

**Illinois P-20 Council**  
**Educator Licensure Steering Committee**

**Co-Chairs: Erika Hunt and Audrey Soglin**

***Tuesday, May 21, 9 a.m. – 12 p.m.***

***University of Illinois at Chicago***

- |      |  |                           |
|------|--|---------------------------|
| I.   | Welcome and Introductions (Erika Hunt and Audrey Soglin)             | <i>9 – 9:20 a.m.</i>      |
|      | i. Objectives for Today’s Meeting                                    |                           |
|      | ii. Recap Committee’s Charge   |                           |
|      | iii. Review Committee’s Recommendations                              |                           |
| II.  | Discussion of Illinois Pathways Initiative (Jason Tyszko)            | <i>9:20 – 10 a.m.</i>     |
|      | i. Introduce Illinois Pathways Initiative                            |                           |
|      | ii. Identify Key Features of Pathways                                |                           |
|      | iii. Explain Role of Learning Exchanges                              |                           |
|      | iv. Considerations for Future Learning Exchanges                     |                           |
| III. | Research on Education Pipeline (Brad White and Alicia Haller)        | <i>10 – 10:30 a.m.</i>    |
|      | i. Review Research of Diversity Within Education Pipeline            |                           |
|      | ii. Longitudinal Study of Illinois High School Classes of 2002, 2003 |                           |
|      | iii. 2011 Illinois Indicators  |                           |
| IV.  | Break  | <i>10:30 – 10:45 a.m.</i> |
| V.   | Elgin School District U-46’s Education Pipeline (Melanie Meidel)     | <i>10:45 – 11:45 a.m.</i> |
|      | i. District Strategies to Cultivate Diverse Education Pipeline       |                           |
|      | ii. Future Teachers Clubs  |                           |
|      | iii. Partnerships With Community Organizations, Higher Education     |                           |
| VI.  | Wrapup and Next Steps (Erika Hunt and Audrey Soglin)                 | <i>11:45 – 12 p.m.</i>    |



**Illinois P-20 Council  
Education Learning Exchange  
May 21, 2013**

# Objectives For Today's Meeting

## Review Educator Licensure Steering Committee Recommendations

- Partnerships
- Education Learning Exchange

## Discuss Illinois Pathways Initiative

- Learning Exchanges

## Research Review on the Illinois Education Pipeline

- Supply
- Demand

## Learn About Elgin School District U-46's Education Pipeline

## Wrap-up and Next Steps

# P-20 Educator Licensure Steering Group

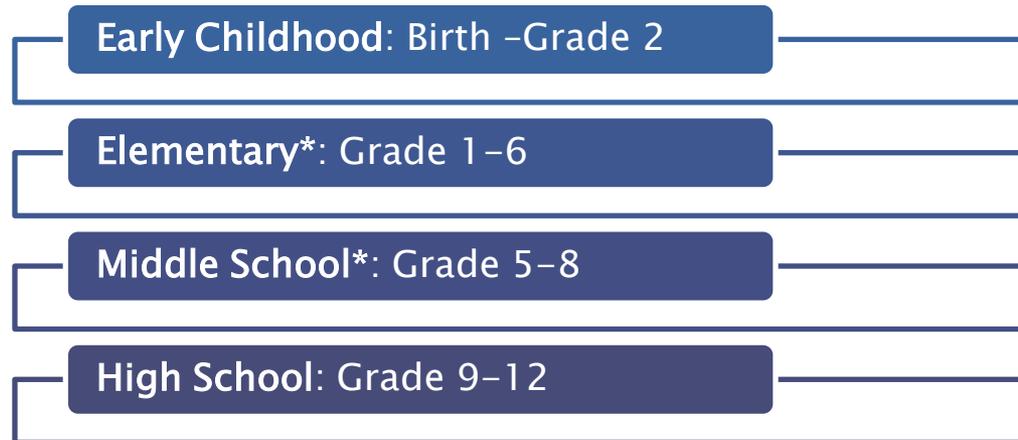
- In 2012, Superintendent Chris Koch asked the P-20 Council to assist ISBE and develop recommendations related to changes in educator licensure, including the grade span configuration.
- The Committee's work largely focused on three areas:
  - Partnerships
  - Clinical Experiences
  - Diverse Pipeline
- Reached out to more than 60+ stakeholders around the state including:
  - Higher Education
  - K-12 School Districts
  - Community Colleges
  - State Agencies
  - Practitioners
  - Professional Organizations/Unions
  - Policy/Advocacy Organizations

# Committee's Charge

- Illinois teachers must be prepared to address the changing demographics and needs of Illinois students, as well as the increasing rigor of state and national standards and global competition.
- Strong partnerships between preparation programs, districts, and other stakeholders, along with program design focused on clinical practice, are key to strengthening the rigor and relevance of teacher training.
- Illinois must do more to improve its educator pipeline. This includes developing a more racially, culturally and linguistically diverse workforce that addresses key shortage areas and supports the needs of diverse student learners.

# ISBE Proposed Grade Span Configuration

- ISBE proposed recommendations for a new grade span configuration intended to enhance teacher preparation, practice and efficacy, including deeper content knowledge and use of developmentally appropriate practices.
- Statewide committees continue to develop new program standards for teacher education endorsement programs in each grade span.



*\*ISBE proposed rules open for public comment through June 3 at [rules@isbe.net](mailto:rules@isbe.net).*

# Success Factors for Teacher Preparation

The Steering Committee identified five success factors necessary for effective teacher identification and preparation in Illinois.

Supporting recommendations were submitted to ISBE in Dec. 2012.

The success factors include:

1. Partnerships are opportunities for meaningful collaboration among P-12 districts and schools, community colleges, teacher preparation units and programs and other partners.
2. Rigorous programs are designed to increase the competency of teachers to implement research and evidence-based instructional strategies that meet the needs of diverse learners.
3. Programs/units have access to schools, cooperating teachers and faculty supervision that promote a positive learning environment for teacher candidates and students.
4. Teacher candidates have frequent, meaningful and standards-based assessments, including the use of observation, in order to assess readiness and provide opportunities for reflection and feedback.
5. Partnerships between Illinois, ISBE, P-12 districts, community colleges, programs and other partners must support strategies that cultivate a highly qualified, culturally, linguistically diverse teacher candidate pool.

# Education Learning Exchange

The Steering Group also recommended that the Illinois P-20 Council take the lead in exploring an ***Education Learning Exchange***.

- The aim is to develop and support a diverse, effective talent pipeline of future Illinois educators along the career pathway from student to educator.
- An Education Learning Exchange might benefit from the early efforts to create learning exchanges through the P-20 Illinois Pathways Initiative.
- An initial step will be to identify potential partners among P-12 school districts and higher education institutions with similar ventures that might inform an Education Learning Exchange.

# **Illinois Pathways Initiative**

**Jason Tyszko**  
**Illinois Department of Commerce**  
**and Economic Opportunity**

# Illinois Pathways: Objectives

- Improves P-20 education, workforce, and economic development coordination in order to build more effective talent pipelines.
- Supports implementation of college and career readiness standards and assessments.
- Provides a strategy to meet the goal of 60 percent of adults attaining a high-quality academic degree or industry credential by 2025.



