

REDEE CENTER

Creating Effective Teacher Pipelines in Rural Communities



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REDEE Center

- **Research for EDucator Equity & Excellence Center**
 - Pronounced *Ready*
- Conduct research on:
 - educator preparation pipeline from teacher candidate to teaching expert
 - employment and learning environment
 - student achievement and equitable access to high quality education
- **Critical Quant, Qual, and Mixed methods**

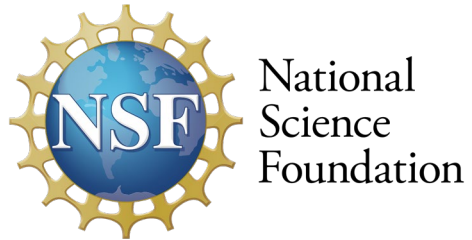
REDEE Center

Goals

1. Improve educator preparation programs
2. Increase diversity and effectiveness of new educators
3. Advance p-12 student achievement
4. Inform state & federal policies and accountability
5. Improve the lives of teachers and students

FUNDING

BILL & MELINDA GATES *foundation*



DALLAS MORNING NEWS 9/22/23

“Nearly 1 in 5 new ‘teachers’ hired in Texas last year went into the classroom without a state certification, new Texas Education Agency data reveals.”

Ten years ago this was true for rural areas.

A RURAL RECRUITMENT CHALLENGE

72% of new ‘teachers’ hired by rural Texas schools last year went into the classroom unqualified to teach.

Students with unqualified teachers lose up to 3 months of instruction

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A RURAL RETENTION CHALLENGE

55% of unqualified people hired to teach by rural Texas schools leave teaching within the first three years.

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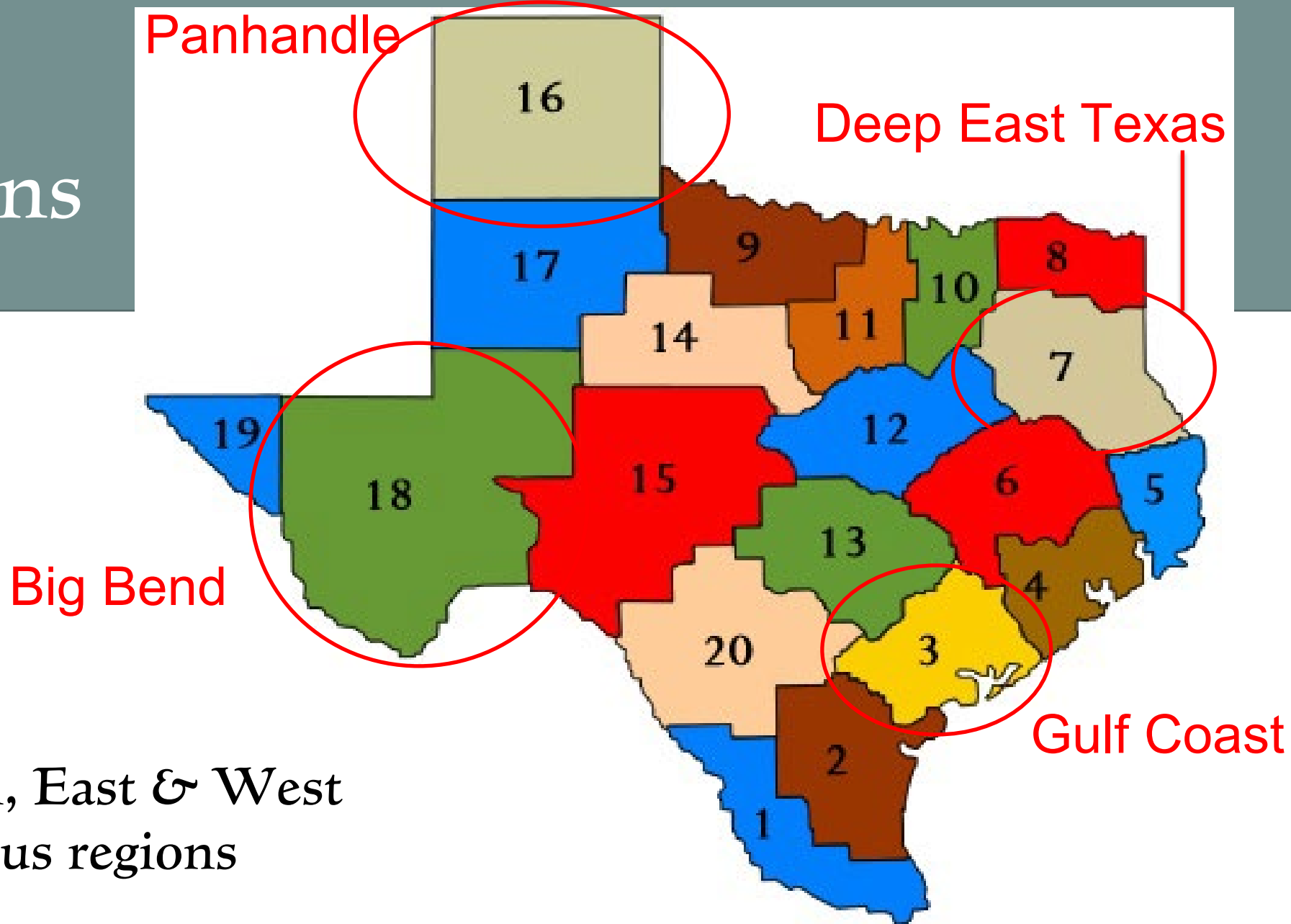
SESSION OBJECTIVES

