

BEST PRACTICES FOR HIGH SCHOOL GROW YOUR OWN TEACHER PROGRAMS

July 2019



In the following report, Hanover Research presents best practices for grow your own programs intended to prepare current K-12 students for careers as teachers.

TABLE OF CONTENTS

Executive Summary.....	3
INTRODUCTION	3
KEY FINDINGS.....	3
Section I: Literature Review.....	5
PROMOTING EDUCATION CAREERS ACROSS GRADES K-12	5
Supporting Effective Learning Experiences	6
SUPPORTING COLLEGE COMPLETION	7
Using Partnerships to Support Students	8
USING GROW YOUR OWN PROGRAMS TO SUPPORT EQUITY AND DIVERSITY	9
Section II: Program Profiles	12
SUMMARY	12
PATHWAYS2TEACHING.....	13
Outcomes.....	15
RECRUITING WASHINGTON TEACHERS	16
Outcomes.....	19
SOUTH CAROLINA TEACHER CADET PROGRAM	19
ProTeam.....	21
Outcomes.....	23

EXECUTIVE SUMMARY

INTRODUCTION

In this report, Hanover Research discusses best practices for grow your own programs designed to prepare current K-12 students for careers as teachers. This report contains the following sections:

- **Section I** briefly reviews the available secondary literature on grow your own programs.
- **Section II** profiles three grow your own programs that have demonstrated a positive effect on outcomes related to graduates' pursuit of careers in teaching.

KEY FINDINGS

- **Although academic research on grow your own programs is limited, individual programs have demonstrated positive effects on outcomes, including students' expressed interest in teaching and pursuit of teaching degrees.** For example, a school district participating in the Pathways2Teaching program reports that around 50 percent of graduating students pursue education majors in college, while 37.3 percent of students who completed the South Carolina Teacher Cadet Program during the 2017-2018 school year reported planning to pursue a career in teaching. Similarly, a survey conducted to evaluate the Recruiting Washington Teachers program finds that 59 percent of recent graduates report that the program increased their interest in a teaching career.
- **Grow your own programs should provide teacher preparation classes for high school students within a comprehensive framework that engages students across Grades K-12 with teaching as a career choice.** Although elective teacher preparation classes are most appropriate for students in Grades 8-12, schools can implement age-appropriate strategies to engage students with education careers across Grades K-12. Strategies to engage students with education include *exposure strategies* to build awareness of education careers, *experience strategies* to provide students with elective classes and job shadowing opportunities focused on education careers, and *education strategies* that ensure the quality of teacher preparation classes and connect learning to postsecondary outcomes.
- **High school courses included in grow your own programs should provide effective learning experiences, including experiential learning and classroom instruction using a standards-aligned curriculum.** Grow your own programs often provide experiential learning opportunities such as job shadows and opportunities for students similar to the field internship component of the Ready, Set, Teach program. In addition to field experiences, grow your own programs often provide classroom instruction focused on issues in education and college readiness. Programs such as the South Carolina Teacher Cadet Program and Recruiting Washington Teachers

ensure high-quality learning experiences by aligning instruction with standards-based curricula.

- **Partnerships with postsecondary and community institutions can improve the long-term outcomes of grow your own programs.** For example, the South Carolina Teacher Cadet Program partners with the Center for Educator Recruitment, Retention, and Advancement to provide curriculum, training, and support for teachers. Likewise, the Pathways2Teaching program is led by professors at the University of Colorado, Denver, who provide professional development for high school instructors.
- **Postsecondary partnerships can also include dual enrollment components that allow students to earn college credit in high school.** The Pathways2Teaching program allows students to earn up to nine college credits and certification as a paraprofessional while in high school. Likewise, the Recruiting Washington Teachers program recommends that participating districts develop articulation agreements with local colleges and universities.
- **Grow your own programs should address equity and diversity in the teaching workforce in addition to increasing the overall pool of potential teachers.** Grow your own programs can support equity and diversity by partnering with community organizations to support students and bring cultural knowledge into the curriculum, and by incorporating a specific focus on equity and diversity into instruction. For example, Pathways2Teaching’s curriculum incorporates action research projects focused on equity and diversity.

SECTION I: LITERATURE REVIEW

In this section, Hanover Research reviews secondary literature relevant to “grow your own” programs for current secondary students. Academic research on these programs is limited; in particular, most research on grow your own programs does not examine the actual placement of program graduates into teaching positions.¹ Therefore, Hanover Research supplements findings from the academic literature with recommendations from state education agencies and advocacy organizations, as well as examples of best practice implemented by school districts across the United States. Section II of this report presents detailed profiles of several grow your own programs with available outcomes data. This section begins with a review of best practices for promoting education careers across Grades K-12 before discussing the importance of postsecondary and community partnerships in grow your own programs and the potential for grow your own programs to address issues of equity and diversity.

PROMOTING EDUCATION CAREERS ACROSS GRADES K-12

Although grow your own programs typically provide classes for high school students, schools can promote teaching as a career to students across Grades K-12. Research on teacher preparation pipelines suggests that the process of becoming a teacher begins well before students complete high school, so engagement efforts that begin in the elementary grades are essential to creating healthy teacher pipelines.²

