**Executive summary**

Prompted by the 2008-09 report on the six-year trend WEST-B pass rates, specific to underrepresented populations[[1]](#footnote-2), the PESB staff was asked to study and recommend policy positions to lessen adverse impacts on the identified populations seeking admission to teacher preparation programs in Washington. To understand the problem of recruitment and retention of under-represented populations in education, staff reviewed statewide data, national and state studies specific to diversity of the educator workforce, and followed up with interviews with the dean or director of each of the twenty-one approved teacher education programs in Washington. Staff attended related conferences and participated on committees with similar goals. Much of this material was synthesized and reviewed with a focus on the following three study goals:

**Study Goals**

1. **Research diversity of the educator workforce**
   1. Review WEST B data
   2. Review national workforce data
   3. Analyze current practices in Washington teacher preparation programs
2. **Identify practices to support diversifying and increasing multicultural capacity in education, coordinated with:**
   1. PESB approved teacher preparation programs

2.2 Washington K-12 public schools

2.3 Washington’s Pre K-20 education work force

2.4 Communities of color

1. **Identify policies/options designed to increase the number of applicants into educator preparation programs**
   1. Identify additional mechanisms for candidates to demonstrate basic skills required for admission to teacher education programs
   2. Identify recommendations to increase underrepresented groups who are recruited, admitted and retained in teacher preparation programs

**Recommendations: Study Goal 1**

**Research diversity of the educator workforce**

PESB staff review of Washington’s WEST-B data, national workforce data and analysis of current practices in Washington’s teacher preparation programs defined the following PESB policy and work plan recommendations:

* 1. **WEST B Data**

The WEST-B is designed to verify the basic skills needed by all teachers and generate the pool of prospective applicants for Washington’s teacher education programs.  Differences in pass-rates on the WEST-B impact the diversity of the applicant pool by eliminating greater percentage of people from underrepresented ethnic groups.  While the differential pass rates are troubling, there is an additional concern that fewer numbers of underrepresented people are available in the prospective pool.  One solution is to allow additional assessments to verify basic skills.  While this could negatively affect the percentages of underrepresented groups in the candidate pool, the overall number will be higher.  Higher numbers, combined with active recruiting strategies that highlight diversity, is likely to increase the number underrepresented groups.

The chart below demonstrates the struggle that the under-represented group has had in regards to the WEST B over time.



**1.2. National and state studies specific to diversity of the educator workforce,**

Staff examined other professional categories as described in the [Department of Labor demographics report](https://sites.google.com/a/pesb.wa.gov/staff/ethnicity-by-industry) and discovered that, nationally, the education labor force was less well represented than other professional services such as health and social services. Matched with Washington data, other industries demonstrate a higher level of recruitment and retention of under-represented populations.

|  |
| --- |
|  |
| **Most**  **diverse** |  | Field |  | Percent Minority  African/American |  | Asian |  | Hispanic |  | Totals |
| 1 |  | Home Health Care |  | 25.8 |  | 4.1 |  | 16.2 |  | 46.1 |
| 2 |  | Nursing |  | 27.6 |  | 4.7 |  | 8.3 |  | 40.6 |
| 3 |  | Employment Services |  | 19.7 |  | 2.4 |  | 17.6 |  | 39.7 |
| 4 |  | Community Services |  | 23.6 |  | 3.6 |  | 9.7 |  | 36.9 |
| 5 |  | Residential Care |  | 22.3 |  | 3.7 |  | 9.5 |  | 35.5 |
|  |  |  |  |  |  |  |  |  |  |  |
| **Least**  **diverse** |  |  |  |  |  |  |  |  |  |  |
| 1 |  | Optometrist |  | 2.1 |  | 5.9 |  | 6.6 |  | 14.6 |
| 2 |  | Trade/Technical Schools |  | 5.3 |  | 5.4 |  | 7.1 |  | 17.8 |
| 3 |  | Dentist |  | 4.1 |  | 6.3 |  | 12.2 |  | 22.6 |
| 4 |  | Education |  | 10.4 |  | 3.7 |  | 9.1 |  | 23.2 |
| 5 |  | Physicians |  | 7.2 |  | 5.3 |  | 11.5 |  | 24 |

US Dept. of Labor

**1.3 Analyze current practices in Washington teacher preparation programs**

Staff reviewed demographic data of the twenty-one approved programs and learned that in most cases the education programs showed a lower ratio of diversity than did their university as a whole[[2]](#footnote-3). Staff examined information about other states and found that nationally, the education workforce does not reflect the general adult population. However, when compared to other states, Washington's teacher workforce is significantly low on an "index of representation" specific to African-American and Latino educators.

In addition to reviewing the demographic data, staff interviewed Deans and Directors of the twenty-one approved educator preparation programs to identify current practices they employ to recruit and support candidates from underrepresented populations. Programs concurred with the literature on the need for efforts to be “systemic and comprehensive,” noting that policies and practices must be examined university-wide as well as within the school of education. All programs reported value and effort to solve the problem, often describing the work as a long term effort and one which must be shared by the community.

Staff reviewed two additional reports related to shortages of underrepresented populations in the educator workforce. The National Commission on Teaching and America’s Future (NCTAF, 2003) and Ingersoll and Connor, 2009. Both reports identified attrition, greater dissatisfaction and higher turnover of teachers of color than white teachers.

Elfers, Plecki, and Knapp, 2006 - found that in Washington there was “…no sizable difference in retention rates by race or ethnicity overall. However, in a few districts where people of color represented at least 15% of the teacher workforce, retention rates varied by race. . . .

* In Seattle, teachers of color, with the exception of Asians, had lower retention rates than did Whites…
* In Tacoma,teachers of color, with the exception of Native Americans, had higher rates of retentionthan did Whites…
* In Yakimateachers of color, with the exception of African Americans, had higher retentionrates than did Whites.”