# Illinois Pathways: Strategies

Illinois Pathways consists of two strategies...

1. Supports youth and adult programs that empower learners to explore their academic and career interests in fields with an emphasis on:
  - Fully integrated academic and career courses;
  - Work-based learning; and
  - Stackable credentials, both academic and industry.
2. Supports local education and training programs through the launch of statewide, sector-based partnership networks known as Learning Exchanges that focus on:
  - Nine core functions that achieve economies of scale; and
  - Reduce the transaction cost among network partners.

# Illinois Pathways: Pathway Key Features

Elementary  
and Middle  
School



Secondary  
Education  
9<sup>th</sup> and 10<sup>th</sup>



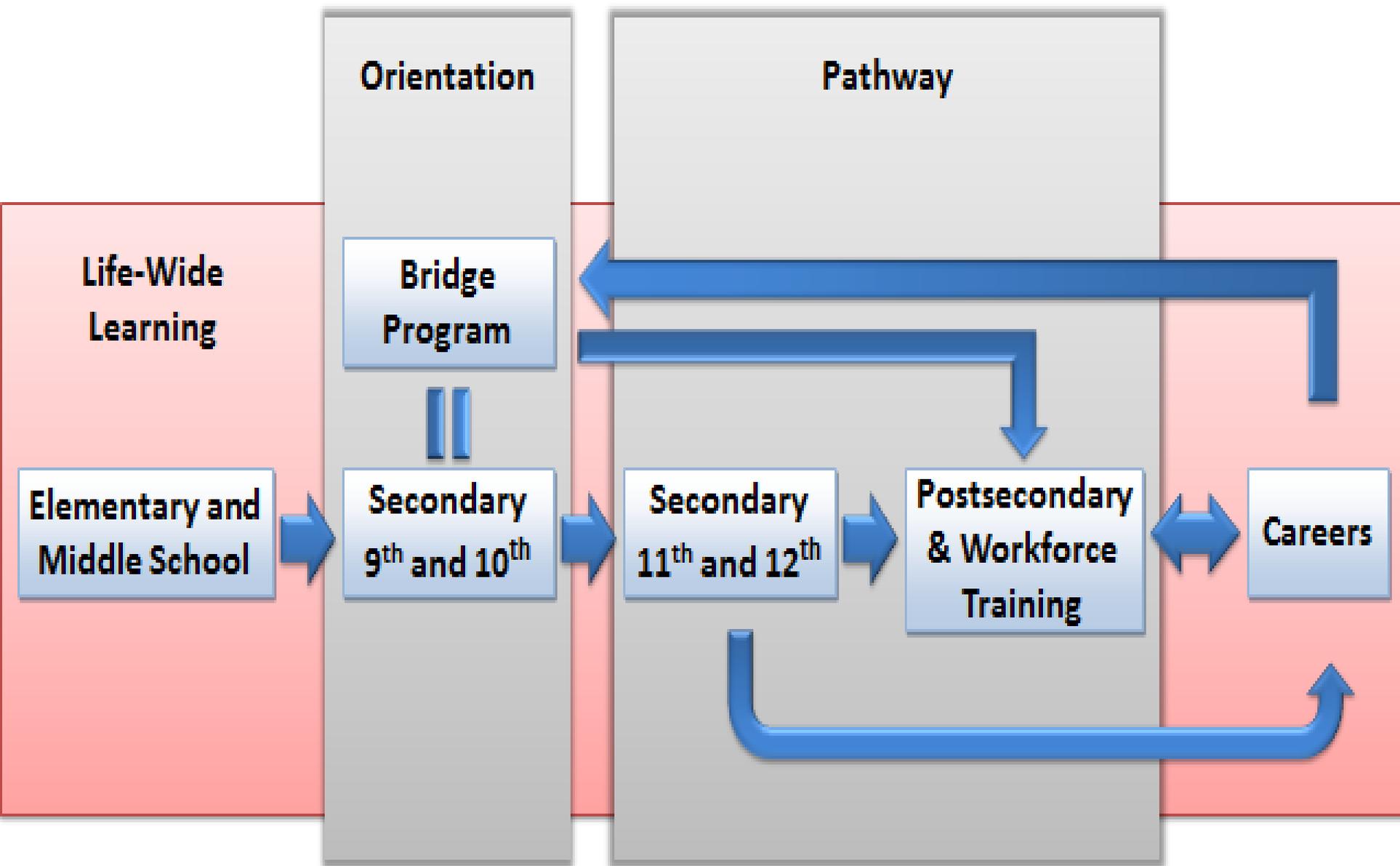
Secondary  
Education  
11<sup>th</sup> and 12<sup>th</sup>



Postsecondary  
Education and  
Careers

- Foster skills and interest through *authentic* learning.
- Support *personalization* through education and career plan development.
- Provide *orientation* courses that cut across career clusters.
- Integrate *work-based learning*.
- Access *early college* courses aligned to career pathways.
- Develop *portfolio* of academic and employability skills and credentials.
- Manage *effective transitions* to college and/or workplace.
- Continue portfolio development through *stackable credentials*.

# Illinois Pathways – Pathway On-Ramps



## Critical Occupations within Selected Industries/Pathways

- The Illinois Pathways website features labor market information aligned to career clusters and pathways.
- Example: Selected careers for Therapeutics & Diagnostics in the Health Sciences pathway.

SHOW  Highlights at a Glance

SHOW  Industry Overview

### Occupational Profile

Occupational Profile - shows relevant occupations with current and projected employment levels, average annual openings, and wage and training level descriptors.

### Therapeutics

Standard Occupational Classification (SOC) Code	Title	Emp. 2008	Employment Change 2008-2018		Average Annual Job Openings Due To		Median Annual Wage	Training/ Education Level
			Number	Percent	Growth	Replacements		
00-0000	Total, All Occupations	6,333,193	548,419	8.66%	61,304	144,789	206,093	

### Therapeutic Services

<a href="#">29-1111</a>	<a href="#">Registered Nurses</a> 	110,739	23,033	20.80	2,303	1,935	4,238	\$63,917	Associate or Bachelor's degree
<a href="#">29-2061</a>	<a href="#">Licensed Practical Nurses</a> 	24,693	5,003	20.26	500	773	1,273	\$41,851	Postsecondary vocational award
<a href="#">31-1012</a>	<a href="#">Nursing Aides, Orderlies/Attendants</a> 	60,488	12,674	20.95	1,267	602	1,869	\$23,893	Postsecondary vocational award
<a href="#">31-1011</a>	<a href="#">Home Health Aides</a> 	26,331	12,939	49.14	1,294	262	1,556	\$20,193	Short-term on-the-job training
<a href="#">29-1051</a>	<a href="#">Pharmacists</a> 	10,249	1,153	11.25	115	227	342	\$107,312	First professional degree
<a href="#">29-2052</a>	<a href="#">Pharmacy Technicians</a> 	16,795	4,008	23.86	401	424	825	\$27,851	Postsecondary vocational award
<a href="#">31-9095</a>	<a href="#">Pharmacy Aides</a> 	2,146	-237	-11.04	0	24	24	\$23,203	Short-term on-the-job training
<a href="#">29-1060</a>	<a href="#">Physicians &amp; Surgeons</a> 	25,711	4,295	16.72	430	452	882	\$0	First professional degree
<a href="#">29-1071</a>	<a href="#">Physician Assistants</a> 	2,089	672	32.17	67	38	105	\$69,740	Bachelor's degree
<a href="#">29-1020</a>	<a href="#">Dentists &amp; Dental Specialists</a> 	5,790	703	12.14	71	161	232	\$0	First professional degree
<a href="#">29-2021</a>	<a href="#">Dental Hygienists</a> 	7,357	2,182	29.66	218	150	368	\$67,259	Associate degree
<a href="#">31-9091</a>	<a href="#">Dental Assistants</a> 	12,401	3,615	29.15	362	233	595	\$32,378	Moderate-term on-the-job training
<a href="#">29-1123</a>	<a href="#">Physical Therapists</a> 	7,406	2,166	29.25	217	89	306	\$81,181	Master's degree
<a href="#">31-2021</a>	<a href="#">Physical Therapist Assistants</a> 	2,830	825	29.15	83	41	124	\$50,348	Associate degree