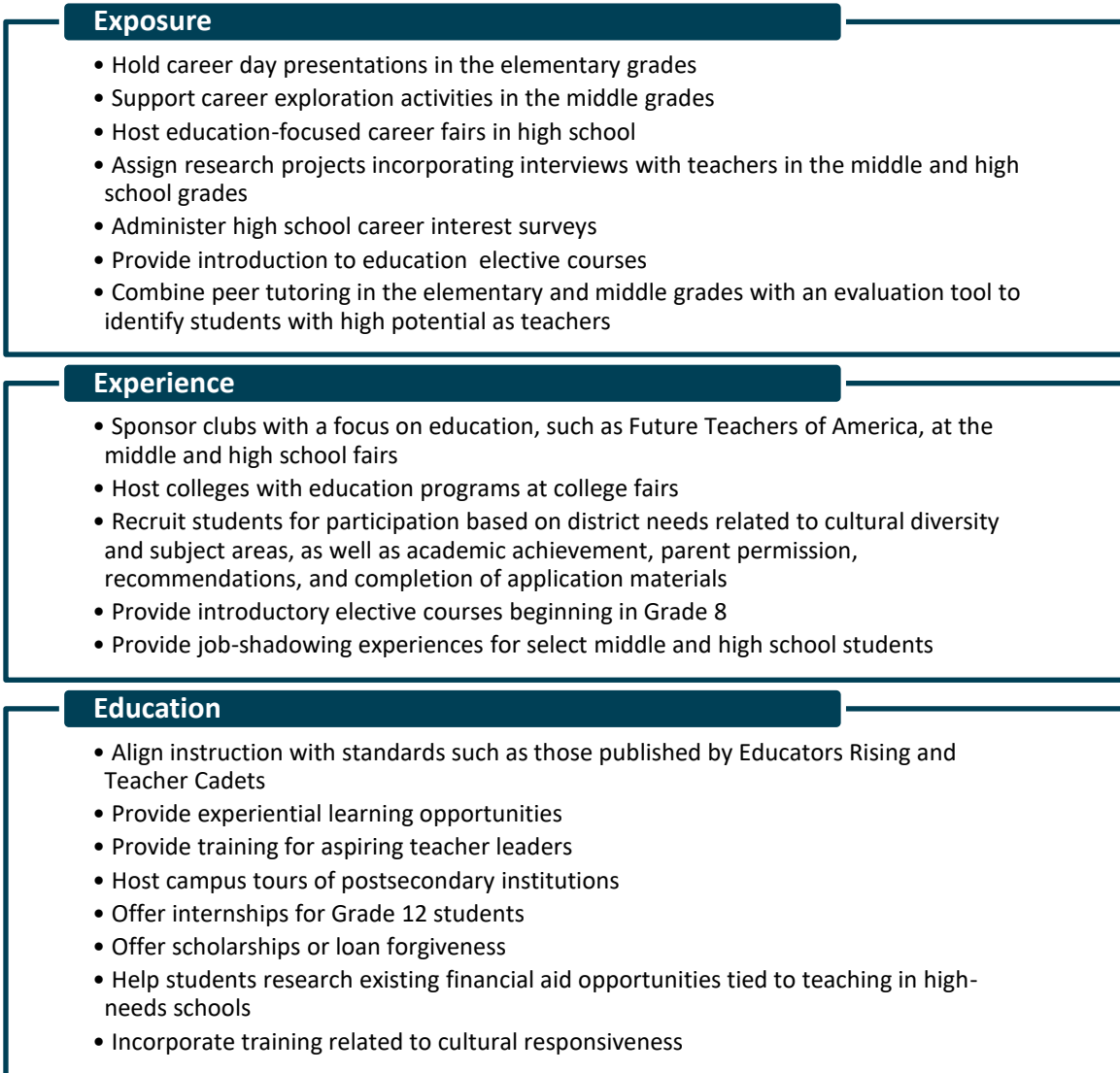
Figure 1.1 suggests strategies recommended by the Missouri Department of Elementary and Secondary Education to increase students’ interest in education careers across Grades K-12. The Missouri Department of Education groups these strategies into three categories. Exposure strategies facilitate awareness of teaching careers within an overall career awareness framework, while experience activities provide more targeted exposure to aspects of teaching as a career, including elective classes focused on teaching and opportunities for students to shadow current teachers. The education category incorporates best practices within teacher preparation courses, such as experiential learning and alignment with learning standards.³

¹ Gist, C.D., M. Bianco, and M. Lynn. “Examining Grow Your Own Programs across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines.” *Journal of Teacher Education*, 70:1, 2019. p. 8. <https://www.ewa.org/sites/main/files/file-attachments/conra-gist-grow-your-own.pdf>

² Valenzuela, A. “Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-Based Approaches. Literature Review.” *Equity Assistance Center Region II, Intercultural Development Research Association*, 2017. p. 3. <https://files.eric.ed.gov/fulltext/ED582731.pdf>

³ “Grow Your Own! A Resource Guide to Creating Your Own Teacher Pipeline.” Missouri Department of Elementary and Secondary Education, 2016. <https://dese.mo.gov/sites/default/files/Grow-Your-Own-Resource-Guide.pdf>

Figure 1.1: Strategies to Increase Interest in Teaching Across Grades K-12



Source: Missouri Department of Elementary and Secondary Education⁴

SUPPORTING EFFECTIVE LEARNING EXPERIENCES

Districts should ensure that grow your own programs incorporate effective learning experiences. For example, Virginia Beach City Public Schools (VBCPS) has institutionalized expectations that its Virginia Teachers for Tomorrow program will recruit highly qualified teachers and incorporate experiential learning. Several teachers in the Virginia Teachers for Tomorrow program have earned National Board certification or the district’s teacher of the year award.⁵

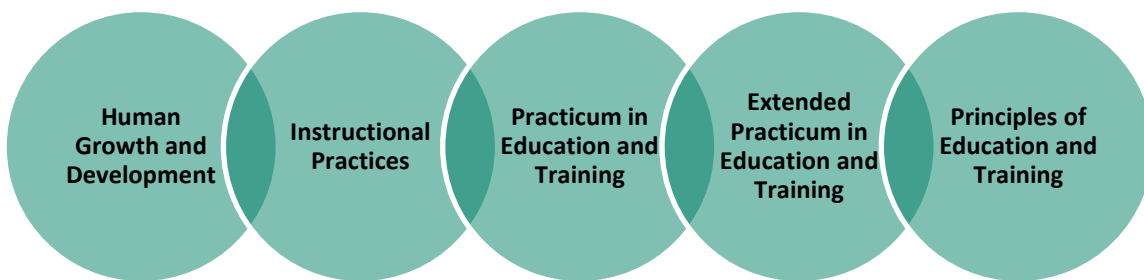
⁴ Chart contents adapted from: Ibid., pp. 4–5.

⁵ Brown, D. “The Grow-Your-Own Game Plan.” *Educational Leadership*, 75:8, May 2018.

http://www.ascd.org/publications/educational_leadership/may18/vol75/num08/The_Grow-Your-Own_Game_Plan.aspx

Districts can ensure the consistent quality of learning experiences by adopting standards-aligned curriculum across schools. The Missouri Department of Elementary and Secondary Education recommends that teacher cadet programs align their instruction with curricula such as the Academy curriculum developed by [Educators Rising](#) or the South Carolina Teacher Cadet Program’s [Experiencing Education](#) curriculum.⁶ Both the Recruiting Washington Teachers program and the South Carolina Teacher Cadet program profiled in Section II of this report use standards-aligned curricula.⁷ The Texas CTE Resource Center has developed a sequence of courses within the Education and Training Career Cluster that align to state learning standards, including those listed in Figure 1.2. A full scope and sequence document for each course is available [here](#).⁸

Figure 1.2: Education and Training Career Cluster



Source: Texas CTE Resource Center⁹

SUPPORTING COLLEGE COMPLETION

Grow your own programs based in secondary schools often face challenges supporting program graduates in college.¹⁰ Many students, particularly those from underrepresented backgrounds, face challenges completing postsecondary degrees.¹¹ Grow your own programs can address these challenges by incorporating a focus on college readiness into their curriculum. For example, the Center for Educator Recruitment, Retention, and Advancement (CERRA)’s ProTeam program uses the DreamQuest curriculum to support general college readiness skills for middle grades students before introducing the Teacher Cadet program in high school.¹² Pathways2Teaching supports college readiness in high school through rigorous academic instruction with strong support focused on academic writing skills.¹³

⁶ “Grow Your Own! A Resource Guide to Creating Your Own Teacher Pipeline,” Op. cit.

⁷ “RWT Curriculum Unit Resources.” Professional Educator Standards Board. <https://www.pesb.wa.gov/category/rwt-curriculum-unit-resources/> [2] Brush, A. et al. *Experiencing Education.*, 11th ed., Center for Educator Recruitment, Retention, and Advancement at Winthrop University, 2017. <https://www.teachercadets.com/teacher-cadet-curriculum.html>

⁸ “Education and Training Career Cluster.” Texas CTE Resource Center. <https://www.txcte.org/resource/education-and-training-career-cluster?binder=190376&delta=4>

⁹ Chart contents taken verbatim from: Ibid.

¹⁰ Gist, Bianco, and Lynn, Op. cit., p. 9.