Additional information is available on the following subjects:

* [The National Commission on Teaching and America’s Future, 2003](http://www.nctaf.org.)
* [Interviews from Washington educator preparation programs](https://docs.google.com/a/pesb.wa.gov/viewer?a=v&pid=explorer&chrome=true&srcid=0B2bHo3NTb_bJZTRmNTYyMjItYWJmOC00ZjVjLWI5NWQtY2Y4N2I4NDcwNTI4&hl=en) ([APPENDX 1)](#Interviews)
* [Resource page for studies reviewed and those cited above.](#Resources)

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| **Recommendations Goal 1** | **Board Goal\*** | **Policy** | **Work Plan** |
| Study and report on dissemination of PESB funded WEST-B writing support modules | Goal 1 -Educator Preparation Programs Policy and Oversight  Goal 5 - Address barriers to entry into educator prep. |  | ✓ |
| Increase awareness/access of pathways to the profession | Goal 5- Recruitment system support |  | ✓ |
| Articulation between K12, IHEs, & CTCs | Goal 4- Program support to districts |  | ✓ |

**Recommendations: Study Goal 2**

**Identify practices to support diversifying and increasing multicultural capacity in education**

PESB Staff analysis of admission and retention rates in K12 settings, teacher preparation programs and the education work force included the following PESB programs, policies and initiatives:

* Alternative Routes programs
* Recruiting Washington Teachers Program
* PESB adoption of a Standards Continuum of Educator Development: Calibrated Standards at all levels, incorporating Cultural Competency -Standard V
* PESB adoption-Preparation Program Design incorporating Cultural Competency- Standard IV
* Regional Educator Workforce Development- P-12/higher education partnerships

**2.1- PESB approved teacher preparation programs**

In 2010 PESB adopted new language in Standard IV specific to recruitment and retention and equity pedagogy to increase multicultural capacity of programs. Changes were made to Standard V to address cultural competency and second language acquisition for knowledge and skills or teachers. Through implementation at the preparation level, these strategies have the potential to impact recruitment and retention of underrepresented populations in their programs.

At the K-12 level, teachers who are certified thorough programs that incorporate knowledge and skills related to cultural competency and language acquisition can provide relevant instruction to their students that may result in increasing student view of teaching as a positive profession.

**2.2 Washington K-12 public schools**

PESB Recruiting Washington Teachers (RWT) programs target students from diverse high schools who reflect the demographics of the school and who have indicated interest in a career in teaching. Typically in their junior and senior year, RWT students are introduced to key aspects of application, admission, and elements of success in a preparation program, well in advance of matriculation to a two or four-year program. These programs create pathways for high school students from under-represented populations to explore becoming teachers with an emphasis on shortage area endorsements and coordinate and integrate support services designed to overcome barriers for underrepresented populations to complete higher education teacher preparation programs and enter the teaching profession.

**2.3 Washington’s Pre K-20 education work force**

In the 2010 legislative session PESB was charged withworking with Educational Service District (ESD), school districts and teacher preparation programs to:

* Review district and regional educator workforce data;
* Make biennial projections of certificate staffing needs;
* Identify how recruitment and enrollment plans in educator preparation programs reflect projected need;
* Develop tools and predictive models evolving over time to assist districts in workforce development.

Through this collaborative work PESB will have access to work force trend data and information to support intentional partnerships between school districts, teacher preparation programs and communities to recruit candidates that reflect the characteristics of the needs of the communities that they serve.

Additional information is available on the following subjects:

* [Recruiting Washington Teachers](http://goo.gl/e9diq) ([APPENDEX 2)](#RWT)
* [PESB Calibrated Standard IV and V, incorporating Cultural Competency throughout.](http://goo.gl/R4oT9) ([APPENDEX 3)](#CC)
* [ESSSB 6696 Work Force Development](http://goo.gl/e9diq) ([APPENDEX 4)](#Workforce)

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| **Recommendations Goal 2** | **Board Goal\*** | **Policy** | **Work Plan** |
| Collaborate cross agencies on Standards IV and V | Goal 1 -Program policy & oversight |  |  |
| Incorporate cultural competency into Standard V for ESAs and Administrators   * ESA target July 2011 review of Standard V * Admin. Target Nov 2011 review of Standard V | Goal 1- Policy and Oversight |  |  |
| Highlight models of equity pedagogy | Goal 1-Program policy & oversight |  |  |
| Broker regional conversations | Goal 4- Program support to districts  Goal 5- Recruitment system support |  |  |
| Engage private sector in support for recruitment and scholarship models | Goal 5- Recruitment system support |  |  |

**Recommendations: Study Goal 3**

**Identify policies/options designed to increase and retain the number of applicants into educator preparation programs and the diversity of the educator workforce**

**3.1 Identify additional mechanisms for candidates to demonstrate basic skills required for admission to teacher education programs**

Staff investigated the possibility of increasing the number of qualified people by adding more tests that the Board would consider a reasonable verification of a person’s basic skills.  This would require establishment of a cut score for each. There is a balance required, for a lower cut score means more people will pass without actually having the proper skills. Higher cut scores avoid this problem but would be less effective at solving the need to increase the qualified pool.

Challenges exist in creating a message around use of an “and” or “or” approach to inclusion of additional basic skills tests. [[3]](#footnote-4) Some may see that this would compound the problem by using many tests that exhibit biases. This would be true if using an **"**and**"** clause (Pass the WEST-B and 1200 on SAT).  An **"**or**"** clause should reduce the error due to biases, even if an additional test with significant biases is among the choices.

Based on the survey that was presented to the board in May 2010, the consensus is to look at other options to the WEST B. There were several different options included for the board’s review. The option to have an assessment as an alternative to the test was one that generated the most support.

**3.2 Identify recommendations to increase underrepresented groups who are recruited, admitted and retained in teacher preparation programs**

**Promising Practices**

Staff interviewed all twenty-one institutions to gather their promising practices and approaches they are using to increase the underrepresented groups on their campuses. The degree to which programs are effective and the specific focus of their efforts differ. Imperatives and promising practices as reported by programs include some but not limited to the following:

* University-wide commitment to culturally relevant practices and equity pedagogy;
* Partnerships with P-12, higher education and community;
* Shift in faculty responsibilities to include advising and time in community-based activities;
* Shift to target marketing practices with increase “time-in-queue.”