1. Research and Recommendations for Recruiting Licensed Teachers: Grow Your Own
2. Research and Recommendations for Retaining High Quality Teachers and Increasing Student Learning: Professional Learning

RURAL DEFINITION

- Used TEA's definition (473 rural districts)
 - Proximity to Urban areas (not urban or suburban)
 - Small student enrollment (300 to 900 students & stable enrollment or < 300 students)
- TEA uses stricter definition than the National Center for Education Statistics (NCES) (652 rural districts)
- But are Texas Rural regions similar?

Rural Regions



- North, South, East & West
- Noncontiguous regions

CHECKING IN

- Questions?
- Comments?



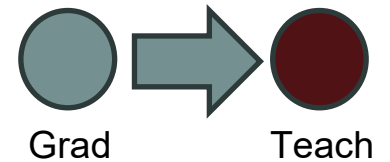
GROW YOUR OWN TEACHER (GYO)

- Recruit and prepare high school students, paraprofessionals, and/or residents of school district to become trained and teach
- Very popular method to work on teacher recruitment
- Has **NOT** been evaluated for whether GYO programs are effective!
 - Hard to evaluate because many different definitions of GYO
 - Took data driven approach to assess likelihood of GYO effectiveness

IS GYO LIKELY EFFECTIVE?

Questions answered for rural areas at state level and for 4 rural regions

- 1) What percent of rural high school graduates go on to teach and where do they teach?
- 2) For teachers who teach in rural communities, where did they graduate from high school?



If GYO is likely to be effective, we should see people teach near where they went to high school

