Diversifying the Teacher Workforce: Attracting, Admitting, Supporting, Retaining and Successfully Graduating Diverse Teacher Candidates

Laura Goe
Student & Teacher Research

Jonathan Steinberg
Data Analysis & Computation Research

Princeton, NJ ◇ August 3, 2017
The Praxis Landscape for Native American Teacher Candidates and the Institutions that Serve Them

Jonathan Steinberg
Praxis Participation by Native American Candidates

• 1,644 self-identified Native American teacher candidates across 86 Praxis titles in 2015-16 academic year

• In Praxis states, the most candidates who self-identified as Native American were seeking initial licensure generally (335-383) or to be paraprofessionals (375).

• In Praxis states, many of the candidates who self-identified as Native American were seeking initial licensure in early childhood (58) or elementary education (228).

• In Praxis states, 75 candidates who self-identified as Native American were seeking initial licensure in special education.

• Nearly 50 who self-identified as Native American were seeking school leader certification.
Selected Tests for Analysis

- Praxis Core (Reading, Writing, Mathematics)
- Elementary Education (EE)
  - Content Knowledge (CK)
  - Curriculum, Instruction, and Assessment (CIA)
  - Multiple Subjects (MS)
    - Reading, Math, Social Studies, Science
- Pedagogy
  - Principles of Learning and Teaching (PLT) – K-6
  - Principles of Learning and Teaching (PLT) – 7-12
- Paraprofessional (ParaPro)
## Sample Size Summary

<table>
<thead>
<tr>
<th>Test</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Reading</td>
<td>285</td>
</tr>
<tr>
<td>Core Writing</td>
<td>312</td>
</tr>
<tr>
<td>Core Math</td>
<td>315</td>
</tr>
<tr>
<td>Elementary Ed: Content Knowledge</td>
<td>85</td>
</tr>
<tr>
<td>Elementary Ed: Curriculum, Instruction, and Assessment</td>
<td>47</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects - Reading</td>
<td>51</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects – Math</td>
<td>52</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects – Social Studies</td>
<td>51</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects – Science</td>
<td>49</td>
</tr>
<tr>
<td>Principles of Learning and Teaching: K-6</td>
<td>76</td>
</tr>
<tr>
<td>Principles of Learning and Teaching: 7-12</td>
<td>63</td>
</tr>
<tr>
<td>ParaPro</td>
<td>358</td>
</tr>
</tbody>
</table>
Native American Candidate Performance Statistics Overall

- Core Reading: 81%
- Core Writing: 59%
- Core Math: 51%
- EE: CK: 49%
- EE: CIA: 81%
- EE: MS Reading: 75%
- EE: MS Math: 83%
- EE: MS Social Studies: 73%
- EE: MS Science: 73%
- EE: MS: 82%
- PLT: K-6: 90%
- PLT: 7-12: 73%
- ParaPro: 73%
## Sample Size Summary

<table>
<thead>
<tr>
<th>Test</th>
<th>TCUs/ NASNTIs</th>
<th>Non-TCUs/ NASNTIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Reading</td>
<td>51</td>
<td>234</td>
</tr>
<tr>
<td>Core Writing</td>
<td>52</td>
<td>260</td>
</tr>
<tr>
<td>Core Math</td>
<td>51</td>
<td>264</td>
</tr>
<tr>
<td>Elementary Ed: Content Knowledge</td>
<td>22</td>
<td>63</td>
</tr>
<tr>
<td>Elementary Ed: Curriculum, Instruction, and Assessment</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects - Reading</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects – Math</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects – Social Studies</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>Elementary Ed: Multiple Subjects – Science</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>Principles of Learning and Teaching: K-6</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>Principles of Learning and Teaching: 7-12</td>
<td>6</td>
<td>57</td>
</tr>
<tr>
<td>ParaPro</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Native American Institutional Performance Statistics

