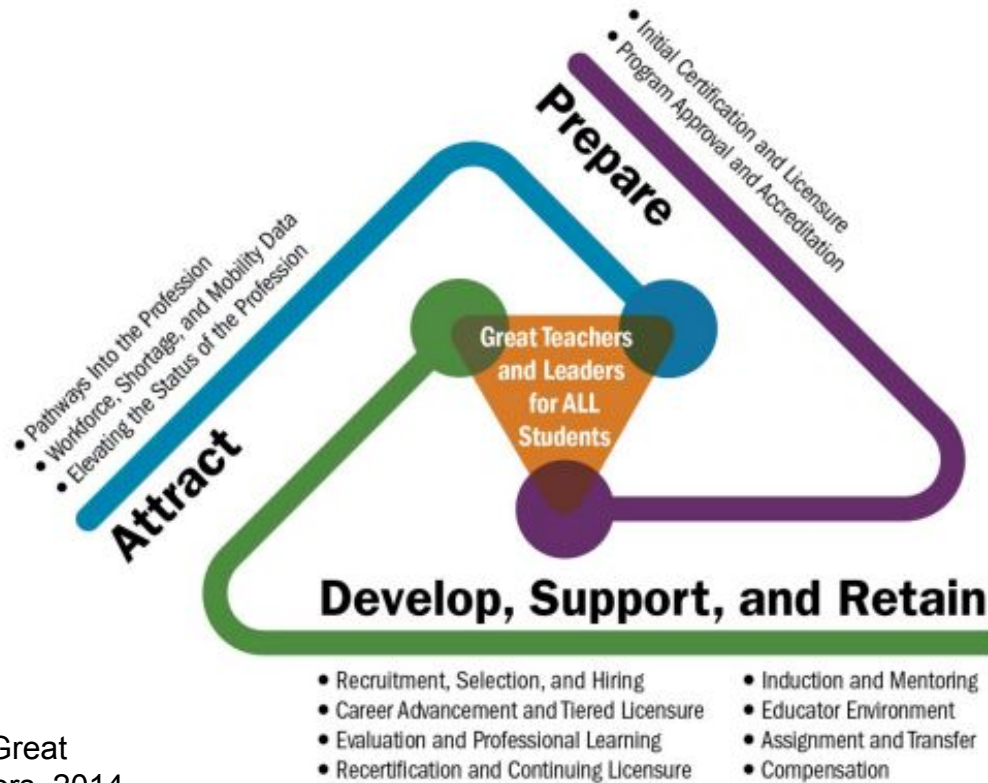
TEXAS
Comprehensive Center
at American Institutes for Research ■

Module 2: Using Data to Determine When and Why To Grow Your Own Objectives

- Understand how Grow Your Own (GYO) supports talent development.
- Identify sources of data to inform GYO.
- Discuss how GYO can address equity and workforce diversity.

How GYO Supports Talent Development

Talent Development Framework



Source: Center on Great Teachers and Leaders, 2014.

Using Data to Inform GYO

Using Data to Identify Local Needs

Attract

- Preparation program enrollment
- Alternative route enrollment
- Hard-to-staff schools and subjects
- Student career interest inventories

Prepare

- Program completer rates
- District/school recruitment and placement
- Preparation quality