# Illinois Pathways: www.ilpathways.com

Illinois Pathways provides information, grant opportunities and partnerships.

1. Read background information.
2. See the framework for each career cluster, including labor market information.
3. Connect to existing Learning Exchanges.
4. Learn about grants.
5. Ask questions and see answers.
6. Subscribe to receive updates.
7. View and download resources and research.

The screenshot shows the Illinois Pathways website interface. At the top, there is a search bar and a navigation menu with seven numbered items: 1. Home, 2. About, 3. Illinois Pathways, 4. STEM Learning Exchanges, 5. Grants, 6. FAQs, 7. What's New, and 8. Resources. Below the navigation is a large banner for the Health Science Cluster, featuring a woman in a lab coat and the text "HEALTH SCIENCE". A "LEARN MORE" button is visible. To the right of the banner is a list of career clusters: Agriculture, Food, and Natural Resources; Architecture and Construction; Energy; Finance; Health Science (highlighted); Information Technology; Manufacturing; Research and Development; and Transportation, Distribution, and Logistics. Below the banner is a "Welcome to the Illinois Pathways Initiative!" section with text about the program and a "LEARN MORE" button. To the right of this section is a "WHAT'S NEW" section with a list of recent updates, including "Don't Miss the Deadline to Register for Scaling Up Pathways to Results 2013!" and "Register for the 'Using LMI for Career Pathway Program Planning' Webinar".

# Illinois Pathways: Learning Exchanges

## Defining Learning Exchanges

- Launch **public-private networks** (such as employer-employee) in each of the identified application areas.
- Organize to support local implementation of P-20 Programs of Study by **improving coordination** and **reducing the transaction cost** among network partners.
- Available to partner with and support K-12, postsecondary and workforce programs **statewide**.

# Illinois Pathways: Learning Exchange Members

## Who participates in a Learning Exchange?

- Employers, employer-led groups
- Labor unions
- Professional associations
- Secondary and postsecondary
- Teachers and faculty
- Students, student organizations
- Community colleges, universities
- School districts
- Economic and workforce agencies
- Education experts
- Federal labs, research centers
- Local workforce investment boards
- Museums and non-profits
- Community-based organizations

# Illinois Pathways: Learning Exchange Functions

<b>Category</b>	<b>Function</b>
Improve access and utilization of resources, networks and supports for program implementation.	1) Provide curriculum resources.
	2) Expand access to lab space and equipment.
	3) Support student organizations and their activities.
Increase access to quality work-based learning activities and employer engagement.	4) Provide internships and other work experiences.
	5) Sponsor industry challenges.
	6) Provide professional development to educators.
Manage program design, transitions and performance more effectively.	7) Provide career development and outreach resources.
	8) Review P-20 program of study models.
	9) Review talent pipeline performance.

# Illinois Pathways Governance Model

Illinois Pathways Advisory Council

Illinois Pathways  
Interagency Committee

Pathways Resource Center

AGR Learning  
Exchange

MFG Learning  
Exchange

TDL Learning  
Exchange

IT Learning  
Exchange

R&D Learning  
Exchange

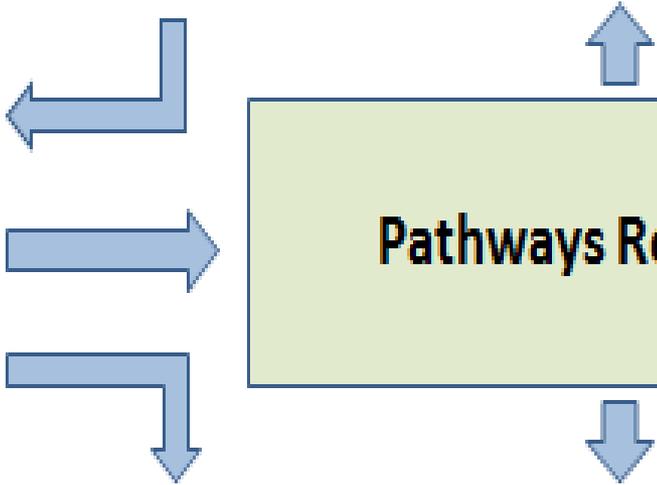
EGY Learning  
Exchange

FIN Learning  
Exchange

A&C Learning  
Exchange

HS Learning  
Exchange

Goal: To create a new, innovative public-private education infrastructure that can advance college and career readiness by coordinating statewide networks of P-20 education partners, business, labor, and other organizations based on career clusters.



# Illinois Pathways: Designated Learning Exchanges

## Scope of Work: Implementation

## Lead Entity

Agriculture, Food &  
Natural Resources

Illinois Foundation for Future Farmers of  
America

Health Sciences

University of Illinois at Chicago

Information Technology

CompTIA Workforce Development

Manufacturing

Illinois Manufacturers Association  
Education Foundation

Research & Development

Illinois Science and Technology Institute

## Scope of Work: Planning

## Lead Entity

Energy

Illinois State University

Finance

To be determined...

Transportation,  
Distribution & Logistics

Illinois Chamber of Commerce

# Illinois Pathways: Illinois Shared Learning Environment

A statewide technology infrastructure to advance the personalization of learning and empower P-20 and workforce users to manage their academic and career pathways.



## Data Store

*Secure data warehouse that collects records on student performance, teacher preferences, intervention tracking, resource tagging, and personalized learning information.*



## Marketplace

*Open application exchange where users can access state-supplied apps and purchase others.*



## Applications

*Includes tracking tools, learning maps, assessments, games, and resources.*

# Illinois Pathways: Considerations for Future Learning Exchanges

While STEM areas were identified as an early priority, the Illinois Pathways strategy is envisioned to extend to other career development areas. Considerations for future learning exchanges include...

1. Define a career pathway cluster.
  - Research supply-demand data that identifies talent pipeline.
  - Develop a program of study model that shows learning progressions from orientation to specific knowledge and skills.
2. Solicit partners to manage the Learning Exchange.
  - Establish Exchange governance through a steering committee.
  - Manage a contractual relationship with the State and identify a diverse investment portfolio.
3. Develop a strategic plan to address initial network priorities.
  - Inventory partner activities, conduct gap analysis and execute on top priorities to start.