- Core Reading: 85% TCU/NASNTIs, 65% Non-TCU/NASNTIs
- Core Writing: 63% TCU/NASNTIs, 38% Non-TCU/NASNTIs
- Core Math: 55% TCU/NASNTIs, 23% Non-TCU/NASNTIs
- EE: CK: 80% TCU/NASNTIs, 82% Non-TCU/NASNTIs
- EE: CIA: 94% TCU/NASNTIs, 61% Non-TCU/NASNTIs
- PLT: K-6: 94% TCU/NASNTIs, 61% Non-TCU/NASNTIs
ETS Research Project: Attracting, Admitting, Supporting, and Graduating Teacher Candidates from Underrepresented Groups

Laura Goe
ETS’s Research Focus on Teacher Candidate Diversity

*Exploring diversity efforts within the teacher pipeline including the “gateways” to teaching and innovative ways to overcome these barriers.*

### Online Survey
- Gathering preliminary data about diversity efforts and their level of success from as many EPPs as possible from across the country.
- We currently have approx. 100 responses.
- Working to recruit HBCUs, HSIs, tribal colleges, private, and public institutions.

### Phone Interviews
- Interviewing some EPPs who responded to the survey to better understand their experiences in recruiting, retaining, and graduating diverse teacher candidates.
- Interviewing both EPPs who said they have been successful and those that say they are unsuccessful.

### In Person Site Visits
- Selecting EPPs that are having success through various types of efforts.
- Conducting in-depth exploratory case study research with a select few from across the nation.
- These findings will impact the direction of our future research questions.

**Study Limitations:** Because we are working with an “opportunity” sample who’s responding to the survey, our final case studies are limited to those who reach out to us and elect to be part of the study. Also, our survey data is limited to the knowledge of one person responding from the university (i.e., a dean, education program leader, or student teacher coordinator would have different levels and types of knowledge in relation to our survey questions).
Selected Survey Responses

The chart below represents data from our first 104 responses from 29 states. We continue to seek additional survey responses in order to increase our understanding of the myriad issues involved.

*Underrepresented groups include candidates of color, English language learners, and first-generation college students.

Of the 104 responses to the survey, 102 respondents answered this question.
When you have had success in recruiting students from underrepresented groups to your EPP and supporting them through graduation and initial licensure, what factors appear to have made the most difference?

- Personal relationships (with advisors, faculty, other students)
- Individualized, one-on-one, personal support for academics and other aspects of life
- ID student weakness and provide support in-class and through tutorials
- Financial support: scholarships, financial aid, jobs, assistantships
- Mentoring, individual attention, and “personal touch”
High School Grad Rates by Race/Ethnicity 1999-2009

Green: Asian
Pink: White
Black: All Students
Purple: Hispanic
Red: Black
Orange: American Indian
Some stats about Native Americans

• According to NCES statistics (Aud et al., 2007-8 data collection) Native American students are:
  • More likely to live in poverty than all ethnic groups except African Americans
  • More likely to be served under the Individuals with Disabilities Act than all other ethnic groups
  • More likely to be absent from school than all other ethnic groups
  • Less likely to graduate than all groups except African Americans
  • Less likely to attain a bachelor’s degree than all groups except Hispanics

Pathway Challenge
Teacher Preparation Pathway

**Opportunity to Learn**
(poverty, parental education, role models, geographic location)

**K-12 Schooling**
(peer effects, teacher race, teacher effectiveness, school climate, disciplinary policies, school funding)

**High School Completion**
(minority students more likely to be expelled, to serve detention, to drop out)

**Entry to College**
(finances, financial aid, access to counseling, completing requirements)

**Staying in College**
(on the plus side: scholarships, financial aid, support, counseling, completion of courses; on the minus side: dropping/failing courses; competing commitments such as jobs, family responsibilities.)

**Interest in Teaching**
(exposure to excellent teachers, financial opportunities and goals, desire to teach, concerns about student behavior)

**Recruitment to EPP**
(targeted recruiting efforts, offers of support, coordination between college & EPP)

**Participation in Educator Preparation Program**
(successful completion of requirements including courses, assessments, GPA)

**Completing Teaching Requirements**
(unpaid student teaching requirement, licensure tests)
Wrap-up

• We’d love to have input from you as we continue this work
• You can contact Laura at lgoe@ets.org with thoughts, questions, comments or to volunteer your educator preparation program for the survey or a site visit