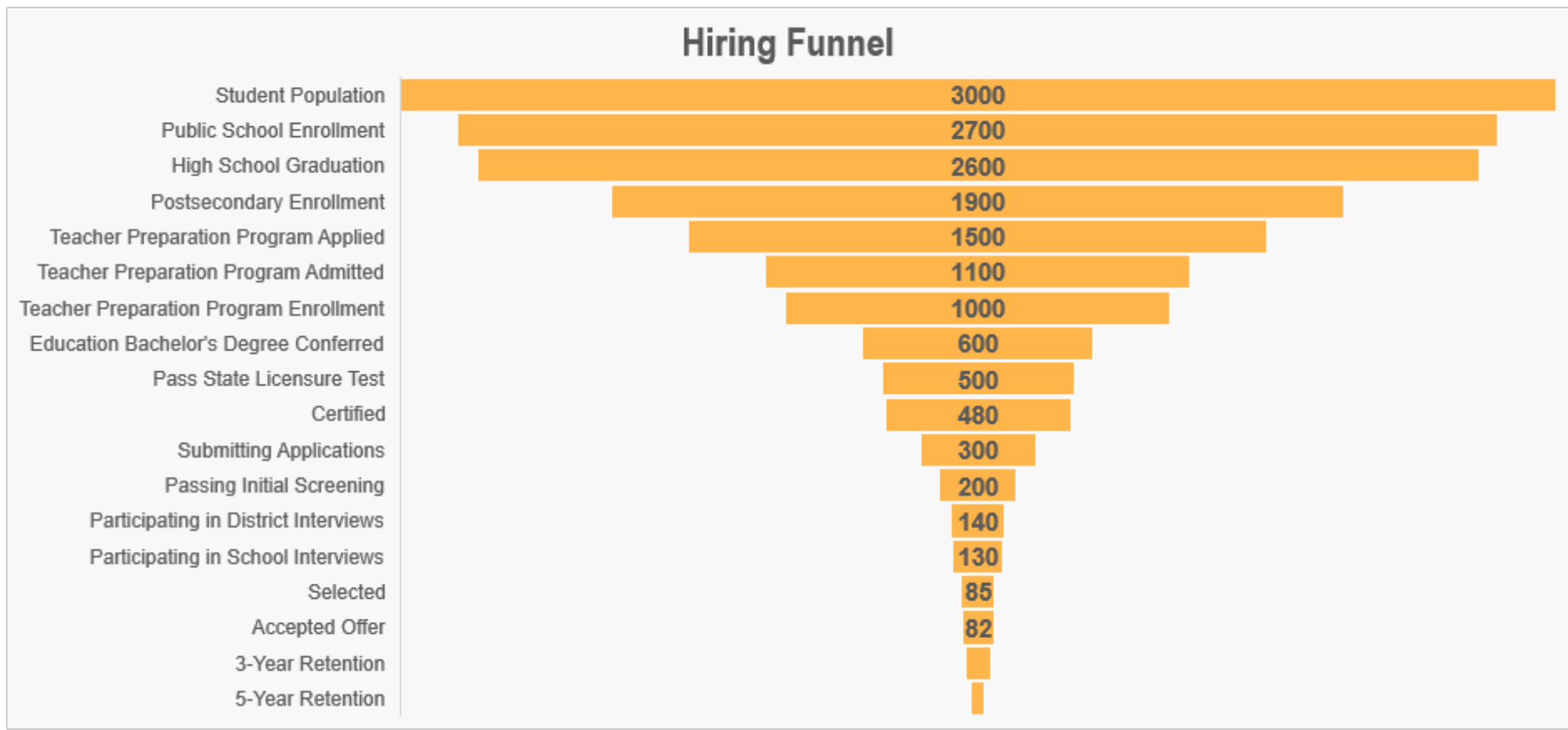
Develop, Support, Retain

- Retention
- Shortages
- Workforce diversity
- Working conditions
- Educator effectiveness
- Educator satisfaction

When Is GYO the Right Strategy?

- Attracting teachers who are likely to stay in the community
- Increasing parity between student and teacher populations
- Cultivating a teaching workforce that reflects community demographics