**Recruitment Barriers**

Interviews with leadership of the twenty-one approved educator programs revealed both similarities and differences in approaches to recruitment. Approaches and efforts varied depending on the regions served, size of institution and target populations. The following were noted as recruitment barriers by the programs:

* Pre-requisites
* Campus-wide and program commitment
* Target recruitment
* Investment over time
* Recruitment Time in Queue
* Assurance of full funding

Additional information is available on the following subjects:

* [Challenges and Promising Practices in Retention](http://goo.gl/v19qp) –Implementation of Standard IV and V [(APPENDEX 5)](#Stds)
* [Further Understanding Recruitment Barriers and Promising Practice](http://goo.gl/2LVfC). ([APPENDEX 6)](#promising)

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| **Recommendations Goal 3** | **Board Goal\*** | **Policy** | **Work Plan** |
| \*Options to the WEST-B:   * Alternative Praxis test * SAT scores * Portfolio | Goal 1-Educator Preparation Programs Policy and Oversight  Goal 5 - Address barriers to entry into educator prep. |  |  |
| Articulation between K12, IHEs, & CTCs | Goal 4- Program support to districts |  |  |
| Study annual report for what works | Goal 3-Data collection and support |  |  |
| Highlight models of success | Goal 5-Recruitment system support |  |  |
| Find solutions to Route 1 candidates losing wages/benefits | Goal 4-Program support to districts |  |  |

**\*May 2010 Board meeting document** [**(Pro/Con table)**](#procon) APPENDEX 7

PESB Staff Appendix

Resources

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APPENDICES

APPENDEX 1:

**Interviews with the 21 approved preparation programs**

To further understand the problem of recruitment and retention of under-represented populations, staff followed the review of data with interviews with the dean, director, or an interest group gathered by the dean or director of each of the 21 approved teacher education programs in Washington. Programs revealed both similarities in approaches and contextual differences. While perspectives are similar between programs of similar conceptual framework, region, size, and target population, there are unique approaches and exceptional efforts, with only a few statements of inability to move forward.

All programs reported value and effort to solve the problem, often describing the work as a “long term effort” and one which “must be shared by the community.” 19 of the 21 programs identified the recruitment and retention problem as central to their current work; the remaining two reported value but lack of capacity to move forward due to budget constraints.

The problems of recruitment and retention were described as inseparable by many in this group, either explicitly as “we can’t do one without the other” or by statements that moved between the two: “if we were perceived as more effective in our instruction and advising we would be more effective in recruitment” or “if we were a more diverse campus we may get better at equity pedagogy.” Most identified the need for a comprehensive approach in their organizations and with their communities[[4]](#footnote-5). Descriptions of the lack of a comprehensive approach fell into the following categories:

* Ineffective articulation between university-wide and college of education needs for extended pathway (heightened in graduate-only programs);
* Need to replace traditional recruitment practices of “shotgun marketing,” “resting on our reputation,” and “reviewing the candidates who knock on our door” with targeted and partnered recruitment and support;
* Reliance on the efforts of a few committed faculty;
* Lack of program and/or university-wide understanding of equity pedagogy and culturally responsive advising.

Several programs described emerging positive results from efforts at creating a comprehensive approach. Anecdotal results varied between “up 25% with this freshman class” and “the school of ed. is up to 20%” to “we’re hopeful” and “we’re on the right track.” Descriptions of the most promising:

**Target populations:** Target recruiting and screening fora “service orientation” was reported as promising by programs serving mid-life adults, alternative routes, and *Recruit Washington Teachers*.

**Investment over time:** Most programs emphasized a belief that increased recruitment and positive retention hinge on relationships. Those reporting a shift in practices and encouraging results include some or all of the following:

**Faculty presence** in K12 buildings and community organizations was reported as a significant opportunity to build relationship. Approaches include articulation of shared goals, PLCs, candidate mentoring of K12 students, active involvement in coaching or teaching (modeling practices or professional development), fund raising, shared projects, meaningful involvement with parents and community (examples include: [UW-Seattle AIM Center](http://www.aimcenterseattle.org/); [UPS-Tacoma Intentional Partnerships](http://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B5DU9nC26yA3YTQ4NGIzODYtYTE2Mi00ZjMyLTlkNTktOGJlYWEwNDljMTUw&hl=en).

**Opening of boundaries** between community and university was cited as a way for the campus to become a part of the community rather than “that school for other people in our town.” A variety of commitments were cited of mutually beneficial projects, including “College in the High School,” camps to bring promising candidates to campus, service learning in community by current candidates, tutoring in migrant camps, and conferences. Programs described faculty on community committees and community involved on campus committees. [Partnerships with Peace Community Center](http://peacetacoma.org/)

**Recruitment Time in Queue***–* Programs reported a range of 1 to 5 years as the target for relationship with a promising candidate prior to time of matriculation to the school of education. Each program identified a target beyond their current practice, indicating awareness of the importance of investment in relationship for candidates of under-represented populations and that more time must be better. The most-referenced promising practices for investment in relationship with candidates in the years prior to matriculation were [Recruit Washington Teachers](https://sites.google.com/a/pesb.wa.gov/home/pesb-programs/grant-programs/rwt), a PESB initiative, [ACT Six](http://www.google.com/url?q=http%3A%2F%2Fwashington.actsix.org%2F&sa=D&sntz=1&usg=AFrqEzeO8SGeOSb-0y8M3neBwUvxKJH0IQ), a scholarship and support program for potential leaders, [MESA](http://www.tricity.wsu.edu/mesa/), a recruitment and mentoring project specific to science and math, and presence on the community and technical college campuses. Component practices within include:

**One-to-one recruitment and mentoring**- especially if by a member of same community, ethnicity, speaking the same language, and/or a recent graduate of the institution;

**Financial advising**– including FAFSA completion, scholarships and loans, textbook options, work study, personal financial management, clear communications with families in native language;

**Academic transition skills**– navigating academia, speaking to professors, pre-requisite management, transfer sessions, academic language support, test preparation, [self-assessment and planning](http://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B5DU9nC26yA3MGVkYTY0ZmQtNGVmNS00ZTBkLWI1MGEtYTZlYWY3NmEwMDZh&hl=en);

**Social support**– recruitment of groups (i.e., [Alternative Route One/Two programs](https://sites.google.com/a/pesb.wa.gov/future-teachers/FAQ/alt_rte)) or “buddies,” promotion of campus affinity groups and cohorts, and ongoing involvement of families through campus visits and culturally relevant communications.

