

Research Agenda: Grow Your Own Teachers Appendix

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About Grow Your Own

Grow Your Own (GYO) is a teacher recruitment and preparation strategy focused on developing and retaining teachers from the local community. Despite increasing interest and investment in GYO programs, little is known about the effectiveness of these programs, and the features, participants, and conditions that are needed for them to be effective.

This research agenda identifies four key research questions that can be used to uncover the extent to which GYO programs shape education, influence teacher outcomes, affect school and district performance, increase student achievements, and impact the larger community.

In this appendix, we provide further guidance to GYO practitioners, partners, researchers, and funders interested in the outcomes and impacts of GYO programs. The tables below provide examples of how each of the research questions can be enacted, with suggested sub-questions, data requirements, and potential teacher, student, and community outcomes.

1. How do GYO programs **influence** teacher supply, retention, representation, preparation, community development, student success, and educational opportunities and outcomes?
2. How do GYO programs **transform** educator preparation programs, schools, districts, and communities?
3. How do program participants and partners **experience** GYO programs, what challenges do they face, and what assets do they bring?
4. How do impacts, experiences, and processes **vary** by GYO program feature, implementation condition, and participant characteristics?

Table A1 | How Do GYO Programs Influence Teacher Supply, Retention, Representation, Preparation, Community Development, Student Success and Educational Opportunity?

	Research Sub-Questions	Data Components Needed	Participant, Student, Teacher & Community Outcomes
How do GYO programs influence teacher supply and retention?	<p>Are participants in GYO programs more likely than peers to:</p> <ul style="list-style-type: none"> Enroll and persist in postsecondary education? Enroll and persist in EPP programs? Earn teaching certification? Take teaching jobs close to home? Be hired in a hard-to-staff school or shortage subject? Be retained as a teacher for multiple years? <p>What is the return on investment of implementing GYO compared to other educator pathways, and how can partners maximize their financial and social benefits?</p>	<ul style="list-style-type: none"> GYO program participation Postsecondary enrollment and completion dates EPP enrollment and completion dates Basic skills, endorsement and licensure exam outcomes and dates State certification and licensure records Educator employment records Educator school, class, and course assignments School and district characteristics GYO program cost data EPP and teacher certification cost data 	<ul style="list-style-type: none"> Participant enrollment, persistence, and completion in postsecondary education Participant enrollment, persistence, and completion in EPP Participant pass rate for basic skills, endorsement, and licensure exams Participant earning certification and licensure Participant hiring as teacher, and or in GYO partner district Participant working in a hard to staff school or shortage subject Participant retained as a teacher for multiple years
How do GYO programs influence teacher representation?	<p>How, and to what extent, do GYO programs attract and serve a more representative pool of potential teachers compared to other certification programs and teacher pathways?</p> <p>Are GYO participants more likely to reflect the demographics of the students they teach than their peer teachers?</p>	<ul style="list-style-type: none"> GYO program participation Teacher employment records Teacher school, class, and course assignments Student-teacher data link Student enrollment and demographics Program information, including recruitment strategies, curricular content, and program structure GYO participant interviews GYO program lead interviews 	<ul style="list-style-type: none"> Teacher demographics and relevant characteristics Student-teacher demographic match
How do GYO programs influence student success and educational opportunity?	<p>To what extent do GYO programs produce teachers whose students perform better on selected measures of academic achievement and engagement compared to their peers?</p> <p>To what extent do GYO programs produce teachers who improve student engagement and academic performance?</p>	<ul style="list-style-type: none"> GYO program participation Teacher employment records Teacher school, class, and course assignments Student test scores Student graduation and postsecondary participation (e.g., National Student Clearinghouse data) Student attendance and discipline data Student participation in extracurricular and leadership activities Student climate survey data 	<ul style="list-style-type: none"> Student test scores Student attendance Student discipline Student social-emotional outcomes
How do GYO programs influence community development?	<p>To what extent are GYO programs producing teachers whose salary and benefits contribute positively to community economic development?</p>	<ul style="list-style-type: none"> GYO program participation Teacher employment records Salary data (e.g., state unemployment insurance data) Community/neighborhood-level economic data (American Community Survey data) Community member interview and focus group data 	<ul style="list-style-type: none"> Salaries Community average household income Teacher leadership/GYO opportunities and experiences as leaders in their communities

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Table A2 | How Do GYO Programs Transform Educator Preparation Programs, Schools, Districts, Communities, and Educators?

