

LOUISIANA DEPARTMENT OF EDUCATION



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Developing the Foundation of  
Grow Your Programs in  
Louisiana through the  
Pre-Educator Pathway

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# Team Introductions



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We are so excited that your system is interested in developing and/or expanding your Grow Your Own strategy.

Today we will:

- review the need for developing system Grow Your Own Programs.
- explore the Louisiana Pre-Educator Pathway.
- share key considerations in implementing the Pre-Educator Pathway.





# Agenda

- Welcome & Introductions
- The Need
- Pre-Educator Pathway
- Developing a System Grow Your Own Strategy
- Closing





# Louisiana's Goals and Priorities

## SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

## EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships




# An Old Problem With New Urgency

HOME > STRATEGY CONTRIBUTORS

## There's a massive global teacher shortage


Kate Hodal, The Guardian Oct 6, 2016, 12:05 PM

Nearly 69 million new teachers must be recruited and trained



News Story > Education

### School superintendent asks: 'Who would want to be a teacher right now?'



By Victoria Strauss  
Reporter

September 27, 2021 at 10:10 AM CST

## The teacher shortage is real, large and growing, and worse than we thought

The first report in 'The Perfect Storm in the Teacher Labor Market' series

Report • By [Emma García](#) and [Elaine Weiss](#) • March 26, 2019

CORONAVIRUS NEWS SPORTS SPORTS BETTING ENTERTAINMENT/LIFE OPINION OBITUARIES CLASSIFIEDS JOBS HOMES GAMES STORE

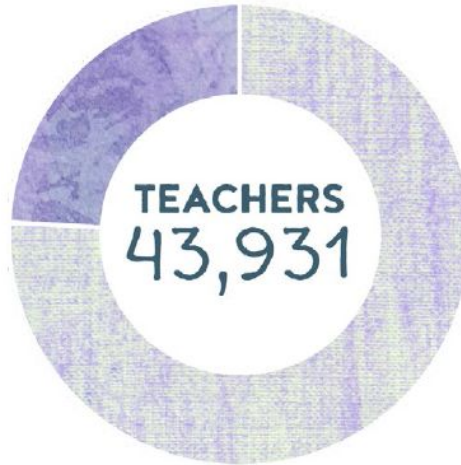
## Aspiring teachers down 30% in Louisiana as state faces shortage, lack of diversity in classrooms

BY WILL SENTELL | STAFF WRITER PUBLISHED DEC 15, 2021 AT 10:45 AM | UPDATED DEC 15, 2021 AT 3:54 PM 2 min to read



# Louisiana Workforce Data

## TEACHERS BY CERTIFICATION STATUS (2019-2020)



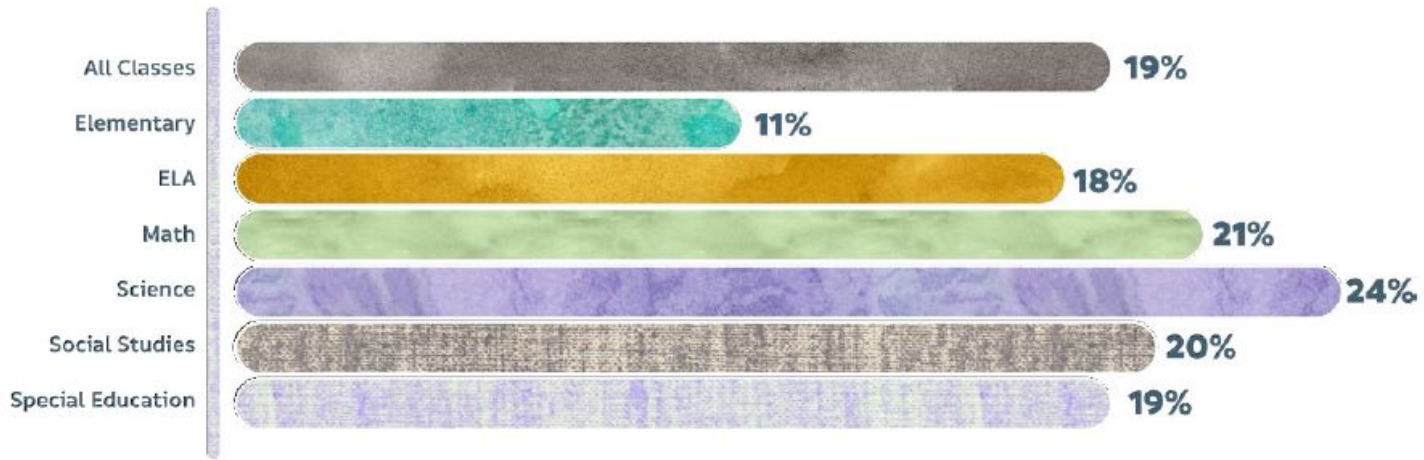
 Out-of-Field and/or  
Uncertified Teachers (24%)

 Certified Teachers (76%)



# Louisiana Workforce Data

## PERCENTAGE OF CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS



In 2019-2020, 24 percent of classes in Louisiana public schools were taught by out-of-field or uncertified teachers. Middle and Secondary Science, Math, Social Studies, and Special Education are areas of highest need for certified teachers.