GYO and Talent Development

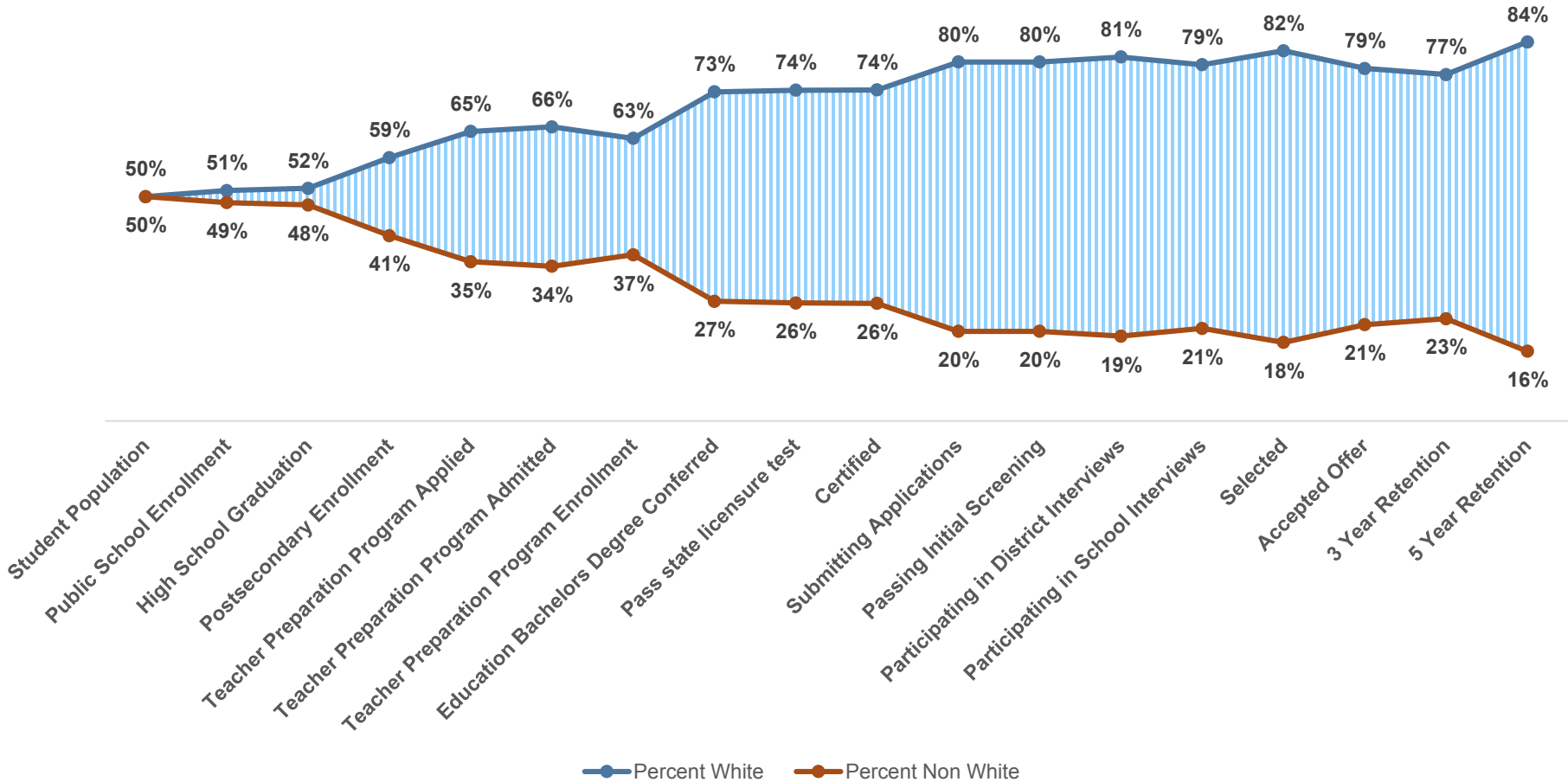


Where are we losing candidates and teachers?