# **Illinois Education Pipeline: Supply & Demand**

**Brad White, Illinois Education Research Council  
Alicia Haller, Consultant with the Illinois P-20 Council**

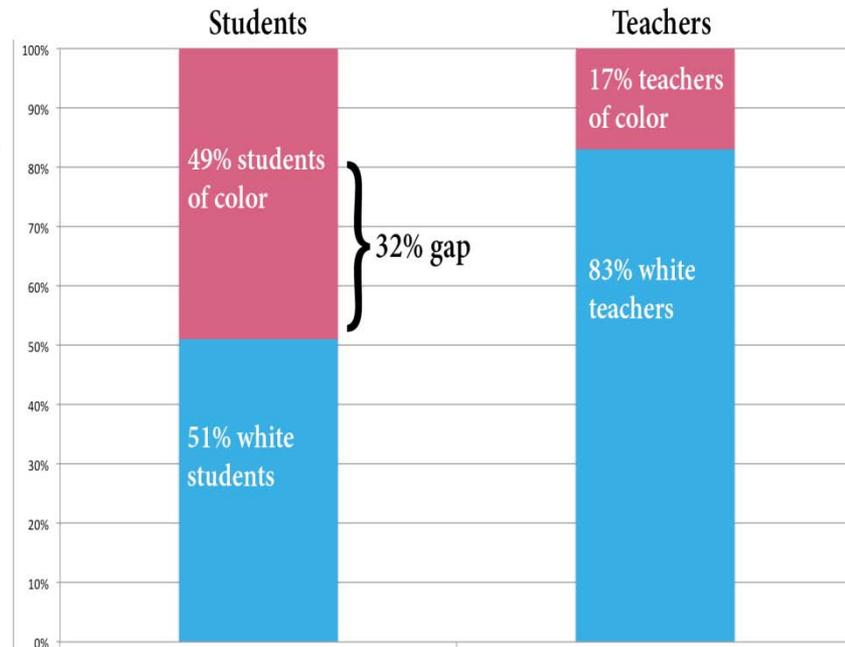
# Diversity in Illinois' Education Pipeline

Across Illinois and the country, teachers do not reflect the growing diversity of their students.

Illinois ranked 48<sup>th</sup> nationally on the state teacher diversity index, signaling the deepening incongruence between the racial and ethnic makeup of teachers and students statewide.

A 32 percent demographic gap exists between the diversity of Illinois teachers and Illinois students.

The demographic gap in Illinois' education pipeline



Source: ISBE 2012 district report card

# **Implications of Demographic Disconnect Between Illinois Teachers & Students**

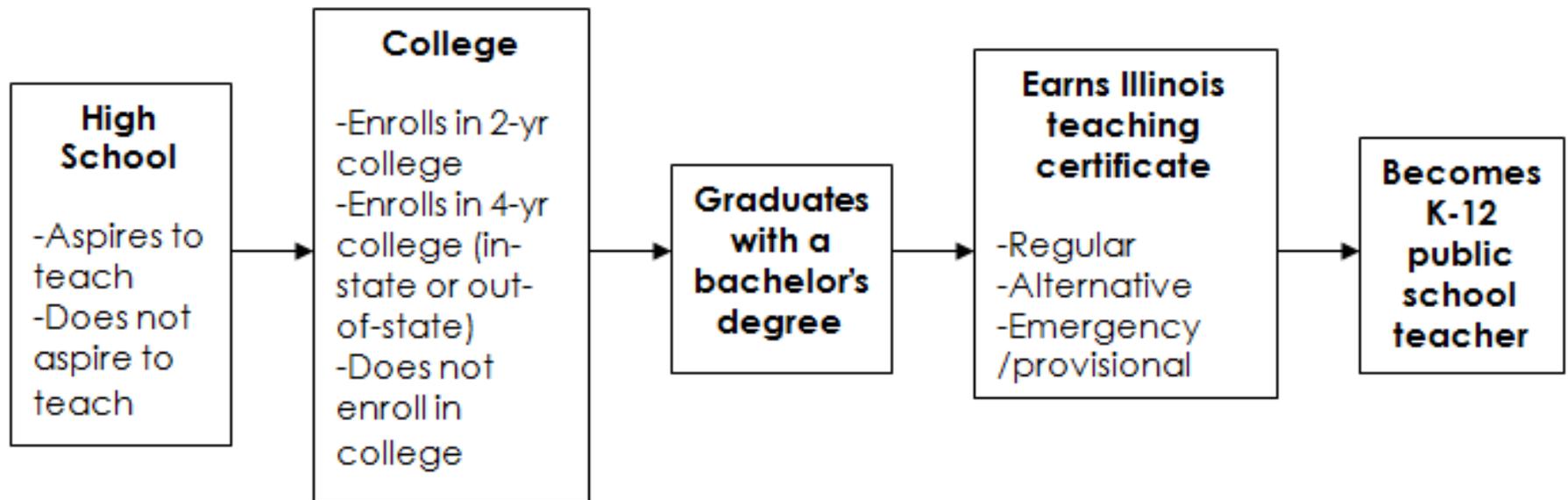
Decades of research suggests that educators who share a cultural background with their students:

- Align teaching and texts with students' backgrounds;
- Engage students in learning;
- Have a greater impact on student academic outcomes.

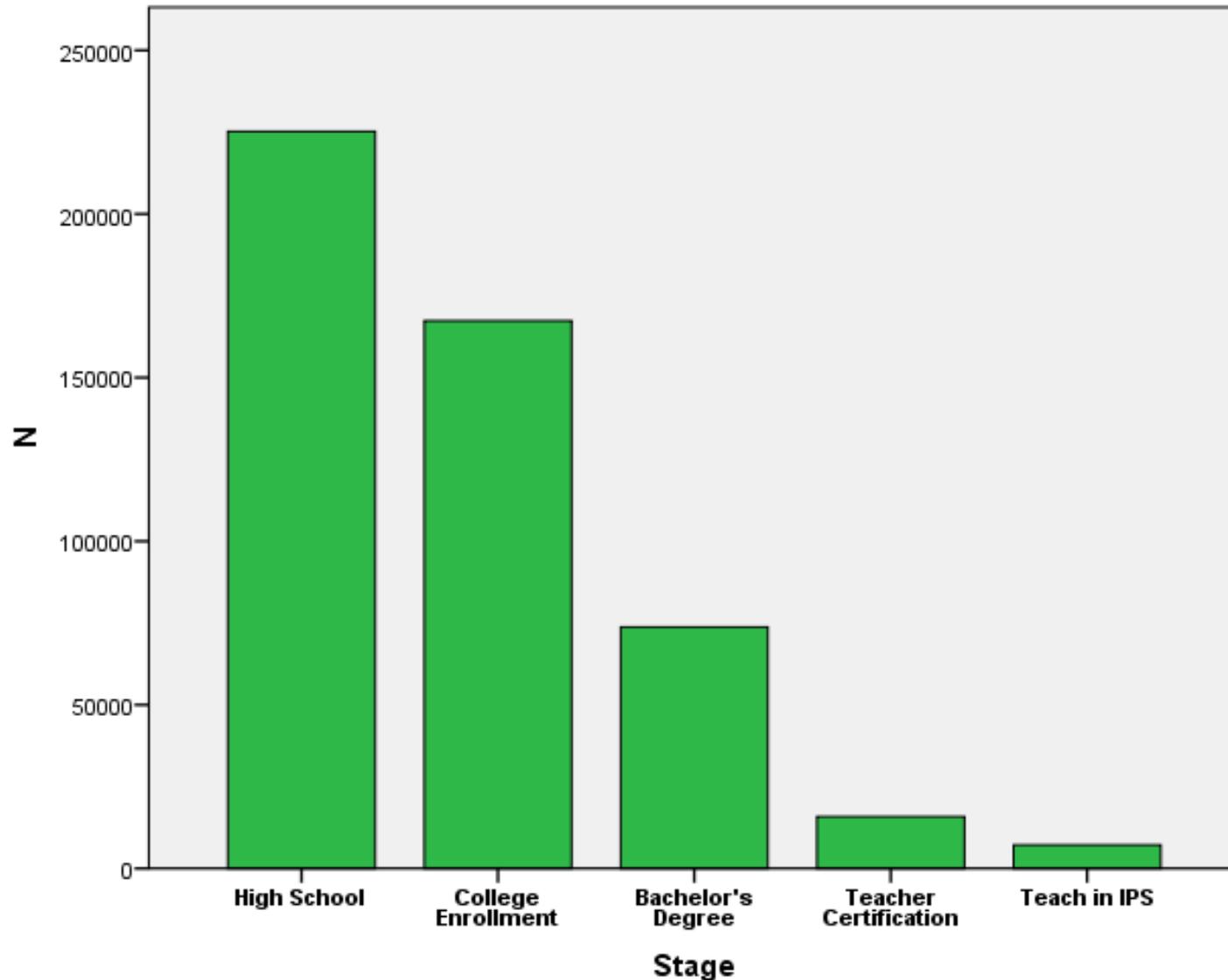
Teachers of color are more likely to work and remain in hard-to-staff schools compared to their white colleagues.