**Assurance of full funding**– When available and well-communicated, full and partial scholarship assurance was reported to overcome family and candidate hesitation to incur school loan debt when going into a low-salary profession. Programs reported a range of the availability of tuition waivers through the university, but all noted the need for both an increase within the university and for private sector support. Several programs cited the [Edgar Martinez Foundation](http://www.themartinezfoundation.org/) approach as a promising practice to recruit and retain top candidates of color, overcoming the concern of assurance of funding. Several programs reported recruitment out of school of education as common practice with promises of scholarships able to be made up in first year or two of professions paying better than teaching.

Programs noted that often information was not well communicated and support insufficient to manage the requirements for Federal Financial Aid, university scholarships, or private loans and scholarships. Several programs acknowledged that front-line advising may miss the cultural considerations in navigating the forms, timelines, and language of funding. “If candidates miss the deadlines or have trouble getting their parents to understand and sign the FAFSA, they may get swept into one of those private high interest loans.” Several programs noted a shift in thinking, captured by one advisor: “We used to advise families that in college it is time for their student to manage this on their own. This may work for some families, but we now see that in many cultures that if the family isn’t on board and understands the finances the student will not choose us or will soon drop out.”

***Recruiting Washington Teachers*** was noted by both staff and deans/directors as a promising practice in both recruitment and retention.

**Challenges and Promising Practices specific to Retention**

Program leaders interviewed in this inquiry articulated value for the work on Standards IV and V and the Cultural Competence Work Group. Descriptions indicated an understanding that the presence of relationship-centered, culturally relevant practices and equity pedagogy provide both the conditions for retaining candidates of under-represented populations and the invitational criteria for effective recruitment. The degree to which programs are effective and the specific focus of their efforts differ, however. Imperatives and promising practices as reported by programs include:

**University-wide commitment to culturally relevant practices and equity pedagogy** cited as necessary to extend beyond schools of education. “Too few in K12 and at university feel that cultural competency is essential.” One dean described the faculty dynamic as “an invisible workload of a few committed faculty or advisors.” One program noting an encouraging shift in practice spoke of “reaching a tipping point in faculty awareness of the importance,” with the result that they are now looking at redefinition of faculty roles at the program and university level. One director stated, “I now take this issue into every meeting,” describing how the imperative cannot be relegated to a job title or a committee.

**Center for Learning (for all)**- While most programs either identified the presence or need for a writing or tutorial center, a few described having a center for both faculty and candidates to access resources for help on a project, be it grant writing, math tutorial, test preparation, or technology learning.  The environment put faculty and candidates in learning roles rather than remedial ones.  This was reported as more attractive for under-represented candidates, than referrals to deficit-focused remedial centers.

**Personalized Learning Plans**–Some programs noted this approach providing the ability to honor what a candidate brings in prior learning and to focus on individual needs. Indicated as effective in retaining candidates, especially mid-life learners and candidates of under-represented populations, the absence of such flexibility was noted as a significant barrier to retention. Programs expressed a range practices in personalized learning and perception of autonomy to affect university structures to this end, however.

**On-going Advising or Mentoring**– The programs varied on descriptions of what optimal mentoring or advising would look like, but most noted some version of on-going culturally appropriate connection for students as a necessity. Programs reported current practice ranging from “this as a significant part of our faculty work” to a “gaping hole in our service to students.” Some noted advising and mentoring as one of the greatest unfunded needs.  “Many candidates need to know there is one person they can go to who cares.” A MESA student interviewed during this process emphasized that mentoring is not tutoring, describing how advisors or faculty too often wait till there’s a problem then send them to the tutoring center. “Get to know me before you try to fix me.” A dean of a large university program cited the challenge of identification early enough to help a candidate experiencing challenges of academic or personal life. “We need to get better at this. Too often promising candidates disappear when their families need them or when they are struggling themselves. We often don’t learn until it is too late.”

**Candidates’ lack of preparation** with the tools to be successful in schools of education was defined as a challenge for the systems currently in place. This was described as beyond what was tested on the WEST-B. One director described this as “some bring a habit of passive learning and need extensive coaching to shift to owning their education.”  “In some cases this is cultural,” reported another director. “If in their home country being a successful student meant repeating what the professor or the text said, the candidate may struggle with expectations for critical thinking and personalized learning. We can get them there, but it takes a lot of work.”

**Cohorts**were cited as effective in building relationship, supporting skill development, and helping candidates to weather personal challenges and remain in program. These were noted as especially critical to programs serving mid-life career changers, many of whom have work and family commitments. Several programs noted, however, that cohorts’ attendance requirements discourage education as a career for athletes or others with travel expectations in scholarships (music, drama, etc.). The cohort format was also noted as being an effective construct for developing understanding of learning and working across cultures, something that was described by several as building that “multicultural capacity” cited as necessary for educators in the field.

**Affinity Groups and Advisories**– Several programs described the value of interest groups in the early stages of transition and affiliation for under-represented candidates to campus-based programs. The structures differ, but key elements include “providing a family away from home,” mentoring, and early problem identification.

**Alternative Route One**programs were identified by several institutions as effective in retention and the first years of teaching. One program director described cohorts still getting together monthly and regularly online, both professionally and personally, now in their third year of teaching. Most districts reported as disinclined to pay salary and benefits during yearlong the mentored internship, making it prohibitive for paraprofessionals to commit to a program.

District hiring practices were noted as often discouraging candidates from serving in the highest need or their preferred districts, a dynamic potentially affecting the demographics of the teacher workforce.  Several programs cited candidates taking out-of-state job offers that came in early at the job fairs. Staff noted this issue as one that could be addressed in the regional educator workforce conversations.