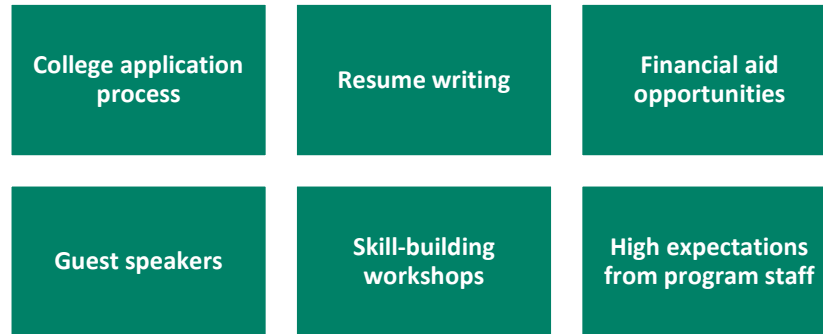
¹¹ Ibid., p. 3.

¹² “ProTeam Curriculum.” Center for Educator Recruitment, Retention, and Advancement at Winthrop University. <https://www.cerra.org/proteam-curriculum.html>

¹³ “Guiding Principles.” Pathways2Teaching. <http://www.pathways2teaching.com/guiding-principles.html>

A case study of two classroom teachers who participated in a grow your own program during high school and then returned to teach in the same district after college found that the college readiness aspects of the program were important to their postsecondary success. Both teachers identified aspects of the program focused on college readiness and college knowledge, including those listed in Figure 1.3 on the following page, as essential to supporting their success in college.¹⁴

Figure 1.3: Grow Your Own Program Supports for College Completion



Source: *Urban Education*¹⁵

USING PARTNERSHIPS TO SUPPORT STUDENTS

Grow your own programs can also support college completion through partnerships with postsecondary education programs. These partnerships provide students with access to additional opportunities and create a pipeline from secondary school coursework to enrollment in a college degree program focused on education. In some programs, these partnerships include articulation agreements that allow students to earn postsecondary credits while in high school.¹⁶

For example, VBCPS has developed an articulation agreement with a local community college that allows students to earn college credit for coursework completed during the Virginia Future Teachers program.¹⁷ VBCPS also offers college scholarships and guarantees a teaching position in the district to graduates of the Virginia Teachers for Tomorrow program who go on to earn a degree in education.¹⁸ Likewise, the Pathways2Teaching program allows students to earn up to nine college credits and certification as a school paraprofessional while in high school.¹⁹

¹⁴ Quiñones, S. “I Get to Give Back to the Community That Put Me Where I Am’: Examining the Experiences and Perspectives of Puerto Rican Teachers in Western New York.” *Urban Education*, 53:5, June 1, 2018. p. 630. <https://doi.org/10.1177/0042085915623336>

¹⁵ Chart contents adapted from: *Ibid.*, pp. 630–632.

¹⁶ Gist, Bianco, and Lynn, *Op. cit.*, p. 7.

¹⁷ Brown, *Op. cit.*

¹⁸ Brown, *Op. cit.*

¹⁹ Goings, R.B., R. Brandehoff, and M. Bianco. “To Diversify the Teacher Workforce, Start Early.” *Educational Leadership*, 75:8, May 2018. pp. 3–4. <http://68.77.48.18/RandD/Educational%20Leadership/To%20Diversify%20the%20Teacher%20Workforce,%20Start%20Early%20-%20Goings.pdf>

In addition to partnering with postsecondary institutions, the Missouri Department of Elementary and Secondary Education recommends that school districts partner with community organizations and local businesses to support grow your own programs. These organizations may provide resources such as scholarships and other supports for students to support postsecondary degree completion.²⁰ Grow your own programs can also partner with career and technical student organizations (CTSOs) to provide students with access to additional learning experiences through extracurricular activities. The Texas CTE Resource Center recommends that schools offering courses within the Education and Training Career Cluster partner with one of the CTSOs listed in Figure 1.4.²¹

Figure 1.4: CTSOs for Education and Training Career Clusters



Source: Texas CTE Resource Center²²

USING GROW YOUR OWN PROGRAMS TO SUPPORT EQUITY AND DIVERSITY

In addition to addressing overall teacher shortages, school districts can use grow your own programs to address issues of equity and increase diversity in the teaching workforce.²³ Recently established grow your own programs such as the Paterson Teachers for Tomorrow Program in New Jersey, the Pathways2Teaching program in Colorado, and the Oregon Teacher Pathway project emphasize support for the community and cultural knowledge that students bring to the teaching profession. The curricula for these programs focus on issues of equity in education and provide supports for culturally and linguistically diverse students such as differentiated support for English language development.²⁴ Likewise, the Recruiting Washington Teachers program has recently revised its curriculum to incorporate a focus on cultural responsiveness.²⁵ Teachers in grow your own programs should incorporate the core elements of culturally responsive teaching summarized in Figure 1.5.

²⁰ "Grow Your Own! A Resource Guide to Creating Your Own Teacher Pipeline," Op. cit., p. 3.

²¹ "Education and Training Career Cluster," Op. cit.

²² Chart contents taken verbatim from: Ibid.

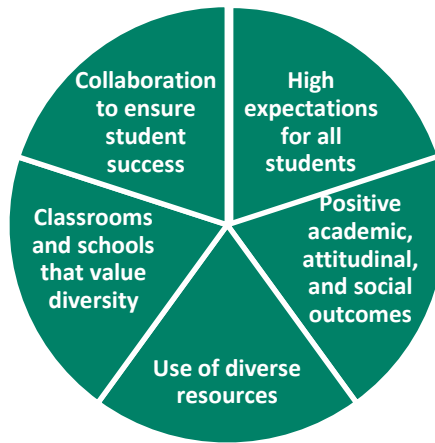
²³ Gist, Bianco, and Lynn, Op. cit., pp. 7–8.

²⁴ Ibid.

²⁵ Adams, J. and A. Manuel. "Grow Your Own Teachers: Enhancing Educator Pathways to Address Teacher Shortages and Increase Diversity." State of Washington Professional Educator Standards Board, 2016. p. 8.

https://drive.google.com/file/d/0B_bsOb2aZbo8ekVrbFFXd1JTcJg/view?usp=sharing&usp=embed_facebook

Figure 1.5: Core Elements of Culturally Responsive Teaching



Source: Region X Equity Assistance Center at Education Northwest²⁶

Grow your own programs should develop the cultural knowledge that students bring to the program to support students’ academic success and provide a culturally responsive learning environment.²⁷ A 2019 review of literature on grow your own programs, including programs for high school students as well as adults in the community, suggests that programs use the strategies listed in Figure 1.6 to develop participants’ community cultural wealth. This review defines community cultural wealth as a modification of the concept of cultural capital that “views the knowledge, skills, and experiences of people of color as valuable assets.”²⁸

Figure 1.6: Strategies to Develop Community Cultural Wealth in Grow Your Own Programs

- Establishing collaborations...to demonstrate a shared collective commitment to preparation
- Focusing curriculum content on the needs of school communities (geographic type, racial/ethnic, cultural makeup)
- Creating teacher academies and associations for teachers of color
- Planning classes in the local community
- Celebrating success and achievement

Source: *Journal of Teacher Education*²⁹

²⁶ Chart contents adapted from: Krasnoff, B. “Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably.” Region X Equity Assistance Center at Education Northwest, March 2016. p. 3. <http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>

²⁷ Gist, Bianco, and Lynn, Op. cit., p. 4.