STATE-LEVEL RURAL PIPELINE

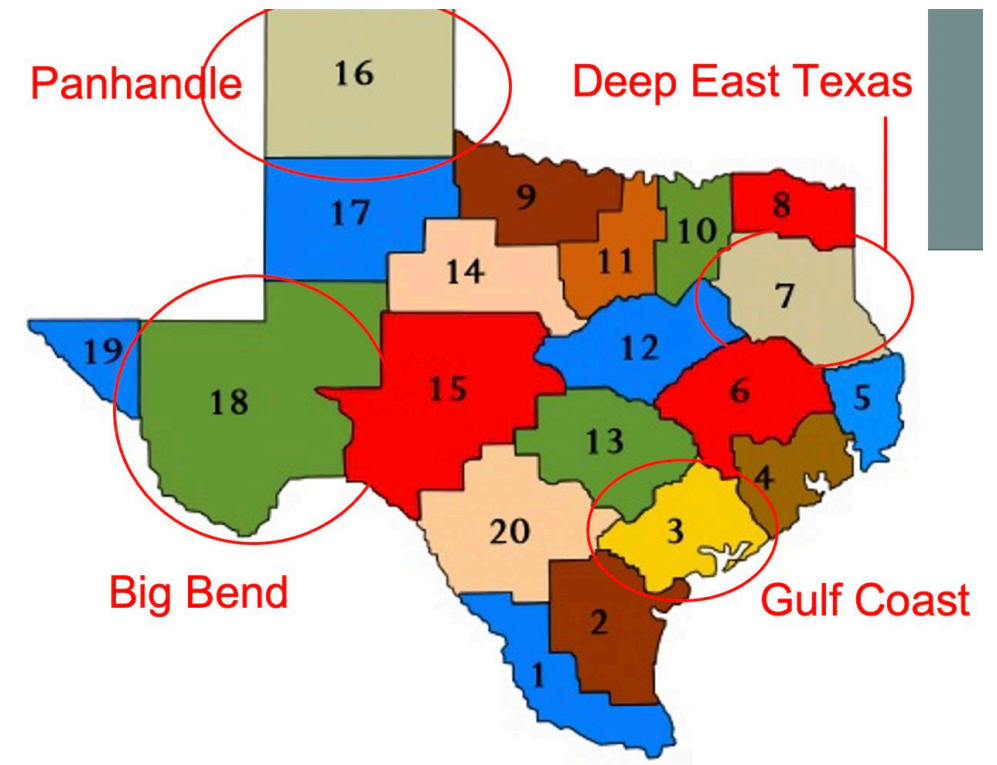
- Of high school graduates, what percentage go on to teach?

	Grads Teach
State	4.0%
Rural	5.2%
Town	4.5%
Suburban	4.2%
Urban	3.6%

DIFFERENCES ACROSS RURAL REGIONS

- Of Rural HS Graduates what percentage go on to teach?

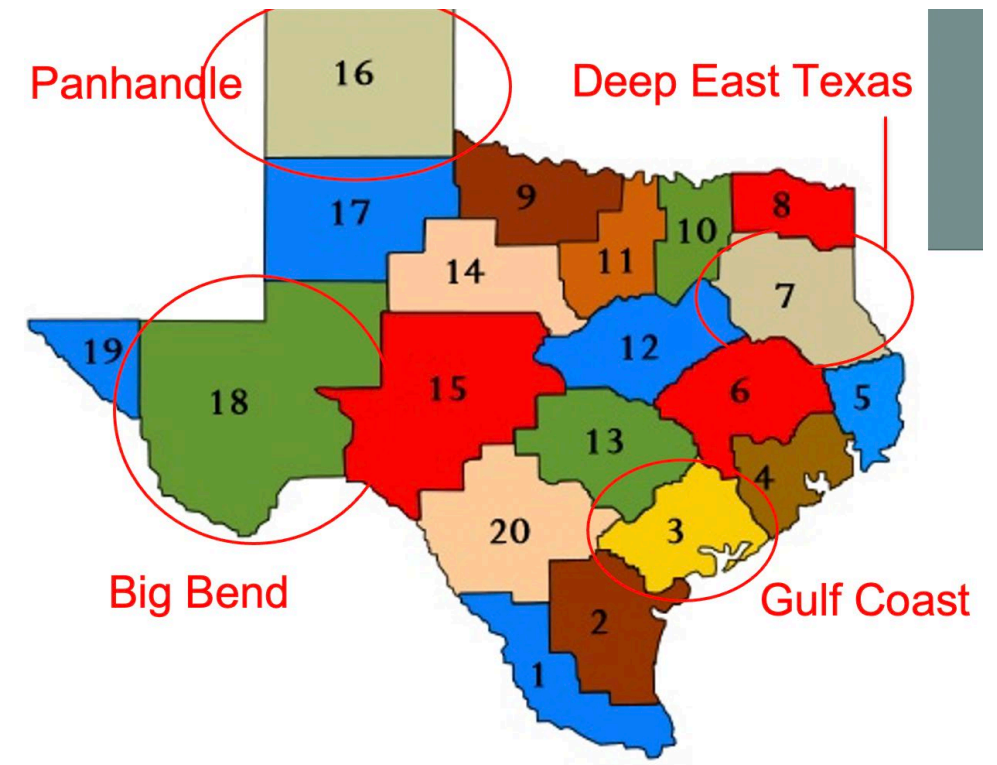
	% Grads Teach
State	4.0%
State Rural	5.2%
Panhandle Rural HS	6.3%
Big Bend Rural HS	4.7%
Deep East Rural HS	4.5%
Gulf Coast Rural HS	5.7%