The stability and quality of the education workforce in hard-to-staff schools specifically could be enhanced by growing the pipeline of diverse educators.

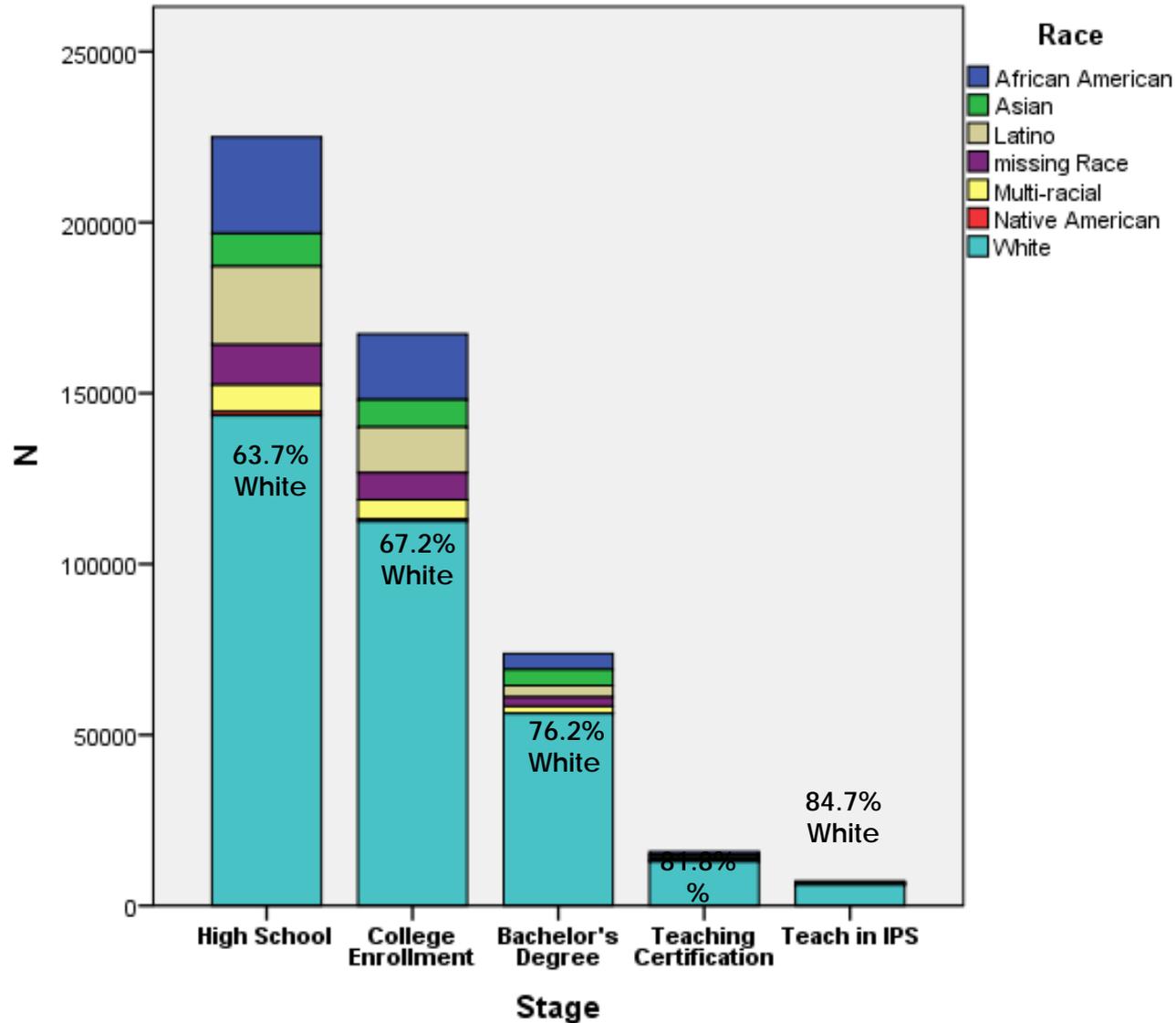
# Longitudinal Study of Illinois High School Classes of 2002 and 2003: Tracking students from high school through college and back to Illinois classrooms