²⁸ Ibid., p. 2.

²⁹ Chart contents taken nearly verbatim with minor deletions from: Ibid., p. 5.

Grow your own programs can use collaboration with community organizations to improve their support for equity and diversity. These collaborations can improve connections between schools and diverse students and families, and contribute cultural knowledge and community commitment to the academic curriculum.³⁰

³⁰ Valenzuela, *Op. cit.*, pp. 4–5.

SECTION II: PROGRAM PROFILES

In this section, Hanover Research profiles three grow your own teacher programs that report data on program outcomes and provide publicly available information regarding curriculum and program activities. This section begins with a summary of trends across programs before profiling each program. Profiles focus on the curriculum and instructional methods used by grow your own programs, including experiential learning opportunities. Each profile also includes a summary of available program outcomes.

SUMMARY

Each program profiled in this section has demonstrated a positive impact on program outcomes such as students' self-reported interest in teaching or the number of graduates who go on to pursue teaching careers in the district. The Recruiting Washington Teachers (RWT) and South Carolina Teacher Cadet programs are both statewide initiatives, while the Pathways2Teaching program is a regional initiative that began in a single district and has since spread to other districts.³¹

These programs share several structural elements. Like the Ready, Set Teach program, each program profiled in this report incorporates experiential learning by assigning participants to tutor or mentor elementary school students.³² Each program also provides professional development and training for instructors of teacher preparation courses. Pathways2Teaching and the Teacher Cadet program rely on university partnerships to facilitate professional development, while Washington's state education agency leads professional development for the RWT program.³³

The programs profiled in this section supplement experiential learning with classroom instruction focused on issues in education, including issues of equity and diversity. The RWT and Teacher Cadet programs both use standards-aligned curricula to ensure consistent quality of instructions across individual school sites.³⁴ Pathways2Teaching uses a locally developed curriculum that emphasizes action research related to issues of equity and diversity.³⁵

³¹ "Recruiting Washington Teachers (RWT)." Professional Educator Standards Board.

<http://www.pesb.wa.gov/pathways-workforce-development/future-educators/rwt/> [2] "Teacher Cadets Overview." Teacher Cadets. <https://www.teachercadets.com/teacher-cadets-overview.html> [2] "About." Pathways2Teaching. <http://www.pathways2teaching.com/about.html>

³² Beuten, C. "Pathways2Teaching Encourages Youths to Teach close to Home." Text. University of Colorado, July 24, 2017. <https://www.cu.edu/article/pathways2teaching-encourages-youths-teach-close-home> [2] Adams and Manuel, Op. cit., p. 10. [2] Brush et al., Op. cit., p. 392.

³³ "Instructor Training Institute." Pathways2Teaching. <http://www.pathways2teaching.com/instructor-training-institute.html>

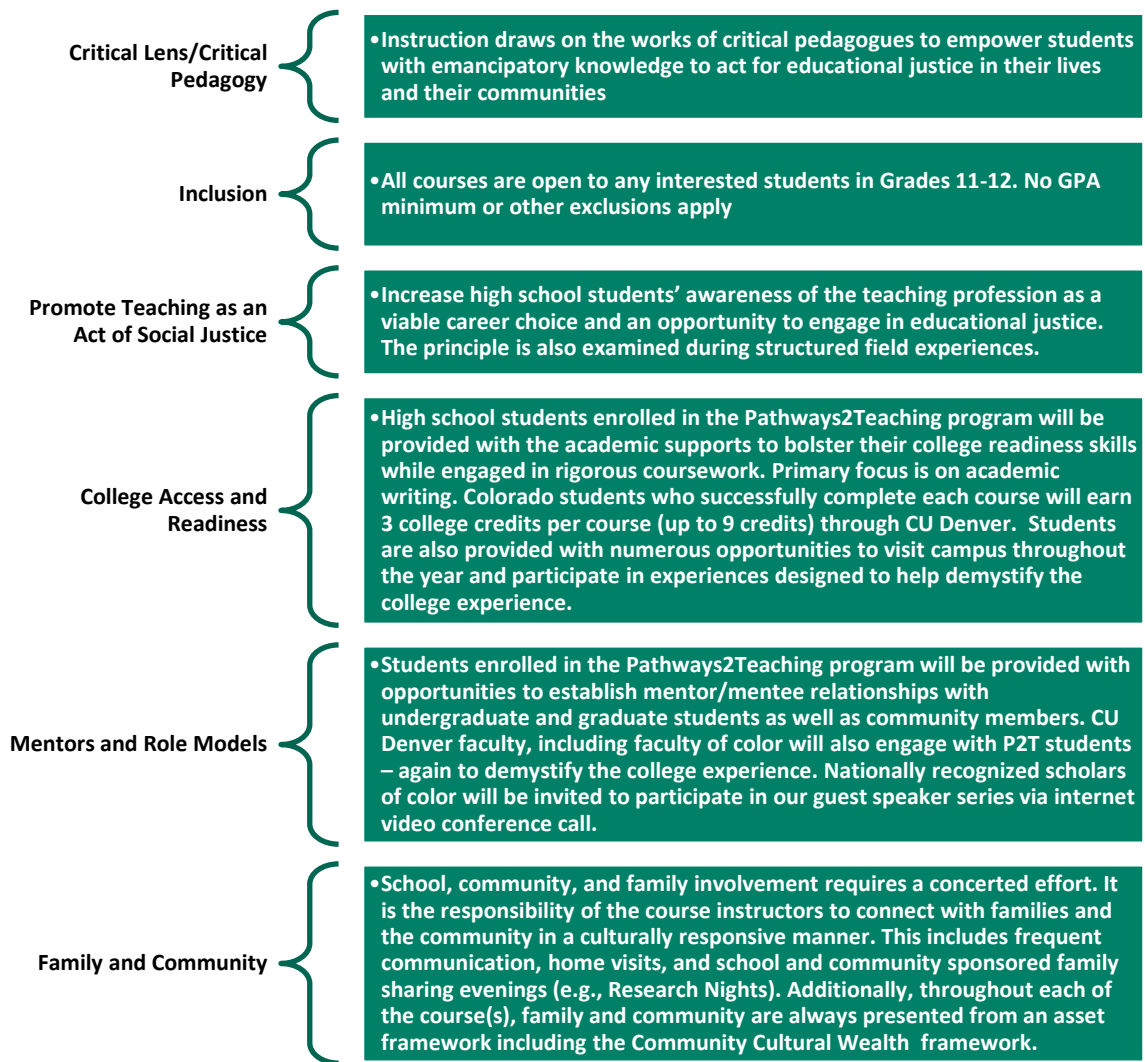
³⁴ "RWT Curriculum Unit Resources," Op. cit. [2] Brush et al., Op. cit.