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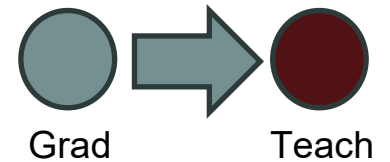
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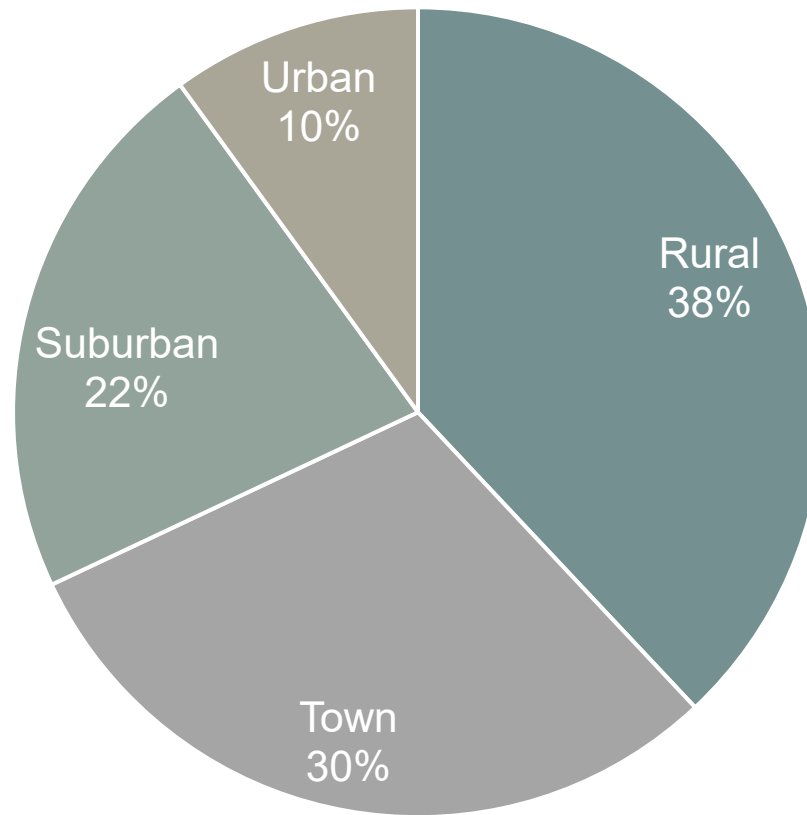
- 1) What percent of rural high school graduates go on to teach and where do they teach?
- 2) **For teachers who teach in rural communities, where did they graduate from high school?**