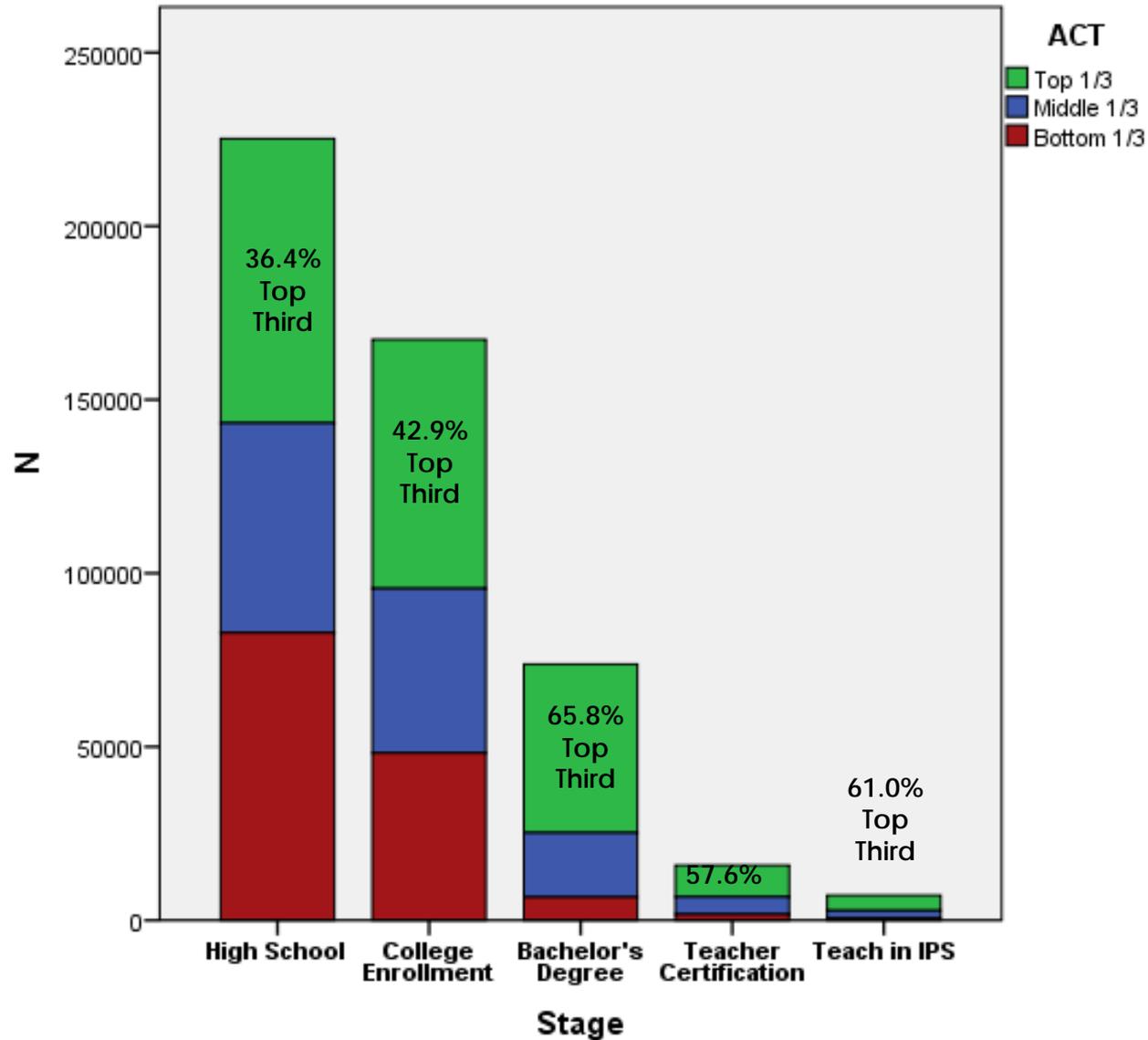
# Study: 3.2 percent of Illinois High School Graduates Become Illinois Public School Teachers



# Diversity within the Education Pipeline



# Academic Performance within the Education Pipeline



# Results of the Longitudinal Study of Illinois High School Classes of 2002 and 2003

		% of High Schoolers Aspiring to Teach	% of High Schoolers Enrolling in College	% of College-Goers Completing Bachelor's Degree	% of Bachelor's Recipients Certified to Teach in IPS	% of Certificants Becoming IPS Teacher	% of High Schoolers Becoming IPS Teacher
Race	Asian	6.4	83.0	58.2	8.9	41.1	1.8
	Black	6.6	68.2	24.2	18.9	27.0	0.9
	Hispanic	8.3	58.4	25.4	20.5	50.2	1.5
	Missing Race	5.8	66.8	34.3	18.5	38.2	1.6
	Multi-Racial	9.7	70.9	35.4	17.5	38.4	1.7
	Native	10.6	56.1	20.8	25.6	33.3	1.0
	White	13.9	78.4	50.0	23.0	47.1	4.3
ACT	Top 1/3	12.9	87.6	67.6	18.8	48.2	5.4
	Middle 1/3	13.4	78.7	39.3	26.7	45.4	3.7
	Bottom 1/3	8.7	58.0	13.8	26.3	31.4	0.7

# Recruiting Educators

During recent decades, organizations such as the American Association of Colleges of Teacher Education and the National Education Association developed strategies to recruit minority candidates to teacher work force. By 2005, 36 states enacted minority teacher recruitment policies.

Nationally, during the past 20 years, there was a 96 percent increase in the number of minority teachers compared with a 41 percent increase in the number of white teachers.

The number of teachers needed has dramatically increased due to a significant portion of the workforce retiring along with a high rate of early attrition.

# Retaining Educators

Shortages in the teacher workforce nationally are caused by attrition.

Recent studies reveal a revolving door through which large number of teachers – particularly teachers of color – leave the profession within five years.

Nationally, minority teacher turnover is 24 percent higher than white teacher turnover.

Teachers of color overwhelmingly teach in low-income, high-need schools at three times the rate as their white colleagues. They often are placed without the necessary support. They suffer greater job dissatisfaction and higher attrition, as a result.

# 2011 Illinois Indicators

In Illinois, K-12 student enrollments peaked in 2007 and are expected to continue to decline through 2015.

After three years of increase, the number of teachers in teachers positions decreased statewide.

Current over-production: social science, English language arts, elementary teachers, health, and other foreign language.

Current under-production: special education, bilingual, psychologist, and speech/language path.

The number of unfilled positions decreased by 43% since 2008. The majority of unfilled positions (63%) were in Chicago Public Schools.

# **Elgin School District U-46: Building a Diverse Education Pipeline**

**Melanie Meidel**

**Assistant Superintendent for Human Resources  
Former Principal of South Elgin High School**

# **Elgin School District U-46: Shifting Student Demographics**

Elgin School District U-46 serves 40,690 students in 56 schools, second in size among Illinois school districts only to Chicago Public Schools.

Half of the northwest suburban district's students are Latino.

One quarter are limited English proficient.

More than half – 55 percent – are low-income.