³⁵ "Pathways2Teaching Students Delve into Social Action Research." University of Colorado, Boulder School of Education, May 19, 2017. <https://www.colorado.edu/education/2017/05/19/pathways2teaching-students-delve-social-action-research>

PATHWAYS2TEACHING

Pathways2Teaching is a regional grow your own program established in 2010 by professors at the University of Colorado Denver (CU Denver).³⁶ The program initially focused on supporting students in Denver Public Schools but has since expanded to six school districts in Colorado and one district in Tennessee.³⁷ The program focuses specifically on improving diversity in the teacher workforce and preparing students from low-income families and first-generation college students for postsecondary success through a dual enrollment course.³⁸ Pathways2Teaching embraces the guiding principles listed in Figure 2.1.

Figure 2.1: Pathways2Teaching Guiding Principles



Source: Pathways2Teaching³⁹

³⁶ Ibid.

³⁷ Goings, Brandehoff, and Bianco, Op. cit., pp. 2–3.

³⁸ “About,” Op. cit.

³⁹ Chart contents taken verbatim with minor alterations to wording from: “Guiding Principles,” Op. cit.

Pathways2Teaching aligns family and community engagement with the community cultural wealth framework developed by Tara J. Yosso. This framework draws on aspects of critical race theory to emphasize the forms of capital that communities of color develop. Figure 2.2 summarizes the six forms of capital included in the community cultural wealth framework.

Figure 2.2: Community Cultural Wealth Framework



Source: *Race, Ethnicity, and Education*⁴⁰

The Pathways2Teaching program consists of three elective courses completed in Grades 11-12, following the course sequence shown in Figure 2.3. In addition to classroom instruction, the curriculum includes a total of 80 fieldwork hours.⁴¹ Pathways2Teaching students serve as mentors to students in local elementary schools one day each week, and also complete action research projects addressing issues of educational equity.⁴² Students who complete the full course sequence earn certification as a school paraprofessional and nine postsecondary course credits.⁴³ Graduates are also eligible for an academic scholarship at the University of Colorado system and guaranteed admission to CU Boulder.⁴⁴

⁴⁰ Chart taken verbatim from: Yosso, T.J. "Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth." *Race Ethnicity and Education*, 8:1, 2005. p. 78.

https://thrive.arizona.edu/sites/default/files/Whose%20culture%20has%20capital_A%20critical%20race%20theory%20discussion%20of%20community%20cultural%20wealth_1.pdf

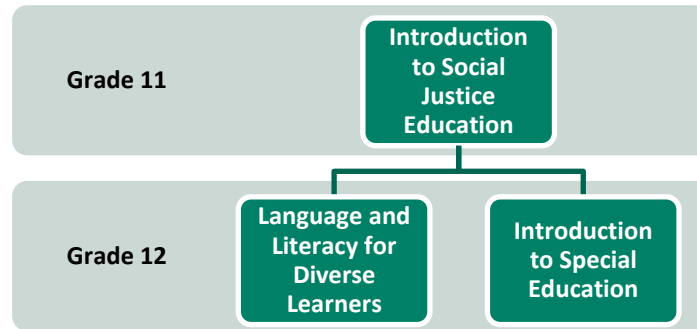
⁴¹ Goings, Brandehoff, and Bianco, Op. cit., pp. 3–4.

⁴² Beuten, Op. cit.

⁴³ Goings, Brandehoff, and Bianco, Op. cit., pp. 3–4.

⁴⁴ Beuten, Op. cit. [2] "Guaranteed Admission Now Offered to High Schoolers Who Study Education." University of Colorado, Boulder School of Education, October 19, 2018.

Figure 2.3: Pathways2Teaching Course Sequence



Source: *Educational Leadership*⁴⁵

Pathways2Teaching supports schools through professional development institutes for school-based implementation teams. Each institute consists of a week-long workshop led by the program’s developer in Denver or onsite at districts outside the Denver metropolitan area. Workshops provide opportunities for participants to learn from current students and instructors in the Pathways2Teaching program through classroom observations or video conferences.⁴⁶

OUTCOMES

Pathways2Teaching reported that 440 students had participated in the program as of 2017.⁴⁷ A participating school district reports that around 50 percent of graduates pursue education majors in college.⁴⁸ Several participating students interviewed as part of an academic study of Pathways2Teaching identify the field experience, particularly the opportunity to interact with and serve as a role model for younger students, as a key factor encouraging them to consider careers in teaching. Other students identify positive interactions with and high expectations from the Pathways2Teaching instructor as a motivating factor.⁴⁹

Another study surveys 86 students enrolled in Pathways2Teaching at an anonymous high school to identify the factors they perceive as motivating them to pursue careers in teaching.⁵⁰ This study identifies “respect for the proficiency required of a good teacher” as the strongest factor motivating students to consider a career in teaching. However, the study also finds that students in the program reported average lower ratings for most motivating

<https://www.colorado.edu/education/2018/10/19/guaranteed-admission-now-offered-high-schoolers-who-study-education>

⁴⁵ Chart contents obtained from: Goings, Brandehoff, and Bianco, Op. cit., pp. 3–4.

⁴⁶ “Instructor Training Institute,” Op. cit.

⁴⁷ Beuten, Op. cit.

⁴⁸ “Pathways2Teaching.” Boulder Valley School District.

<https://www.bvvsd.org/communications/news/Pages/Pathways2Teaching.aspx>

⁴⁹ Goings, R.B. and M. Bianco. “It’s Hard to Be Who You Don’t See: An Exploration of Black Male High School Students’ Perspectives on Becoming Teachers.” *The Urban Review*, 48:4, 2016. p. 11.

http://www.pathways2teaching.com/uploads/1/1/9/4/11945381/goings___bianco-2016-black_males_p2t.pdf

⁵⁰ Leech, N.L., C.A. Haug, and M. Bianco. “Understanding Urban High School Students of Color Motivation to Teach: Validating the FIT-Choice Scale.” *Urban Education*, December 30, 2015. p. 8.

<https://doi.org/10.1177/0042085915623338>

factors than students currently enrolled in college teacher preparation programs or current classroom teachers and provided lower ratings of their own previous learning experiences.⁵¹ This finding may suggest that the Pathways2Teaching program has a limited capacity to increase students’ interest in the teaching profession. However, the authors note that a variety of factors, including negative prior educational experiences, may have influenced students’ ratings of teaching as a career choice, and suggest that students’ responses may have been more positive if the survey had been conducted after they completed the Pathways2Teaching program.⁵²

RECRUITING WASHINGTON TEACHERS

Recruiting Washington Teachers (RWT) is a statewide grow your own program supported by the State of Washington Professional Educator Standards Board (PESB).⁵³ This program aims to address Washington’s overall teacher shortage as well as to improve diversity in the state’s teaching workforce and reduce opportunity gaps for students of color.⁵⁴ The program incorporates the elements listed in Figure 2.4 during high school.

Figure 2.4: RWT High School Program Elements



Source: State of Washington Professional Educator Standards Board⁵⁵

The PESB made substantial revisions to the RWT program in 2016, including the development of a new curriculum that emphasizes active learning and cultural responsiveness.⁵⁶ The revised curriculum incorporates the units listed in Figure 2.5. A full description of each curriculum unit with learning standards and supporting materials is available [here](#).⁵⁷ In addition to receiving classroom instruction, RWT participants serve as tutors and mentors to

⁵¹ Ibid., p. 21.