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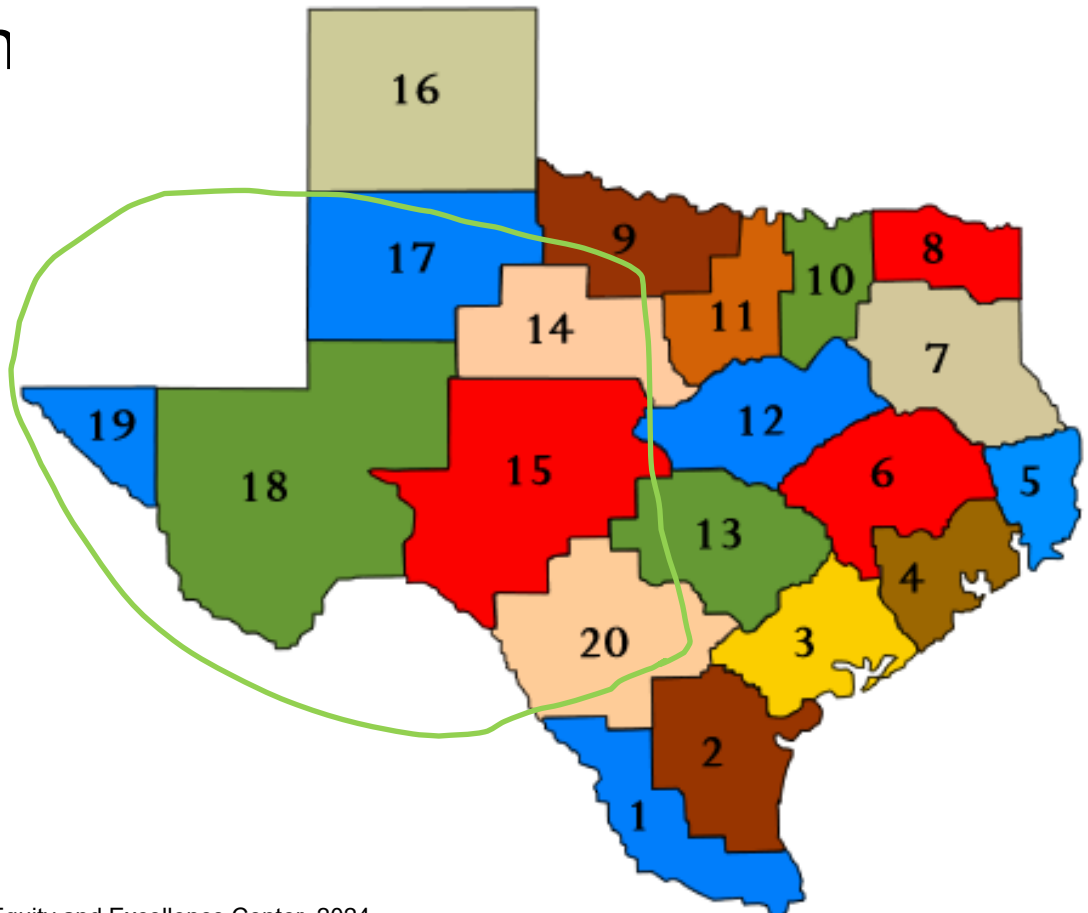
STATE-LEVEL NEW TEACHER PIPELINE

- Where did new teachers in rural schools go to high school?