	Research Sub-Questions	Data Components Needed	Participant, Student, Teacher & Community Outcomes
<p>How do GYO programs transform educator preparation programs for those who participate in them?</p>	<p>How, and to what extent, do EPPs that participate in GYO partnerships change their student recruitment, retention, and preparation strategies?</p> <p>How, and to what extent, do EPPs experience changes in staffing or structure?</p> <p>How, and to what extent, do these changes:</p> <ul style="list-style-type: none"> • Focus on local or partner district recruitment? • Focus on rigorous and relevant instruction? • Focus on removing barriers for students? • Expand enrollment pathways and who is considered a future teacher? 	<ul style="list-style-type: none"> • EPP course listings and syllabi • EPP staffing documents, including lecturer demographics • Surveys, focus groups, and interviews with EPP students, staff, lecturers, and administrators participating in GYO and not participating in GYO • Surveys, focus groups, and interviews with EPP students participating in GYO and not participating in GYO • Surveys, focus groups, and interviews with EPP GYO partners, including district and community members 	<ul style="list-style-type: none"> • Access to teacher preparation programs for all students • Quantity and quality of partnerships with schools, districts, and community organizations • Course offerings, curriculum, and instruction • Changes in staff composition • EPP staff, lecturer, and administrator perceptions and attitudes
<p>How do GYO programs transform schools and districts that participate in them?</p>	<p>How, and to what extent, do districts and schools with teachers prepared by GYO initiatives have a different school climate and culture than those who do not participate?</p> <p>How, and to what extent, do these changes shape:</p> <ul style="list-style-type: none"> • Teacher hiring and retention practices? • Student participation in high school GYO programs or interest in teaching as a career? • Vacancy rates and other measures of teacher shortage? 	<ul style="list-style-type: none"> • Surveys, focus groups, and interviews with district and school partners, including working conditions surveys • Student climate survey data • Teacher entry and exit surveys • Vacancy rates or other measures of shortage 	<ul style="list-style-type: none"> • School or district working conditions • School or district educator or administrator perceptions and attitudes
<p>How do GYO programs transform communities that participate in them?</p>	<p>How, and to what extent, are GYO programs transforming communities by engaging community members as teachers in terms of:</p> <ul style="list-style-type: none"> • Community well-being? • Local perception of teaching as a viable career? 	<ul style="list-style-type: none"> • School and district community engagement documents • School leader interviews • Community member interviews • Teacher/GYO participant interviews 	<ul style="list-style-type: none"> • Changes in community voice and engagement in schools

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Table A3 | How Do Participants, Community Members, and Partners Experience GYO Programs, What Challenges Do They Face, and What Assets Do They Bring?

	Research Sub-Questions	Data Components Needed	Participant, Student, Teacher & Community Outcomes
<p>How do participants, community members, and partners experience GYO programs?</p>	<p>How, and to what extent, do GYO participants experience their preparation differently than participants on another pathway? To what extent do they report that their:</p> <ul style="list-style-type: none"> • Assets are honored and used to strengthen their learning? • Learning is relevant to their experience and future as an educator? <p>What assets do GYO participants employ to support themselves and others that are different from participants on another pathway?</p> <p>What challenges do GYO participants face that are different from participants on another pathway?</p> <p>How do GYO teachers interact with students and families, or participate in their communities, differently than non-GYO teachers?</p> <p>How do students, families, and other community members perceive and interact with GYO teachers differently than non-GYO teachers?</p>	<ul style="list-style-type: none"> • Surveys, focus groups, and interviews with teachers and candidates participating in GYO and not participating in GYO • Teacher working condition surveys • Student climate surveys • Surveys, focus groups, and interviews with students, families, and community members of GYO and non-GYO teachers 	<ul style="list-style-type: none"> • Participant development of knowledge, skills, and dispositions • Participant sense of value as a member of EPP and school community • Participant attitude towards and engagement with community • Student, family, and community attitudes towards and engagement with schools and teachers • Student, family, and community attitudes towards teaching as a career path

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Table A4 | How Do Impacts, Experiences, and Processes Vary By GYO Program Features, Implementation Conditions, and Participant Characteristics?

	Research Sub-Questions	Data Components Needed	Participant, Student, Teacher & Community Outcomes
<p>How do impacts, experiences, and processes vary by GYO program features, implementation conditions, and participant characteristics?</p>	<p>What program features are associated with the success or challenges of GYO programs?</p> <p>How does variation in program features relate to GYO programs meeting their program goals and initiating transformation?</p> <p>In what ways are variations in program features associated with the individual characteristics of GYO participants enrolled in programs?</p> <p>What unintended consequences and spillover effects on the education system (e.g., supply of paraeducators) or community are related to variation in GYO program features and implementation conditions?</p>	<ul style="list-style-type: none"> • Program artifacts (annual reports and evaluation), partnership agreements, curricular artifacts (syllabi and tasks), and learning artifacts (teacher work and assignments) • Self-reports from program partners, designers, faculty, teachers, and teacher candidates (surveys, focus groups, interviews) • Field-based observations and questions of program partners, faculty, teachers and teacher candidates, and program leadership 	<ul style="list-style-type: none"> • Quality, type, and number of program partnerships (school districts, state and local agencies, community-based organizations, cultural agencies and institutions) • Stable funding and program infrastructure for long-term implementation and sustainment • Expanded access to teacher preparation program for a range of GYO participants • Program context (e.g., institutional, geographic) • Program curriculum (content, instructional, and community-based approaches) • Program design (timing, length, and duration) • Instructor/faculty quality • Differentiated and robust learning opportunities for teacher candidates and teachers • Faculty and teacher candidate engagement with local schools • Program completion for teacher candidates • Retention of teachers

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