How GYO Can Address Equity and Workforce Diversity

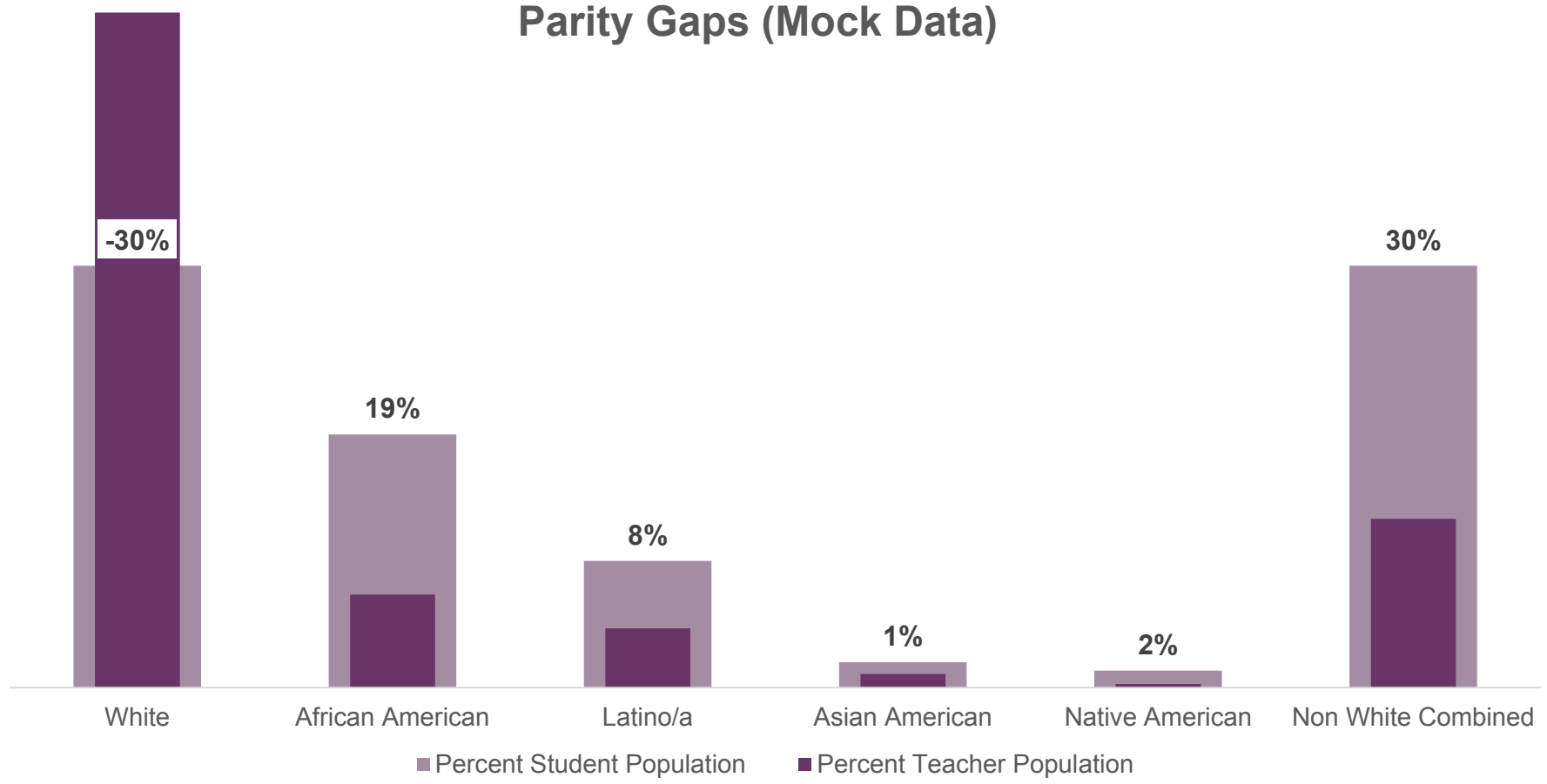
GYO and Workforce Diversity

Development of Gaps



GYO and Workforce Diversity

Parity Gaps (Mock Data)



Considerations for Equity-Driven GYO Programs

1. Clearly define equity gaps.
2. Prioritize local data and decision making.
3. Involve the community.
4. Design and monitor for impact in the highest need schools.

References

- Center on Great Teachers and Leaders. (2014). *Talent development framework for 21st century educators: Moving toward state policy alignment and coherence*. Washington, DC: American Institutes for Research. Retrieved from http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf
- Ingersoll, R., Merrill, L., & May, H. (2014). What are the effects of teacher education and preparation on beginning teacher attrition? Research Report (#RR-82). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.
- King, J. (2016, May 15). The invisible tax on teachers of color. *Washington Post*. Retrieved from https://www.washingtonpost.com/opinions/the-invisible-tax-on-black-teachers/2016/05/15/6b7bea06-16f7-11e6-aa55-670cabef46e0_story.html?noredirect=on&utm_term=.d74f1ac35a69

References Cont'd

- Reininger, M. (2012). Hometown disadvantage? It depends on where you're from: Teachers' location preferences and the implications for staffing schools. *Educational Evaluation and Policy Analysis*, 34(2), 127-145.
- Ulferts, J. D. (2016). A brief summary of teacher recruitment and retention in the smallest Illinois rural schools. *The Rural Educator*, 37(1).

CCRSCenter@air.org
Phone: 1-800-634-0503

1000 Thomas Jefferson Street NW
Washington, DC 20007
www.ccrscenter.org | ccrscenter@air.org