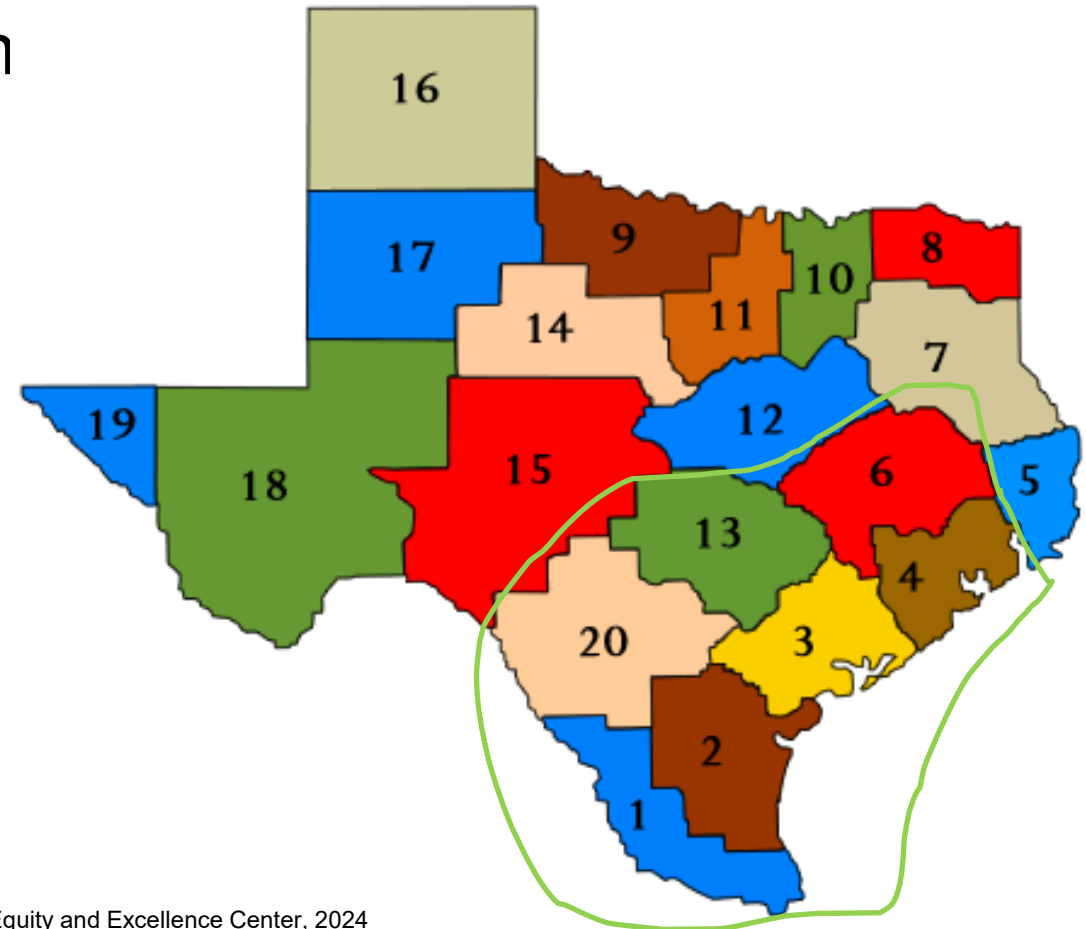
BIG BEND NEW TEACHER PIPELINE

- 55% from Big Bend region
- 22% from bordering region
- 23% from other regions



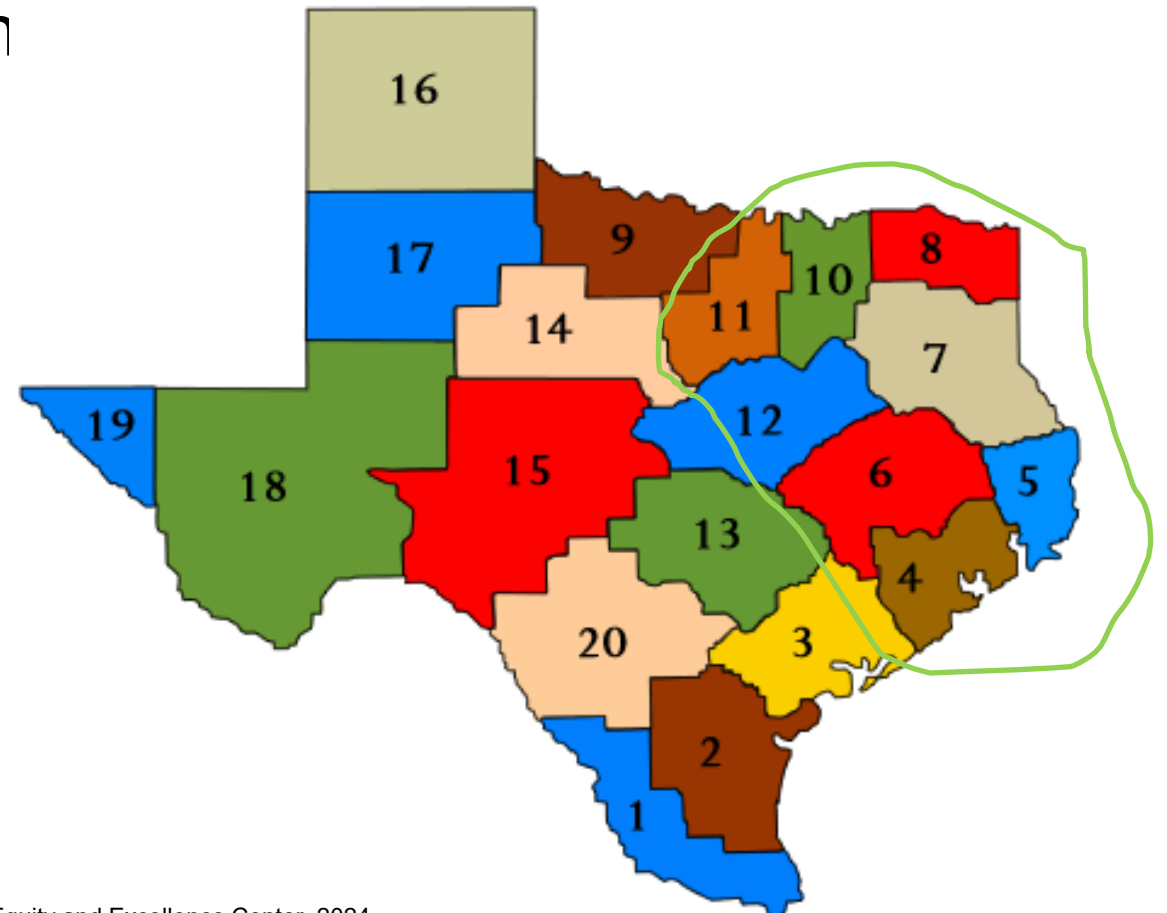
GULF COAST NEW TEACHER PIPELINE

- 55% from Gulf Coast
- 36% from bordering region
- 9% from other regions



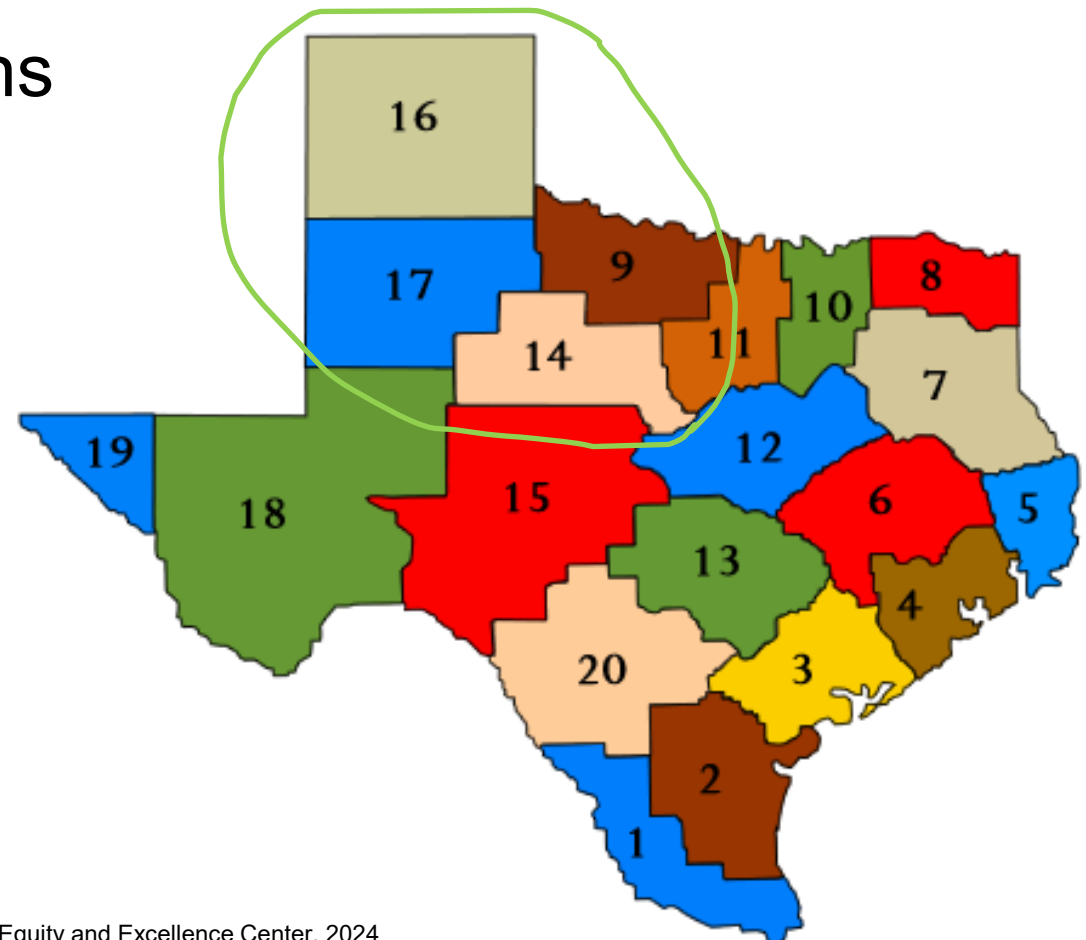
DEEP EAST NEW TEACHER PIPELINE

- 63% from Deep East
- 32% from bordering region
- 5% from other regions



PANHANDLE NEW TEACHER PIPELINE

- 76% from Panhandle
- 10% from bordering regions
- 14% from other regions



GROUP DISCUSSION

- What did you find interesting?
- What did you find surprising?
- Implications for GYO?



GYO CONCLUSIONS

- GYO could be effective for rural teacher preparation
- Regional approach better than a district approach
- But success varies by local characteristics
 - More likely to be effective in the Panhandle
 - Than in the Big Bend region

GYO RECOMMENDATIONS

- High schools offer dual credit coursework from their regional community college for Associates of Arts in teaching (AAT)
 - Students get early exposure to teaching as a profession
 - If costs too high or participation too low, could combine multiple districts in one location or do online
- Districts collaboratively establish regional or multi-district GYO programs