**Collaboration** with districts and/or community colleges came up in many conversations, often with the caveat that instant results were unlikely given the long-term investment required to become known as a trusted pathway by the communities.

APPENDEX 2:

***Recruiting Washington Teachers*** was noted by both staff and deans/directors as a promising practice in both recruitment and retention. It is noted here specific to recruitment for its potential to address many of the barriers and promising practices cited above.

In September 2007 the Professional Educator Standards Board, in coordination with the Office of Superintendent of Public Instruction, requested proposals for the Recruiting Washington Teachers (RWT) program authorized under ESSB 5955[[5]](#footnote-6). Funds provided under this grant program support partnerships between teacher preparation programs, high schools, and community based organizations in the design and delivery of programs. These programs create pathway for high school students from under-represented populations to explore becoming teachers with an emphasis on shortage area endorsements. During the 2009 Legislative session funding for the program was continued. Four proposals were funded for the 2009-11 biennium.

The three goals of the RWT program are to:

* Recruit, train and support underrepresented, multicultural, and multilingual students for teaching careers;
* Design and deliver programs aimed at encouraging high school students to consider and explore teaching careers in state-identified shortage areas – particularly mathematics, science, bilingual education, English language learner  and special education; and
* Coordinate and integrate support services designed to overcome barriers for underrepresented populations to complete higher education teacher preparation programs and enter the teaching profession.

RWT programs target students from diverse high school who reflect the demographics of the school and who have indicated interest in a career in teaching. Typically in their junior and senior year, RWT students are introduced to key aspects of application, admission, and elements of success in a preparation program, well in advance of matriculation to a two or four-year program. RWT programs provide an intensive academy and academic-year support for students including:

* Strategies to inspire student vision and understanding of the value of a teaching career;
* Introduction to careers in education and to the educator professional code of conduct;
* College readiness placement assessments;
* Learning opportunities and volunteer experiences coordinated with P-12 teachers, two and/or four year faculty members, and community organizations;
* Introduction to cultural competency and a variety of culturally responsive and appropriate strategies used to engage P-12 students.

APPENDEX 3:

**A Standards Continuum of Educator Development: Calibrated Standards at all levels, incorporating Cultural Competency throughout.**

In Washington, the development of teacher knowledge, skill and performance standards for effective teaching has been a continuous process responsive to the trends, theories and research conducted within the field of teacher development.  The standards have progressed from a focus on credits, courses, and syllabi objectives (pre-2003), to performance-based demonstration of teacher behavior (2003-2008), to now include collection, analysis and reflection on student-based evidence as measure of effective teaching (since 2008).

To address the charges of ESHB 2261 as well as a companion piece of legislation, SSSB 5973, the PESB convened a Cultural Competency Work Group with representatives from the Achievement Gap Oversight and Accountability Committee, Washington Association of Colleges of Teacher Education, Association of Washington School Principals, Washington Education Association, the Office of Superintendent of Public Instruction, Reachout for New Futures, The Center for Strengthening the Teaching Profession, and Office of the Education Ombudsman. The Work Group recommendations described below were presented to and embraced by the PESB.

Based on research and model standards, the Work Group identified four major components of cultural competency for educators:

**Component 1.0 Professional Ethics within a Global and Multicultural Society**

Description of Practice: Ethical and moral concepts and practices that undergird Equity, Civil Rights and Cultural Competence for education professionals and systems.

**Component 2.0 Civil Rights and Nondiscrimination Law**

Description of Practice: An understanding of State and Federal Civil Rights and Non-discrimination laws.

**Component 3.0 Reflective Practice, Self Awareness & Anti-Bias**

Descriptions of Practice:

* Awareness of one’s own cultural background and how it influences perception, values and practices.
* Understanding of structural benefits and privileges and how they mold educational practices and organizations;
* Ability to find and use tools, processes and programs that promote professional & organizational self examination and assessment in order to mitigate behaviors and practices (e.g.: racism, sexism, homophobia, unearned-privilege, euro-centrism, etc) that undermine inclusion, equity and Cultural Competence in education.

**Component 4.0 Repertoires of Practice for Teaching Effectiveness for Culturally Diverse Populations**

Description of Practice:

* An understanding of the broad range of experiences and groups that students bring to the classroom and how those experiences impact learning;
* The ability of individuals and systems to work *effectively* with students and the communities they are from.

 In reviewing the existing evidence-based standards for teachers at the residency and professional certification levels, the Work Group found inclusion of all elements of the component areas, with the exception of effective instruction for English Language Learners (ELL).  While these competencies are a major component in an English Language Learners teaching endorsement, they are not a specific part of the general knowledge and skill standards expected of all teachers at the Residency and Professional certificate levels.  The Board responded by incorporating the recommendations into Standard V Teacher Knowledge and Skills.

Through review of the research it became clear to the members of the Cultural Competence Work Group that recommendations for cultural competence standards and professional development for teachers can only go so far to effect change related to student achievement. The Work Group members felt strongly that policy makers and reviewers of this work need to be aware that cultural competence training for administrators, superintendents, school boards, principals and counselors as well as all school supporting staff (bus drivers, paraprofessionals and school classified staff) must be part of a system-wide commitment to cultural competence.  The PESB supports this finding and will ensure that review of standards for all certificated educators reflect the components of cultural competency for educators.

*Necessary for Success*

* The Cultural Competency Work Group and the PESB recommend that the Legislature and the Achievement Gap Oversight and Accountability Committee consider not only these recommendations, but also seek to provide adequate resources to successfully implement them in school districts and teacher preparation programs.

There is high level of awareness, in both K-12 and higher education, regarding the need to enhance the cultural competence training for currently certified teachers. The PESB has jurisdiction for standards for the Residency and the Professional Certificate. For teachers who are not involved with these licensure requirements, policymakers must look to other agencies to address the recommendations, specifically induction and career teacher efforts

APPENDEX 4:

**Regional Educator Workforce Development**

Senate Bill 6696, from the 2010 Washington Legislature, states that each Educational Service District (ESD) and the Professional Educator Standards Board (PESB) shall annually convene school districts and educator preparation programs in each region to

* “review district and regional educator workforce data,
* make biennial projections of certificate staffing needs, and
* identify how recruitment and enrollment plans in educator preparation programs reflect projected need.”