⁵² Ibid., pp. 21–22.

⁵³ “Recruiting Washington Teachers (RWT),” Op. cit.

⁵⁴ Geiger, B. and M. Rosenberg. “Recruiting Washington Teachers Program: 2017-2018 Annual Report.” Professional Educator Standards Board, November 2018. p. 5.
https://drive.google.com/file/d/1dFIYppi9ykSDKaR7Ak5yG2r3Mn4vZdy7/view?usp=sharing&usp=embed_facebook

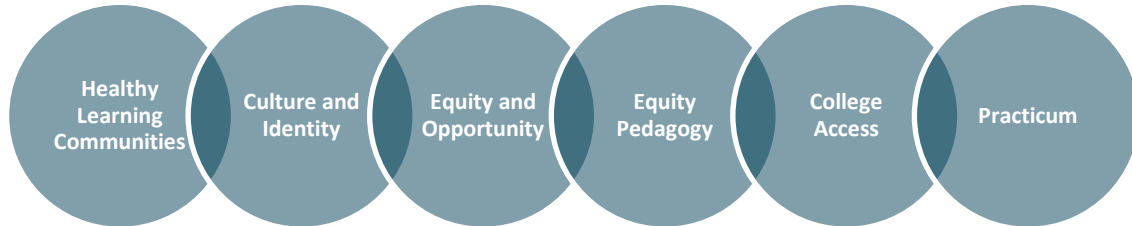
⁵⁵ Chart contents taken verbatim from: Adams and Manuel, Op. cit., p. 8.

⁵⁶ Ibid., p. 9.

⁵⁷ “RWT Curriculum Unit Resources,” Op. cit.

students in the elementary grades. This tutoring provides students with practical experience during high school.⁵⁸

Figure 2.5: RWT Curriculum Units



Source: State of Washington Professional Educator Standards Board⁵⁹

In addition to emphasizing cultural responsiveness within the curriculum, the PESB recommends that schools conduct targeted outreach to recruit students of color, and select teachers with the capacity to support diverse students.⁶⁰ The PESB provides guiding questions and recommendations for improving diversity in RWT recruitment efforts [here](#).⁶¹

Figure 2.6 outlines the PESB’s desired capacities for RWT teachers. The PESB supports teachers in developing these capacities through professional development related to equity and cultural responsiveness and is in the process of developing an online professional development portal.⁶²

⁵⁸ Adams and Manuel, Op. cit., p. 10.

⁵⁹ Chart contents taken verbatim from: “RWT Curriculum Unit Resources,” Op. cit.

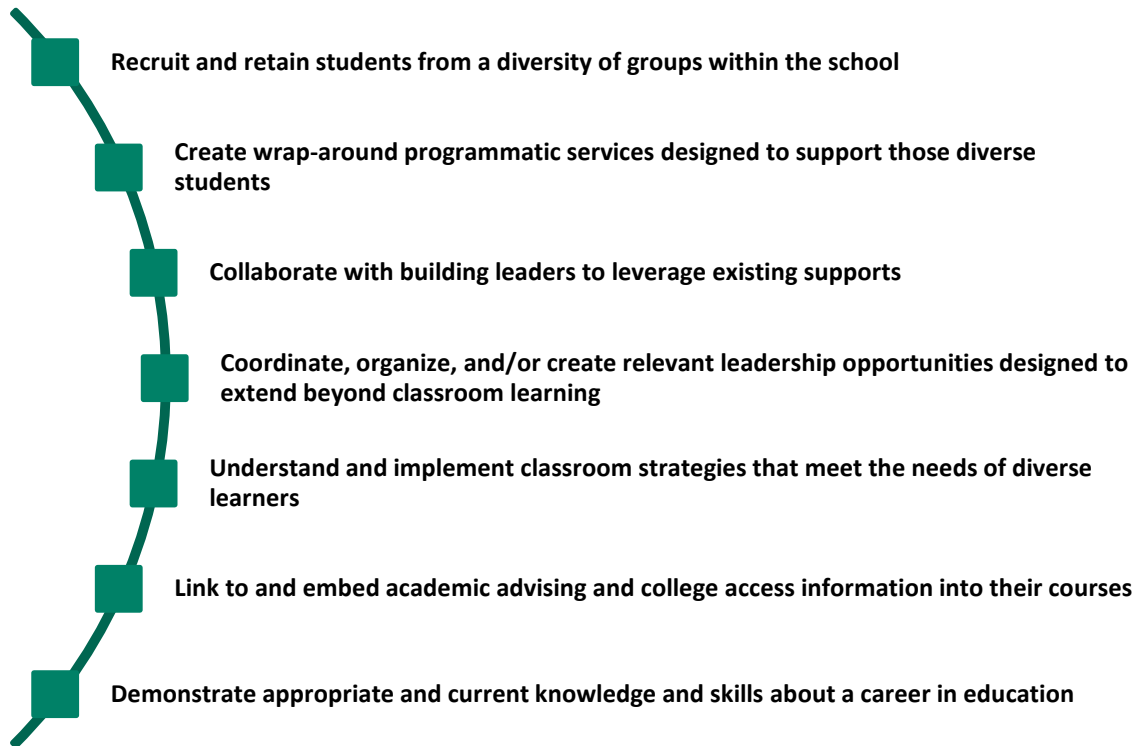
⁶⁰ “Recruiting Washington Teachers District Informational Packet.” State of Washington Professional Educator Standards Board, October 2017. pp. 10, 12.

https://drive.google.com/file/d/1JiZ85BXeGZIXnq0g9DYVT6GTSLEwVozB/view?usp=embed_facebook

⁶¹ “Recruitment.” State of Washington Professional Educator Standards Board. <http://www.pesb.wa.gov/pathways-workforce-development/future-educators/rwt/tac/thinking-about-starting-a-teacher-academy/recruitment/>

⁶² “Recruiting Washington Teachers District Informational Packet,” Op. cit., p. 10.

Figure 2.6: Desired Capacities for RWT Teachers



Source: State of Washington Professional Educator Standards Board⁶³

The RWT program uses articulation agreements with local colleges and universities to ensure that students’ work in the RWT course earns them postsecondary credit towards a degree in education. For example, Burlington-Edison High School has developed an articulation agreement with Skagit Valley College and Western Washington University which allows students to transfer up to seven course credits towards a degree in Early Childhood Education or Elementary Education. These three institutions also jointly finance a multicultural recruitment and retention specialist to support graduates of the RWT program during college.⁶⁴

The PESB supports high schools participating in the RWT program in establishing postsecondary and other community partnerships, including field sites at elementary schools. The PESB recommends that districts engage potential partners by highlighting the potential for the RWT program to support diversity and improve educational outcomes as well as to meet district staffing needs, and provides detailed recommendations for facilitating effective partnerships [here](#).⁶⁵

⁶³ Chart contents taken verbatim from: Ibid.

⁶⁴ Adams and Manuel, Op. cit., pp. 8, 10.