 - Ask local ESC to facilitate meetings and regional MOUs among districts and regional community colleges

GYO DISCUSSION

- How could district leaders in your region work collaboratively with the ESCs to implement the recommendations?
- What is your own GYO related recommendation that aligns with the research?
 - How might you implement it?



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PROFESSIONAL LEARNING

- Training that results in improvements in teacher knowledge, skills and instructional quality
 - With potential to increase student academic learning and socioemotional wellbeing
- Sustained, longer duration professional learning (PL)
 - Rather than short-duration professional development (PD)
- Would require ESC, local university, or similar organizations to conduct

EFFECTIVE PL (Darling-Hammond et al)

- Content focused: instructional practices for particular subject matter
- Active learning: requires deep cognitive processing with attention
- Supports collaboration
- Models effective teaching
- Includes coaching and expert support
- Includes feedback and reflection focused on improvement
- Sustained in duration

EFFECTIVE PL (REDEE Center)

We add one more criterion:

- PL is not one-size-fits-all
- Must meet teachers where they are for PL to be effective
- PL needs to be aligned with the teacher's level of expertise/knowledge
- With new, untrained teachers, and teachers teaching out-of-field, aligned with their lack of expertise

EFFECTIVE PL FOR UNTRAINED

- **Ostensibly, new, untrained teachers need novice-focused, on-the-job training**
- General topics that impact all new, untrained teachers, for example
 - Classroom management
 - Effective lesson planning
 - Pedagogical knowledge-how to teach

EFFECTIVE PL UNTRAINED & OOF

- Specific subject related topics that impact both untrained teachers and those teaching out-of-field
 - Content knowledge – knowledge of coursespecific material
 - Pedagogical content knowledge- how to teach the specific course with specific instructional strategies
- For teachers teaching out-of-field, if they prepare for and pass licensure test for out-of-field subject, generally get boost in effectiveness

PL DISCUSSION

- What questions do you have about effective professional learning? What caught your attention?
- How might you get your ESC to implement PL for your untrained and out-of-field teachers?



REFLECTION AND NEXT STEPS

- What will you take home to your district?
- What will you share with your ESC or related organization?



THANK YOU

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