# Elgin School District U-46: Educator Diversity

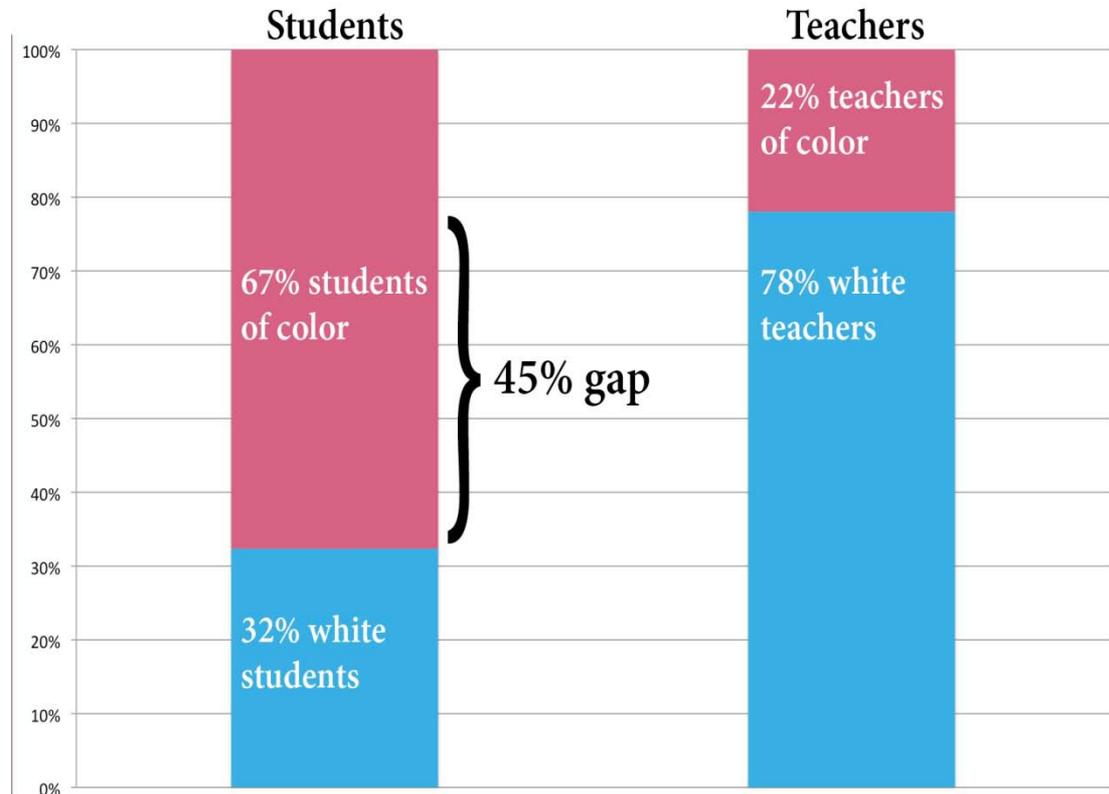
Elgin School District U-46 employs more than 2,000 teachers.

Roughly three-quarters of the district's teachers are white.

Eighteen percent of district teachers are Hispanic.

Two percent are African-American.

The demographic gap in Elgin SD U-46 education pipeline



Source: ISBE 2012 district report card

District U-46 has several strategies to close the gap...

# **Elgin School District U-46: Future Teachers Clubs**

Three years ago, District U-46 cultivated Future Teachers Clubs in six high schools across the district.

The Future Teachers Clubs aim to:

- Create a new entry point into the teaching profession at all six high schools, which will include all students (particularly those underrepresented in our ranks) for the purpose of contributing to a pipeline for tomorrow's teachers and leaders that mirror the community we represent.
- Provide students with opportunities to cultivate character, service, and leadership skills.
- Open an avenue for students to pursue higher education.

# **Future Teachers Clubs: Planned Strategy**

- **Target promising prospective teachers from among our own student bodies.**
- **Support them in their high school career and direct them to post secondary training which will allow them to become teachers.**
- **Enrich and expand the pool of teacher candidates available for employment in our schools.**

# **Future Teachers Clubs Focus on High-Need Areas**

The focus of the Future Teachers Clubs is to recruit students interested in teaching in the following high-need areas:

- **Bilingual Education/ELL**
- **Special Education**
- **Bilingual Special Education/ELL**
- **Math**
- **Science**

# **Future Teachers Clubs Are Rooted in Partnerships**

The Future Teachers Clubs are a Grow Your Own initiative and supported by the partnership and collaboration with:

- Human Resource Department
- Teacher Effectiveness Initiatives Department
- Family and Community Engagement Department
- Elgin Teachers Association
- Career and Technical Education
- English Language Learners Program

These stakeholders sit on the Future Teachers Clubs Oversight Committee.

The work is supported by a grant from the Kane County Teachers Credit Union.

# **Future Teachers Clubs: Member Recruitment**

To recruit students interested in education, the Future Teachers Clubs coordinators at every District U-46 high school...

- Visited Child Education and Teaching Assistant Program classes.
- Spoke to other content area classes.
- Spoke to students during lunch periods.
- Building wide announcements/school bulletin.
- Staff meeting announcements.
- Students recruiting other students.

# **Future Teachers Clubs: Site Coordinators**

- **Posted positions.**
- **Teachers applied for the positions.**
- **Eight Site Coordinators across six high schools.**
- **Summer training.**
- **Four meetings throughout the school year.**

# Future Teachers Clubs: Meetings

Future Teachers Clubs meet 1-3 times each month.

Elected officers run the meetings.

Activities address educational topics that include:

- Motivation
- Assessing student work
- Dealing with individual student's needs
- Diversity

Meetings feature guest speakers that include:

- Teachers
- Social Workers
- Counselors
- Psychologists

# Future Teachers Clubs: Teaching Experience

Future Teachers Clubs members experience the classroom – from a teaching perspective – early on.

Work in district schools:

- Read for the Record: Over 100 club members read to over 3,000 students.
- After school programs at Park Wood and Huff.

Teach in elementary classrooms and prep lesson plans:

- GSHS has been to Channing 5 times.
- Asked to prepare lesson addressing Martin Luther King day.
- Taught in 22 classes.

Prepare lesson plans and have a micro-teaching experience:

- Teaching to their club partners.

Shadow a teacher

# Future Teachers Clubs: Postsecondary Exposure

## ➤ **Elgin Community College**

- ECC Future Teachers Club served as host
- 16 U-46 Future Teachers Club members participated

## ➤ **Aurora University**

- AU Future Teachers Club served as host
- 26 U-46 Future Teachers Club members participated

## ➤ **Northern Illinois University**

- 50 students expected to attend

# **Future Teachers Clubs: Danielson Framework**

Future Teachers Clubs provide first-hand experience with the Framework for Teaching

Priority components 2b, Establishing a Culture for Learning and 3c, Engaging Students in Learning.

1b, Demonstrating Knowledge of Students.

1c, Setting Instructional Outcomes.

1e, Designing Coherent Instruction.

4d, Participating in a Professional Learning Community.

4f, Showing Professionalism.

# **Future Teachers Clubs: Looking to the Future**

- Ideal to have two Site Coordinators at each high school.
- Summer training/planning time for coordinators.
- Continue to recruit students for high needs areas.
- Expand relationships with Higher Ed partners.
- Visit more community colleges, university for postsecondary exposure.
- Track postsecondary education of our future teachers.
- Offer selection priority to our Future Teacher Club members in market-driven areas, specifically:
  - Bilingual Education/ELL
  - Special Education
  - Reading
  - High School Math
  - High School Science



## 2012-2013 Current Membership:

- 152 student members

White	Hispanic	Black	Amer. Ind.	Asian	Multir.	No Indication
49	83	7	2	7	2	2
32.20%	54.60%	5%	1%	5%	1%	1%



- Illinois State University Visit:
  - 64 Students
- Judson University Visit:
  - 51 students

# Interconnect *A Working Partnership*

- Structures
- Recruitment, selection, and assignment
  - CT nomination/application and CT Seminar Requirement
  - Matching by certification area (university requests and U-46 HR)
- Formative assessment and continuous improvement
- Professional development and learning communities
  - CT Seminar Foundation
- Beginning teacher professional development and learning communities
  - University programs