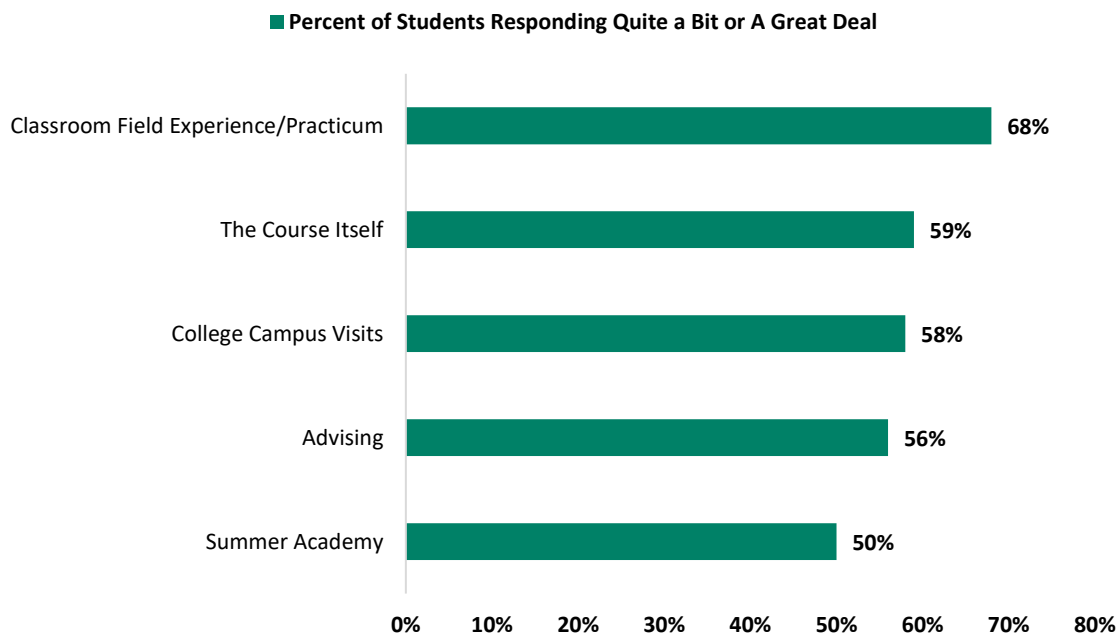
⁶⁵ “Recruiting Washington Teachers District Informational Packet,” Op. cit., p. 13.

OUTCOMES

The PESB conducts an annual evaluation of the RWT program’s outcomes. The most recent evaluation, published in 2018, finds that 59 percent of RWT participants reported an increased interest in teaching as a career as a result of their participation in the program. This evaluation also finds a 96 percent on-time graduation rate for Grade 12 students participating in the RWT program, suggesting that the program may have improved overall student engagement as well as interest in teaching careers specifically.⁶⁶

The program evaluation also includes a survey asking participants about the effects of RWT program elements on their academic and career goals. Figure 2.7 shows the percent of respondents who reported that various elements of the program supported their academic and career goals “quite a bit or a great deal.”⁶⁷

Figure 2.7: Percent of RWT Participants Identifying Program Elements as Strong Supports for their Academic and Career Goals



Source: State of Washington Professional Educator Standards Board⁶⁸

SOUTH CAROLINA TEACHER CADET PROGRAM

South Carolina’s statewide Teacher Cadet Program is one of the most established grow your own programs in the United States. The Teacher Cadet Program was initially piloted during the 1985-1986 school year and has since expanded to serve approximately 2,700 students

⁶⁶ Geiger and Rosenberg, Op. cit., p. 3.

⁶⁷ Ibid., p. 17.

⁶⁸ Chart contents taken verbatim from: Ibid.

across 170 schools in the state each year.⁶⁹ South Carolina’s Teacher Cadet Program has also served as a model for similar programs elsewhere, including Colorado’s statewide teacher cadet program.⁷⁰

The Teacher Cadet Program is overseen by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University. CERRA provides comprehensive support for teacher recruitment and retention in South Carolina, including support for the programs listed in Figure 2.8.⁷¹

Figure 2.8: CERRA Resources and Programs for Teacher Recruitment, Retention, and Advancement



Source: Center for Educator Recruitment, Retention, and Advancement⁷²

The core of the Teacher Cadet Program is a daily teacher preparation course for students in Grades 11-12. This course is eligible for dual credit with the Teacher Cadet Program’s partner colleges and universities in South Carolina.⁷³ This course uses the Experiencing Education Curriculum developed by the CERRA. Figure 2.9 summarizes curriculum units of the Experiencing Education curriculum.⁷⁴ The Experiencing the Teaching Profession unit includes a Field Experience which places students as instructional aides in a Cooperating Teacher’s classroom for a period of two to three weeks.⁷⁵

⁶⁹ “Teacher Cadets Overview,” Op. cit.

⁷⁰ Palaich, B. et al. “Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado.” Colorado Department of Education, December 16, 2014. pp. 35–36. <https://www.cde.state.co.us/cdeprof/2014minorityeducatorrecruitmentreport>

⁷¹ Brush et al., Op. cit., p. iv.

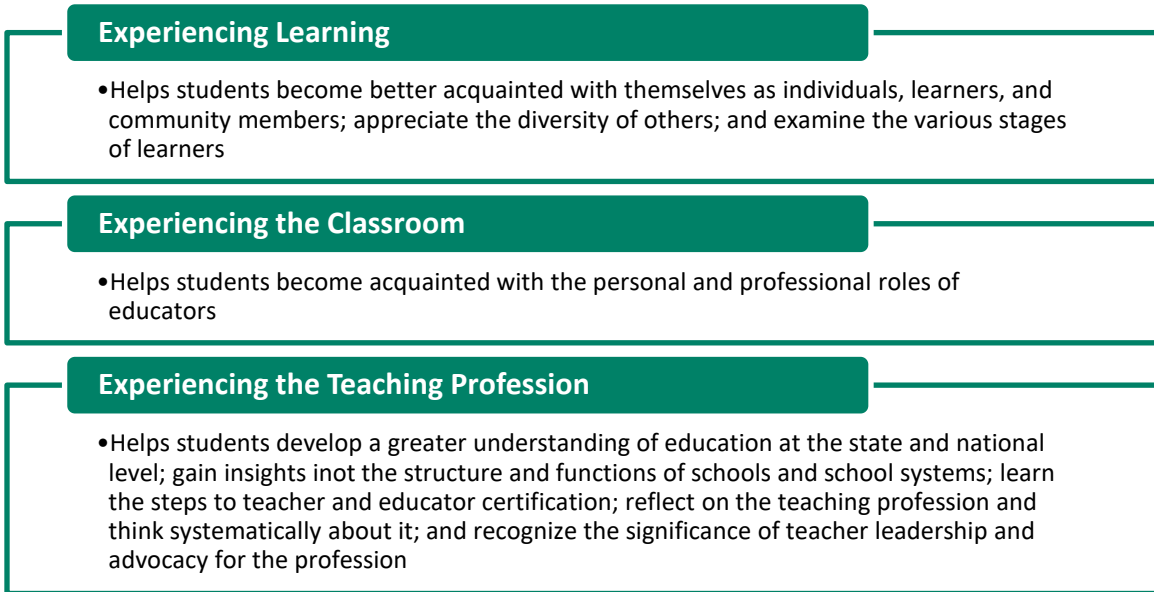
⁷² Chart contents taken verbatim with minor changes to formatting from: Ibid.

⁷³ “Teacher Cadets Overview,” Op. cit.

