

## Grow Your Own Annotated Bibliography

Aragon, S. (2019). What Are States Doing to Recruit High School Students Into Teaching Professions? Education Commission of the States. Retrieved from <https://www.ecs.org/wp-content/uploads/State-Info-Request-Grow-Your-Own-Programs.pdf>.

This PDF provides examples of national and state Grow Your Own (GYO) initiatives to recruit high schoolers into the teaching profession.

CCNetwork National Center. (2022). *Does Paraprofessional Experience Contribute to Preparedness for Teaching?* Region 14 Comprehensive Center. Retrieved from <https://drive.google.com/file/d/16mi7DM6UCipC78n2a82VErA8QqiyMVQ2/view?usp=sharing>.

This document contains select resources related to how the paraprofessional experience contributes to preparedness for teaching in addition to the valuable impact of increasing the number of educators of color. Please note that the abstract text has been taken directly from the related resources, with bolding added to highlight relevance.

CCNetwork National Center. (2022). *Grow Your Own Teachers Examples and Resources- Pathways 1 & 2*. Region 14 Comprehensive Center. Retrieved from <https://drive.google.com/file/d/1b8g7ERg9zAAmHtXGeCPZS11bHJxTuXYi/view?usp=sharing>.

Region 14 Comprehensive Center has collected resources to support those involved with or interested in GYO pathways. This document provides an overview of many resources.

CCNetwork National Center (n.d.). *The Washington Professional Educator Standards Board Pathway Resources*. Region 14 Comprehensive Center. Retrieved from <https://drive.google.com/file/d/1uqDkV-hkdl7CTZbmaM-UTDivNKfKi03b/view?usp=sharing>.

The Washington Professional Educator Standards Board has myriad resources to support those involved with or interested in these pathways. This document provides an overview of many resources.



Connecticut Education Association. (2021, April 5). *Grow Your Own Teacher Recruitment Program Expanding to 14 Connecticut Districts*. [Educational]. CEA. Retrieved from <https://cea.org/grow-your-own-teacher-recruitment-program-expanding-to-14-connecticut-districts/>.

Connecticut's efforts to recruit and retain more educators of color are making progress thanks to a national program that's now expanding to 14 school districts around the state. PDK International's Educators Rising program uses a GYO teacher-recruitment strategy, embedding education curriculum into high school classes and afterschool clubs.

Cushing, E., Kimmel, L., Nelson, E., and Brown, D. (2021). *Grow Your Own: A Systemic Approach to Securing an Effective Educator Talent Pool* [Toolkit]. American Institutes for Research College & Career Readiness & Success Center. Retrieved from <https://ccrscenter.org/implementation-toolkit/grow-your-own-systemic-approach-securing>.

This learning series is divided into four short modules focused on GYO topics—Module 1: Introduction to GYO Programs; Module 2: Using Data to Determine When and Why to GYO; Module 3: Developing a GYO Strategic Plan; and Module 4: Essential Components of a GYO Program.

Garcia, A. (2021, May 3). *A 50-State Scan of Grow Your Own Teacher Policies and Programs* [Education]. New America. Retrieved from <https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/>.

By focusing on recruiting and preparing teachers *from* the community *for* the community, GYO programs are highly localized and designed to meet the needs of teacher candidates and the school systems where they will work. This brief presents the findings of a 50-state scan designed to identify programs and to investigate state policies that support GYO program development, implementation, and sustainability.

Gist, C.D., Bianco, M., and Lynn, M. (2019). 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), 13–25. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0022487118787504>.

GYO programs are cited in recent policy briefs as viable pathways for increasing the racial/ethnic diversity of teachers, yet recent scholarships for GYO programs are minimal. To address this issue, this article investigates what we know and do not know about GYO programs by examining a range of data sources on different types of GYO program teacher pools (e.g., middle/high school, paraprofessional, and community activists/parents mentors) and making sense of findings over a continuum of teacher development



(e.g., recruitment, preparation, induction, and retention). Based on a research synthesis within and across GYO program teacher pools, we argue implications for policy, practice, and research that should accompany increased recommendations for expanding GYO models for teachers of color.

Greenberg Motamedi, J. (2019, February). *Resources for Recruiting, Hiring and Retaining Teachers of Color* [Professional]. Education Northwest: Areas of Work. Retrieved from <https://educationnorthwest.org/resources/resources-recruiting-hiring-and-retaining-teachers-color>.

Our librarians compiled this list of recent, readily available resources that make the case for hiring more teachers of color and highlight the research on effective practices for recruiting and retaining teachers of color.

Greenberg Motamedi, J., Denton, A., Gist, C., Garcia, A., Manuel, A., Koontz, B., and Riddle Buly, M. (2021, May 4). *Can Grow-Your-Own Programs Help Diversify the Teacher Workforce?* [Webinar]. IES REL Northwest: News. Retrieved from <https://ies.ed.gov/ncee/edlabs/regions/northwest/news/grow-your-own-programs.asp>.

This virtual event convened higher education, district, and state stakeholders to explore the current research on GYO teacher programs and a promising example from the Northwest region.

Greenberg Motamedi, J., Leong, M., and Young Yoon, S. (2017). *Strategies for Designing, Implementing, and Evaluating Grow-Your-Own Teacher Programs for Educators*. REL Northwest & Washington State Vibrant Teaching Force Alliance. Retrieved from <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/strategies-for-educators.pdf>.