# Next Steps



# **Diverse Teacher Pipeline – Research Brief**

**Prepared for the Illinois P-20 Council**

**Educator Licensure Steering Committee**

- I. National Statistics on the Diverse Teacher Pipeline**
- II. Illinois Statistics on the Diverse Teacher Pipeline**
- III. Overview of Implications from the Statistics on the Diverse Teacher Pipeline**
- IV. Research Summary on Diverse Teacher Recruitment**
- V. Research Summary on Diverse Teacher Retention**
- VI. Research-based Program Recommendations**
- VII. Sources Cited**

### **National Statistics:**

Increasingly our teachers do not reflect the growing diversity of our student population.<sup>34, 37, 41 & 43</sup>

Over the next ten years, the national student body will no longer have a clear racial or ethnic majority.<sup>19 & 38</sup>

Current students of color represent 46 percent of the student population in public schools, but only 17 percent of public school teachers are people of color.<sup>21</sup>

Nationally, teacher attrition is estimated at 50% in the first five years of teaching (30% in the first 3 years).<sup>6</sup>

Roughly 40% of those entering the teaching profession do so from another line of work.<sup>30</sup>

Nationally, teachers of color enter the teaching profession through alternative routes at significantly higher rates their white counterparts (only 13% of teachers of color entered the profession through traditional teacher prep programs).<sup>18</sup>

### **Illinois Statistics:**

The current student makeup in IL includes 51% white, 23% Latino, 18% African American, and 4% Asian.<sup>24</sup>

The current IL Teacher workforce includes 82% white, 6% African American, and 5% Latino.<sup>25</sup>

IL ranked 48<sup>th</sup> nationally on the state teacher diversity index, indicating great incongruence between the racial makeup of teachers and students.<sup>8</sup>

IL has a growing numbers of students from linguistic and culturally diverse backgrounds, and English Language Learners now representing close to one out of every 10 students, representing a growth of 83% over the last 15 years.<sup>44</sup>

In IL the majority of ELLs (81%) are Spanish-speaking and the remainder represent more than 136 languages.<sup>44</sup> ELL student are located throughout IL, with over 70% of ELL students residing outside of the city of Chicago (29% in Chicago, 60% in suburbs, and 11% in the remainder of IL).<sup>45</sup>

### **Overview of Implications of the Statistics:**

Studies show that teachers who share similar cultural backgrounds with their students align their teaching and texts to students' backgrounds, more effectively engage student in learning, and have a greater positive impact on academic outcomes.<sup>11, 15, 33, 40</sup>

Teachers of color are more likely to work and remain in hard to staff schools compared to

their white counterparts.<sup>1 & 9</sup>

The stability and quality of the teacher workforce in hard to staff schools can be enhanced by increasing the number of teachers of color.<sup>9, 14, 22</sup>

Teachers that demonstrate commitment to their communities have significantly lower attrition rates in hard to staff schools as compared to their counterparts. This is especially true for teachers of color.<sup>1</sup>

### **Research Summary on Minority Recruitment**

Students of color are more likely than their counterparts to have attended poorly funded schools, which generally contributes to greater school instability, poorer instructional quality, and lower student achievement.<sup>13, 40, 43</sup>

The high school graduation rate for African American students is 56%, and is 54% for Latino students.<sup>17</sup>

From the pool of high school graduates, 56% of African Americans and 64% of Latinos matriculate to college.<sup>17</sup>

Cost of tuition, lost wages, fees, tutoring, testing and fingerprinting effectively bar access to teaching for most low-income students.<sup>42</sup> The impact of cost can not be understated as a barrier, as the median asset value of white families is ten times greater than African American or Latino.<sup>10 & 36</sup>

Over the past several decades, organizations such as the Education Commission of the States, the American Association of Colleges of Teacher Education and the National Education Association have advocated and implemented a wide range of initiatives designed to recruit more minority candidates into the teacher workforce.<sup>16, 5, 32</sup>

By 2005, 36 states had enacted minority teacher recruitment policies.<sup>40</sup>

In the last two decades, the number of minority teachers has outpaced that of minority students.<sup>28</sup>

Nationally, there was a 96% increase in the number of minority teachers over the past 20 years, compared with a 41% increase in white teachers. During this same timeframe, the minority student population increased 73%.<sup>28</sup>

### **Research Summary on Minority Teacher Retention:**

The National Commission on Teaching and America's Future found that shortages in the teacher workforces as a whole were primarily caused by attrition and recent studies revealed a revolving door through which large numbers of teachers of color leave their jobs in the first five years.<sup>1, 27, 29</sup>

High teacher turnover has been found to undermine the structural, relational, cognitive,

and intellectual components that form the foundation of well-functioning schools. <sup>3, 12, 20, 23</sup>

Schools that have the highest teacher and leadership turnover are the most socially and economically disadvantaged (i.e. low-income, low performing, predominantly minority, poor facilities). <sup>7</sup>

Teacher vacancies in hard to staff schools are often filled with temporary teachers lacking appropriate content or other credentials. <sup>3, 12, 20, 23</sup>

Teacher turnover has a pronounced negative impact on student performance for African American students. <sup>35</sup>

Teachers of color are overwhelmingly placed in low-income and high need schools that lack adequate support and they suffer greater job dissatisfaction and higher attrition than white teachers. Data indicate minority teachers are three times more likely to work in hard-to-staff schools. <sup>26 & 28</sup>

In the last decade, the rate of attrition was statistically higher for minority teachers than for white teachers and the gap has widened in recent years. Minority teacher turnover is currently 24% higher than white teacher turnover. <sup>28</sup>

Ingersoll & May (2011) found a remarkably strong relationship between organizational conditions and turnover for minority teachers (12% turnover for minorities in schools that scored in the best organizational conditions range versus 21% in schools with the worst organizational conditions. For white teachers the relationship was far less strong 12% vs. 15%). <sup>28</sup>

Higher rates of minority teacher retention/lower attrition rates were found in schools that provided more teacher classroom autonomy and higher levels of faculty input into school decision-making influence. <sup>28</sup>

### **Recommendations to Increase Diversity in the Teacher Pipeline:**

Improve recruitment strategies through partnerships between teacher preparation programs and school districts.

1. Early Recruitment Programs – identify potential candidates of color in middle or high school and engage them in interventions to create interest and promote college readiness.
2. Para-educator to teacher programs – support programs that allow para-professionals to continue their employment with the school district and simultaneously enroll in courses to fulfill the requirements for teaching certification.

Improve recruitment strategies for non-traditional students:

3. Two year and four year college partnership - because low-income and minority

students are more likely to begin matriculation at a two year institution, dual admissions systems and clear articulation agreements are necessary.

4. Alternative certification programs – because these program produce significantly more minority candidates than traditional programs, in order to increase the diverse pipeline teacher preparation programs should explore ways to expand alternative program offerings to individuals that have completed a bachelor’s degree in a non-teaching field, including programs for substitute teachers, retirees, or career changers.

Improve coursework and clinical experience so that candidates are more prepared for the settings in which they will work as teachers.

5. Promote teacher candidate interactions with people from diverse backgrounds, supervise their learning and self-reflection, and provide opportunities to understand the connection with diversity coursework.
6. Provide supervised clinical experiences in high need schools that develop multicultural awareness, knowledge and skills, and assess culturally relevant teaching capacities
7. Provide high-quality, differentiated supports and supervision aligned to the unique needs of student and the clinical placement
8. Provide rigorous and relevant training to both cooperating teachers and faculty supervisors

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