⁷⁴ For a full list of curriculum standards, see: Brush et al., Op. cit., p. vii.

⁷⁵ Ibid., p. 392.

Figure 2.9: Experiencing Education Curriculum Units



Source: Center for Educator Recruitment, Retention, and Advancement⁷⁶

To support pre-collegiate programs, CERRA employs five regional program facilitators. Program facilitators support schools through classroom observations, problem-solving, and student mentoring.⁷⁷ CERRA also requires instructors to complete a three-day training session before using the Experience Education curriculum.⁷⁸

PROTEAM

CERRA supplements the Teacher Cadet Program for high school students with the ProTeam program for students in Grades 7-8. ProTeam was first piloted during the 1989-1990 school year due to concerns that the Teacher Cadet Program was failing to reach students who had decided not to pursue teaching careers by the time they reached high school. The program has since expanded to serve 1,012 students across 30 middle schools during the 2016-2017 school year.⁷⁹

Admission to ProTeam is selective and requires students to be in the top 40 percent of their grade level in terms of academic achievement and to obtain letters of recommendation from current teachers.⁸⁰ The program consists of a one-semester class, and CERRA recommends that schools supplement this class with an extracurricular club.⁸¹

⁷⁶ Chart contents taken nearly verbatim with minor changes to wording from: Ibid., p. v.

⁷⁷ "Program Facilitators." Teacher Cadets. <https://www.teachercadets.com/program-facilitators.html>

⁷⁸ "Teacher Cadet Training." Teacher Cadets. <https://www.teachercadets.com/teacher-cadet-training.html>

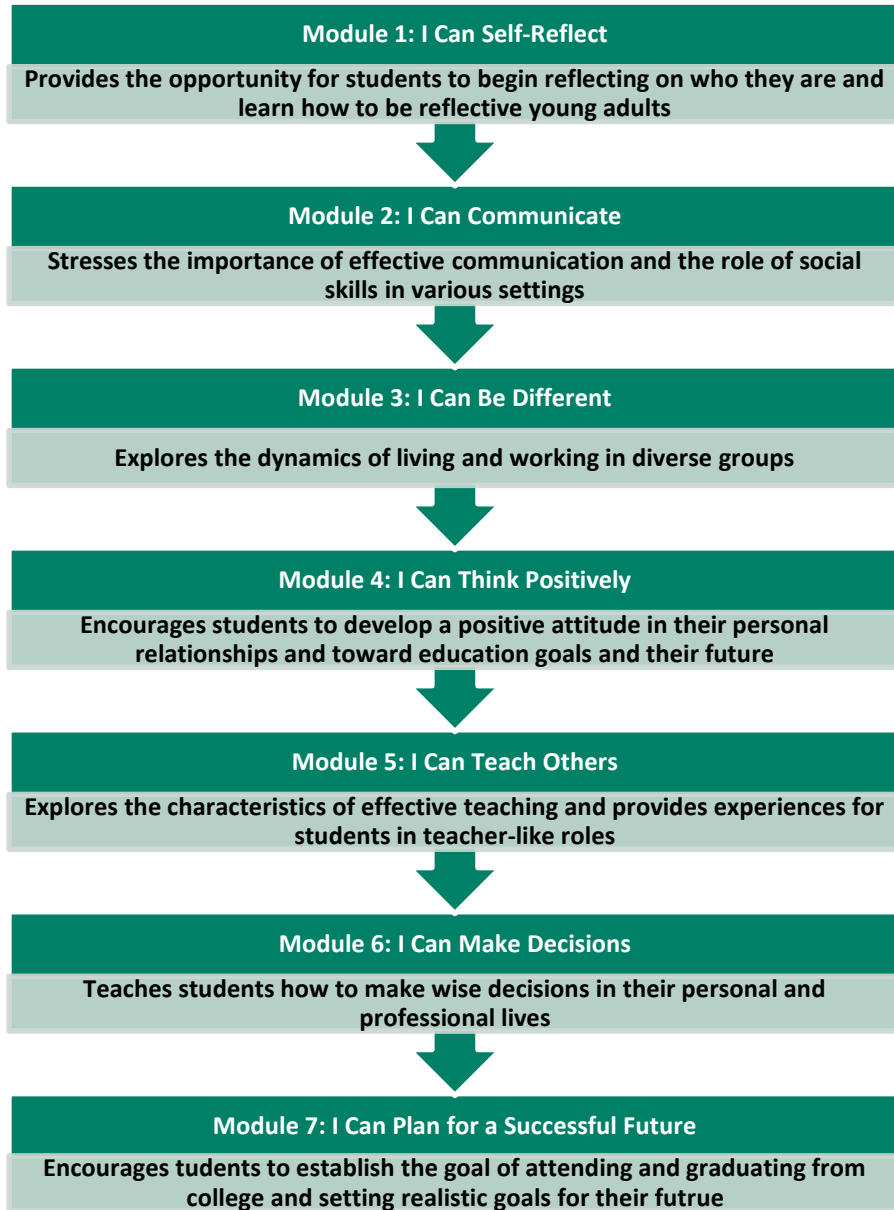
⁷⁹ "ProTeam Overview." Center for Educator Recruitment, Retention, and Advancement at Winthrop University. <https://www.cerra.org/proteam-overview.html>

⁸⁰ Ibid.

⁸¹ Ibid.

ProTeam uses the DreamQuest curriculum developed by CERRA, which focuses on general goal-setting and postsecondary readiness using the modules listed in Figure 2.10.⁸² The DreamQuest curriculum aligns with South Carolina’s learning standards for career and technical education and the Making Middle Grades Work school improvement model.⁸³

Figure 2.10: DreamQuest Curriculum Modules



Source: Center for Educator Recruitment, Retention, and Advancement⁸⁴

⁸² “ProTeam Curriculum,” Op. cit.

⁸³ “ProTeam Overview,” Op. cit.

⁸⁴ Chart contents taken verbatim from: “ProTeam Curriculum,” Op. cit.

OUTCOMES

CERRA uses student surveys and demographic data to report annual outcomes data for the Teacher Cadet Program. CERRA reports that 2,973 students completed the Teacher Cadet Program during the 2017-2018 school year and that 37.3 percent of these students reported planning to pursue a career in teaching after completing the program. Notably, around 25 percent of students who reported planning to pursue a career in teaching after completing the Teacher Cadet Program had planned to pursue a different career or had been undecided as to their career choice before enrolling.⁸⁵ This finding suggests that the Teacher Cadet Program increases the pool of graduating high school students in South Carolina who pursue careers in teaching.

CERRA's findings also suggest that the Teacher Cadet Program supports diversity within the teaching workforce. For the 2017-2018 school year, CERRA reports that 23 percent of students enrolled in the Teacher Cadet Program were male, and 36 percent were classified by CERRA as non-white students.⁸⁶ CERRA also reports that 41.5 percent of students enrolled in ProTeam during the 2016-2017 school year were male and 40.3 percent were classified as non-white students.⁸⁷

⁸⁵ "Research." Teacher Cadets. <https://www.teachercadets.com/research.html>

⁸⁶ Ibid.

⁸⁷ "ProTeam Overview," Op. cit.

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.



4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

www.hanoverresearch.com