This review illustrates common features of GYO programs. It is a tool to facilitate the discussion of existing and potentially new program features among staff and educators who manage or work with GYO programs for adults or are considering creating one. We examined more than 125 articles written between 1980 and 2017 that describe existing GYO programs for adults in the United States. We selected 15 articles from this pool based on relevance and generalizability. These articles describe GYO program practices and participant experiences but not long-term outcomes.



Jean-Baptiste, T. (2021). *Para-to-Teacher/Non-Instructional Degree Program Guide*. Broward County Department of Coaching and Induction. Retrieved from [https://drive.google.com/file/d/1sIn0iembRk3y\\_ywSK5wIl-r118zmDcjD/view?usp=sharing](https://drive.google.com/file/d/1sIn0iembRk3y_ywSK5wIl-r118zmDcjD/view?usp=sharing).

Broward County Public Schools Department of Coaching and Induction in partnership with Broward College, is investing in Educational Support Professional (ESPs) and Non-Instructional employees by building a talent pipeline for Teacher Incentive Fund (TIF) 5 School ESPs and Non-Instructional employees to become full-time certified teachers in Broward Schools.

Learning Policy Institute. (2016). *Addressing the Teacher Shortage: What Districts Can Do* (fact sheet) [Educational]. Palo Alto, CA: Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/teacher-shortage-what-districts-can-do-factsheet>.

In the Learning Policy Institute's report *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*, which provides a comprehensive review of the research on teacher recruitment and retention policies, the authors identified sustainable district policies that can ease shortages while also prioritizing student learning and a strong teacher workforce. To build a sustainable and high-quality teacher workforce, districts can achieve the goals listed below through a variety of actions that are addressed (with links to resources) in this blog post.

Martin, J. (2011). *Best practices in minority teacher recruitment: A literature review*. Capitol Region Education Council, Connecticut RESC Alliance. Retrieved from [https://racce.net/wp-content/uploads/2015/06/national\\_best\\_practices\\_in\\_minority\\_teacher\\_recruitment.pdf](https://racce.net/wp-content/uploads/2015/06/national_best_practices_in_minority_teacher_recruitment.pdf).

State education agencies (SEAs) and local education agencies (LEAs) have developed programs to increase the number of minority teachers. The programs fall into 4 categories: High School GYO Programs, University/College Programs, Non-traditional or Alternate Route programs, and Scholarship/Funding Incentives. Key themes found during the review of these programs include: strong university partnerships, community colleges as an under-utilized pathway, common barriers to entering the teaching profession, and the attrition and retention of minority teachers.



Reininger, M. (2011). Hometown Disadvantage? It Depends on Where You're From: Teachers' Location Preferences and the Implications for Staffing Schools. *Educational Evaluation and Policy Analysis*, 34(2), 127–145. Retrieved from <https://cepa.stanford.edu/sites/default/files/Reininger%20HA%20EPA%202012.pdf>.

This article focuses on an overlooked factor in the unequal sorting of teachers across schools: the geographic preferences of teachers. Using data from the National Education Longitudinal Study, the author examines the patterns of geographic mobility of new teachers and compares them to the patterns of other college graduates.

Sherratt, E. (2017, May 22). Teacher Shortages: Top 10 Ideas from the First State ESSA Plans [Educational]. AIR News. Retrieved from <https://www.air.org/resource/blog-post/teacher-shortages-top-10-ideas-first-state-essa-plans>.

This blog post includes highlights culled from 17 state Every Student Succeeds Act (ESSA) plans to shed light on how SEAs will address critical teacher shortage areas to ensure every student has access to the teachers they need. It includes links to additional information and resources.

Stoker, G., Sharp, T., Madison-Harris, R., & Henry, C. (n.d.). *Using Geographical Information Systems to Understand Teacher Workforce Needs in Louisiana* [Education]. Retrieved from <https://ies.ed.gov/ncee/edlabs/regions/southwest/publications/gis-coaching-la-teacher-workforce-needs.aspx>.

Louisiana's Pre-Educator Pathway initiative seeks to cultivate highly skilled educators by guiding young people, beginning in high school, on a path to becoming accomplished teachers. The initiative aims to address workforce needs related to the recruitment and retention of teachers of color while expanding GYO initiatives across Louisiana. The ultimate goal is to assist the state in building a diverse and highly skilled educator workforce through an expansion of GYO initiatives across Louisiana.

Texas Comprehensive Center. (2018). *Grow Your Own Teachers Initiatives Resources*. Texas Comprehensive Center at American Institutes for Research. Retrieved from <https://tea.texas.gov/sites/default/files/Additional%20Resource%20-%20Grow%20Your%20Own%20Teachers%20Initiatives%20Resources.pdf>.

This compilation and short summaries of GYO teacher resources, prepared for the Texas Education Agency (TEA) by the Texas Comprehensive Center (TXCC) at American Institutes for Research (AIR), is organized around research questions developed by TEA to inform the Texas GYO teacher strategy. This is meant to be a living document and not a systematic or comprehensive review of the GYO teacher literature; TXCC will continue to add to this document as new resources are identified.



Valenzuela, A. (2017). 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*. Retrieved from <https://files.eric.ed.gov/fulltext/ED582731.pdf>.

This literature review provides an overview of the research on GYO educator programs as a strategy for SEAs and LEAs to employ to help recruit and retain teachers of color. It emphasizes equitable approaches and critical perspectives that combine the powerful roles of “homegrown” teachers, culturally-relevant curriculum, and social justice pedagogy in addressing achievement and opportunity gaps—especially for the nation’s woefully underserved, largely urban schools serving students of color.