 SB 6696 also requires the Higher Education Coordinating Board (HECB), to establish regions for the purpose of supporting district partnerships with teacher preparation programs and respond to subject and/or regional teacher shortages

PESB convened a planning and oversight committee for this project consisting of representatives from the HEB, the ESDs, Washington Association of School Administrators (WASA) and the Office of Financial Management’s Education Research and Data Center (ERDC).  In addition, the committee engaged the expertise of University of Washington’s Center for Study of Teaching and Policy for its focus on developing human capital in schools/districts and the reallocation of staffing and other resources to support learning improvement.  The oversight committee identified three goals for the project:

1. Develop tools and predictive models evolving over time to assist districts in workforce development.
   * State-level partners of the project can assemble data, disaggregate when required, and analyze information identified as important to districts for planning purposes;
   * Data will include production of teacher candidates by the preparation programs;
   * A predictive model based on multiple variables will enable districts to examine  indices of population/demographic trends; and
   * Analytic tools will be developed that can factor in variables such as budget changes and policy actions.
2. Develop online tools for teacher candidates to identify job demands at the district level.
3. Report to policy makers on workforce trends
   * Districts will have the information necessary to identify policy concerns related to work force recruitment and hiring.

APPENDEX 5:

**Challenges and Promising Practices in Retention -- Implementation of Standards IV and V**

Program leaders interviewed in this inquiry articulated value for the work on Standards IV and V and the Cultural Competence Work Group. Varied descriptions that showed their understanding that the presence of relationship-centered, culturally relevant practices and equity pedagogy provide both the conditions for retaining candidates of under-represented populations and the invitational criteria for effective recruitment. The degree to which programs are effective and the specific focus of their efforts differ, however. Imperatives and promising practices as reported by programs include:

**University-wide commitment to culturally relevant practices and equity pedagogy** cited as necessary to extend beyond schools of education. “Too few in K12 and at university feel that cultural competency is essential.” One dean described the faculty dynamic as “an invisible workload of a few committed faculty or advisors.” One program noting an encouraging shift in practice spoke of “reaching a tipping point in faculty awareness of the importance,” with the result that they are now looking at redefinition of faculty roles at the program and university level. One director stated, “I now take this issue into every meeting,” describing how the imperative cannot be relegated to a job title or a committee.

**Center for Learning (for all)**- While most programs either identified the presence or need for a writing or tutorial center, a few described having a center for both faculty and candidates to access resources for help on a project, be it grant writing, math tutorial, test preparation, or technology learning.  The environment put faculty and candidates in learning roles rather than remedial ones.  This was reported as more attractive for under-represented candidates, than referrals to deficit-focused remedial centers.

**Personalized Learning Plans**–Some programs noted this approach providing the ability to honor what a candidate brings in prior learning and to focus on individual needs. Indicated as effective in retaining candidates, especially mid-life learners and candidates of under-represented populations, the absence of such flexibility was noted as a significant barrier to retention. Programs expressed a range practices in personalized learning and perception of autonomy to affect university structures to this end, however.

**On-going Advising or Mentoring**– The programs varied on descriptions of what optimal mentoring or advising would look like, but most noted some version of on-going culturally appropriate connection for students as a necessity. Programs reported current practice ranging from “this as a significant part of our faculty work” to a “gaping hole in our service to students.” Some noted advising and mentoring as one of the greatest unfunded needs.  “Many candidates need to know there is one person they can go to who cares.” A MESA student emphasized that mentoring is not tutoring, describing how advisors or faculty too often wait till there’s a problem then send them to the tutoring center. “Get to know me before you try to fix me.” A dean of a large university program cited the challenge of identification early enough to help a candidate experiencing challenges of academic or personal life. “We need to get better at this. Too often promising candidates disappear when their families need them or when they are struggling themselves. We often don’t learn until it is too late.”

**Candidates’ lack of preparation** with the tools to be successful in schools of education was defined as a challenge for the systems currently in place. This was described as beyond what was tested on the WEST-B. One director described this as “some bring a habit of passive learning and need extensive coaching to shift to owning their education.”  “In some cases this is cultural,” reported another director. “If in their home country being a successful student meant repeating what the professor or the text said, the candidate may struggle with expectations for critical thinking and personalized learning. We can get them there, but it takes a lot of work.”

**Cohorts**were cited as effective in building relationship, supporting skill development, and helping candidates to weather personal challenges and remain in program. These were noted as especially critical to programs serving mid-life career changers, many of whom have work and family commitments. Several programs noted, however, that cohorts’ attendance requirements discourage education as a career for athletes or others with travel expectations in scholarships (music, drama, etc.). The cohort format was also noted as being an effective construct for developing understanding of learning and working across cultures, something that was described by several as building that “multicultural capacity” cited as necessary for educators in the field.

**Affinity Groups and Advisories**– Several programs described the value of interest groups in the early stages of transition and affiliation for under-represented candidates to campus-based programs. The structures differ, but key elements include “providing a family away from home,” mentoring, and early problem identification.

**Alternative Route One**programs were identified by several institutions as effective in retention and the first years of teaching. One program director described cohorts still getting together monthly and regularly online, both professionally and personally, now in their third year of teaching. Most districts reported as disinclined to pay salary and benefits during yearlong the mentored internship, making it prohibitive for paraprofessionals to commit to a program.

District hiring practices were noted as often discouraging candidates from serving in the highest need or their preferred districts, a dynamic potentially affecting the demographics of the teacher workforce.  Several programs cited candidates taking out-of-state job offers that came in early at the job fairs. Staff noted this issue as one that could be addressed in the regional educator workforce conversations.

APPENDEX 6:

**Further Understanding Recruitment Barriers and Promising Practices**

Interviews with leadership of the 21 approved educator programs revealed both similarities in approaches and contextual differences. While perspectives are similar between programs of similar conceptual framework, region, size, and target population, there are unique approaches and exceptional efforts, with few statements of inability to move forward.

**Pre-requisites**for BAEd programs were noted as often turning potential candidates away.  One advisor informing this study stated, “Often candidates with an AA or BA think they are ready to matriculate, only to find they need 10 or more credits. Business or IT programs rarely have anything close to that.”

**Campus-wide and program commitment** to on-going examination of recruitment practices was noted as “essential” by most programs. Some programs reported recruitment efforts negatively affected by university-level only recruitment, with limited autonomy to affect this. This was noted especially in graduate-only programs.

Programs describing emerging positive results (varied between “up 25% with this freshman class” and “the school of ed. is up to 20%” to “we’re hopeful”) described

* a shift in outreach from reliance on “resting on our reputation to attract candidates” or “shotgun marketing” to analysis of target populations and personal invitation;
* cultural awareness in admission criteria and advising; and
* on-going campus and program-level coordination.

**Question for PESB analysis:** To what degree can site teams evaluating at the program level control for campus-wide efforts either enhancing or hampering program recruitment?

**Target populations:** A pronounced “service orientation” of mid-life adults was reported by programs noting the difference between their alternative routes, BA, and MIT candidates. In several cases programs cited mid-life adults as either a current or potential target population for recruitment. Others reported that candidates who are the first in the family to go to college were less likely to go into education than those whose parents or older siblings with degrees; the latter being the potential target for recruitment efforts.

MIT programs described different challenges to recruitment than BA and alternative routes programs. “Creation of a vision for graduate work is difficult when working with high school or community college students. The pathway looks long and expensive” to a Masters in Teaching program. Additionally, candidates already overwhelmed by financial aid debt from their BA were reported as hesitant to consider a graduate program with more debt and a higher tuition rate.

**Investment over time:** Most programs emphasized a belief that increased recruitment hinges on relationship over time, trust, and making the campus and educator program attractive and more accessible to historically marginalized candidates. Those reporting a shift in practices and encouraging results include some or all of the following:

**Faculty presence** in K12 buildings and community organizations was reported as a significant opportunity to build relationship when investments included articulation of shared goals, PLCs, candidate mentoring of K12 students, active involvement in coaching or teaching (modeling practices or professional development), fund raising, shared projects, meaningful involvement with parents and community (examples include: [UW-Seattle AIM Center](http://www.aimcenterseattle.org/); [UPS-Tacoma Intentional Partnerships](http://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B5DU9nC26yA3YTQ4NGIzODYtYTE2Mi00ZjMyLTlkNTktOGJlYWEwNDljMTUw&hl=en)).

**Opening of boundaries** between community and university was cited as a way for the campus to become a part of the community rather than “that school for other people in our town.” Are variety of commitments were cited of mutually beneficial projects, including “College in the High School,” camps to bring promising candidates to campus, service learning in community by current candidates, tutoring in migrant camps, and conferences. Programs described faculty on community committees and community involved on campus committees.

**Recruitment Time in Queue***–* Programs reported a range of 1 to 5 years as the target for relationship with a promising candidate prior to time of matriculation to the school of education. Each program identified a target beyond their current practice, indicating awareness of the importance of investment in relationship for candidates of under-represented populations and that more time must be better. The most-referenced promising practices for investment in relationship with candidates in the years prior to matriculation were [Recruit Washington Teachers](https://sites.google.com/a/pesb.wa.gov/home/pesb-programs/grant-programs/rwt), a PESB initiative, [ACT Six](http://www.google.com/url?q=http%3A%2F%2Fwashington.actsix.org%2F&sa=D&sntz=1&usg=AFrqEzeO8SGeOSb-0y8M3neBwUvxKJH0IQ), a scholarship and support program for potential leaders, [MESA](http://www.tricity.wsu.edu/mesa/), a recruitment and mentoring project specific to science and math, and presence on the community and technical college campuses. Component practices within include:

**One-to-one recruitment and mentoring**- especially if by a member of same community, ethnicity, speaking the same language, and/or a recent graduate of the institution;

**Financial advising**– including FAFSA completion, scholarships and loans, textbook options, work study, personal financial management, clear communications with families in native language;

**Academic transition skills**– navigating academia, speaking to professors, pre-requisite management, transfer sessions, academic language support, test preparation, [self-assessment and planning](http://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B5DU9nC26yA3MGVkYTY0ZmQtNGVmNS00ZTBkLWI1MGEtYTZlYWY3NmEwMDZh&hl=en);

**Social support**– recruitment of groups (i.e., [Alternative Route One/Two programs](https://sites.google.com/a/pesb.wa.gov/future-teachers/FAQ/alt_rte)) or “buddies,” promotion of campus affinity groups and cohorts, and ongoing involvement of families through campus visits and culturally relevant communications.

**Assurance of full funding**– When available and well-communicated, full and partial scholarship assurance was reported to overcome family and candidate hesitation to incur school loan debt when going into a low-salary profession. Programs reported a range of the availability of tuition waivers through the university, but all noted the need for both an increase within the university and for private sector support. Several programs cited the [Edgar Martinez Foundation](http://www.themartinezfoundation.org/) approach as a promising practice to recruit and retain top candidates of color, overcoming the concern of assurance of funding. Several programs reported recruitment out of school of education as common practice with promises of scholarships able to be made up in first year or two of professions paying better than teaching.

Programs noted that often information was not well communicated and support insufficient to manage the requirements for Federal Financial Aid, university scholarships, or private loans and scholarships. Several programs acknowledged that front-line advising may miss the cultural considerations in navigating the forms, timelines, and language of funding. “If candidates miss the deadlines or have trouble getting their parents to understand and sign the FAFSA, they may get swept into one of those private high interest loans.” Several programs noted a shift in thinking, captured by one advisor: “We used to advise families that in college it is time for their student to manage this on their own. This may work for some families, but we now see that in many cultures that if the family isn’t on board and understands the finances the student will not choose us or will soon drop out.”

APPENDEX 7:

WEST-B Pro and Con Table

|  |  |  |
| --- | --- | --- |
| **Option 1. Establish alternatives. (Similar to Oregon's for passing the CBEST).** | | |
| **Pro** | | **Con** |
| Does it have to be "a test"? Can it be classes (like Oregon) or a portfolio (like WASL)? | |  |
| More than one measure allows opportunity for candidates to demonstrate basic skills competence. | | Costs associated with the development and oversight of an alternative. |
| Need to determine if this can be done by WAC and avoid change to RCW 28A.410.220. | | May require change in RCW. |
| Seems reasonable if this means collecting a body of evidence that is convincing, and the option is used sparingly. | | Will this address the underlying issues? |
| Can be a flexible option if designed as such. | | Presents a scoring challenge along with validity and reliability issues between programs, which is one of reasons for passing RCW 28A.410.220 in 2000. |
| Alternative assessment may not be "job relevant", an important factor cited by the test vendors. | |  |
| **Option 2. Eliminate high stakes nature of assessment--use as a diagnostic instrument.** | | |
| **Pro** | | **Con** |
| Places responsibility of remediation/intervention of non-passing students on the program that admits them. | | Requires change in RCW 28A.410.220. Legislative intent was to have means of assessing basic skills. |
| Development of support modules for each subtest in candidate preparation programs. | | Vendor might not be willing to do this so teacher prep programs may have to. |
| Lessens the apparent barrier to admission. | | Removes the screening mechanism of the test. |
| By advising candidates to take the test early, it may provide both low stress situation and diagnostic information for preparation at community colleges. | | This is not the purpose for which the test was designed and may not be "job relevant", an important factor cited by the test vendors. |
|  | | The cost would still be a factor. |
| **Option 3. Issue new RFP calling for a test design that does not disproportionately impact the underrepresented population.** | | |
| **Pro** | **Con** | |
| This challenges a vendor to develop a different test. | Will a new test warrant the time/cost of development? New test may not provide different outcomes than the WEST-B. | |
| May result in a better test. | Takes a long time to implement and verify the impact. | |
| Seems like a good investment if there is evidence that tests exist or can be developed that do not disproportionately impact underrepresented population. | Test is likely to be more costly due to developing a new test with today's dollar as opposed to 2002 dollars (inflation.) | |
| May avoid need for change to RCW 28A.410.220. | Is there is enough connection between a basic skills test and teacher effectiveness to warrant the expense? | |
| RFP could call for extensive study/prep materials including webinars and teaching modules used by IHEs. | Does not eliminate the perceived barrier. | |

|  |  |
| --- | --- |
| **Option 4. The "OR" option** | |
| **Pro** | Con |
| Will improve the disproportionate issue. | Requires additional PESB time to approve other tests and set cut scores. |
| Multiple assessments are a good thing. | Cost related to stakeholder input on which tests are appropriate. |
| Tests are already developed (lower cost). | Cost related to consulting Technical Advisory Committee (TAC). An earlier opinion from the TAC indicated that test purpose is an important factor in test use. |
| Candidates can take advantage of other training materials (especially Praxis I which has specifically addressed impact on underrepresented population). | Complicated policy position to communicate to public. |
| Improves test availability and portability of candidates prepared in other states and countries. | Requires change to RCW 28A.410.220 |
| Increases local recruiting pool with students who have previously passed other tests. | Some assessment may not be "job relevant", an important factor in job validity cited by the test vendors. |
| Decrease the perception there are several hoops to get through to enter teacher prep. |  |
| **Option 5. Eliminate the basic skills tests.** | |
| **Pro** | **Con** |
| A valid and reliable uniform and external TPA along with the WEST-E may provide means for assessing candidate capacity so verification of basic skills is less of a concern today than it was in 2000. | Politically challenging. Complicated policy position to explain to the public. |
| Addresses issue directly. | Is the test a reflection of the P-12 achievement gap? The test may be providing important information about the candidates' experience in the P-12 system. |
| Less cost to candidates when all assessments are taken into account. | Requires change in RCW 28A.410.220 |
| The test is not performing as expected when 2000 legislation was passed. |  |
| **Option 6. Make no policy change.** | |
| **Pro** | **Con** |
| The results are predictable. | May not be possible to produce a different outcome. |
| The test was developed according to industry standards by a reputable national firm. | Does not address board directive about increasing underrepresented populations to teacher preparation programs. |
| Test is job relevant and legally defensible. | Remains as a perceived barrier to admission to teacher prep. |
| Fully aligned to Washington standards. | The action could get more difficult to defend over time. |
| Test vendor providing more study/prep materials summer of 2010-11 test year. | If this is a real barrier, are there other appropriate means for addressing? |
| Work on policy positions related to recruitment in teacher. |  |

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Fit two pages to screen

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1. Under-represented populations - defined from the prospective of teachers taking the WEST-B and identifying themselves as American Indian/Alaskan Native, Asian/Pacific Islander, Black/African American, Hispanic, and Multi-racial.   Sub-group ethnicities, handicapping conditions, gender, and age were outside of the scope of this report. [↑](#footnote-ref-2)
2. International students were removed from this data set. [↑](#footnote-ref-3)
3. See the [***Conjunction Fallacy***](http://www.google.com/url?q=http%3A%2F%2Fen.wikipedia.org%2Fwiki%2FConjunction_fallacy&sa=D&sntz=1&usg=AFrqEzc7VHS2AraRrZdr225PYOFTuZ37xQ) or the similar[***Disjunction Fallacy***](http://www.google.com/url?q=http%3A%2F%2Fen.wikipedia.org%2Fwiki%2FRepresentativeness_heuristic&sa=D&sntz=1&usg=AFrqEzf44Tk_kZj7UI3zjEDY4JsRKmu2Gg). [↑](#footnote-ref-4)
4. While not specifically asked to define community, references ranged from denomination to neighborhood, city, and region. [↑](#footnote-ref-5)
5. 2007 Washington act related to educator preparation, professional development, and compensation. [↑](#footnote-ref-6)