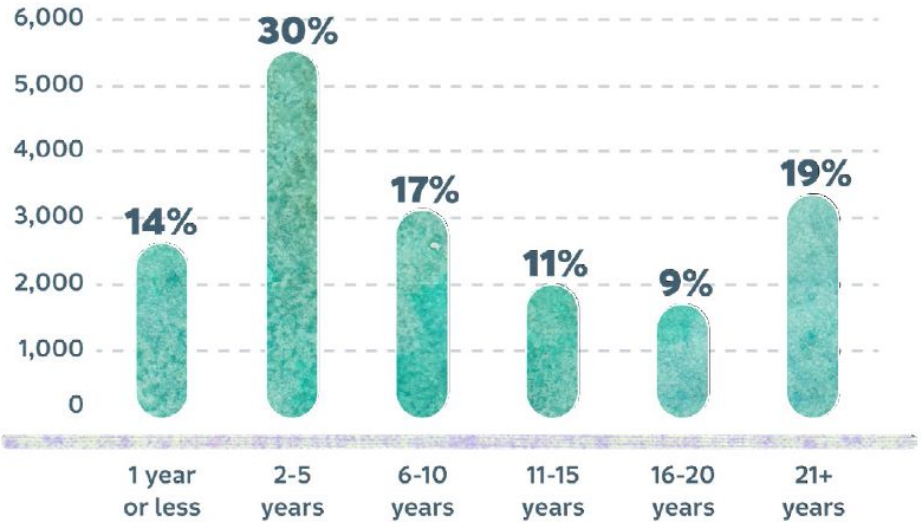


# Louisiana Workforce Data

## TEACHER RETENTION

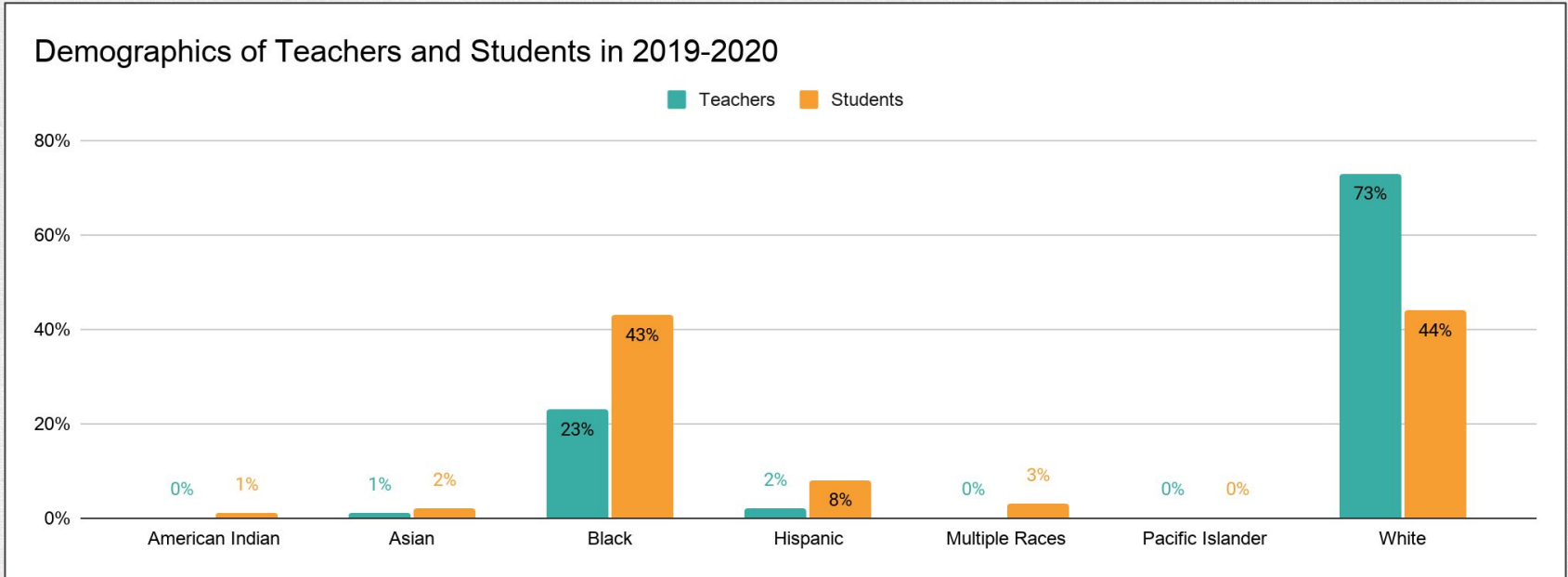
All Exiting Teachers (2018-2019)	5,782	12% of teachers
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## YEARS OF PUBLIC SCHOOL EXPERIENCE OF EXITING TEACHERS (2016-2019)





# Louisiana Workforce Data

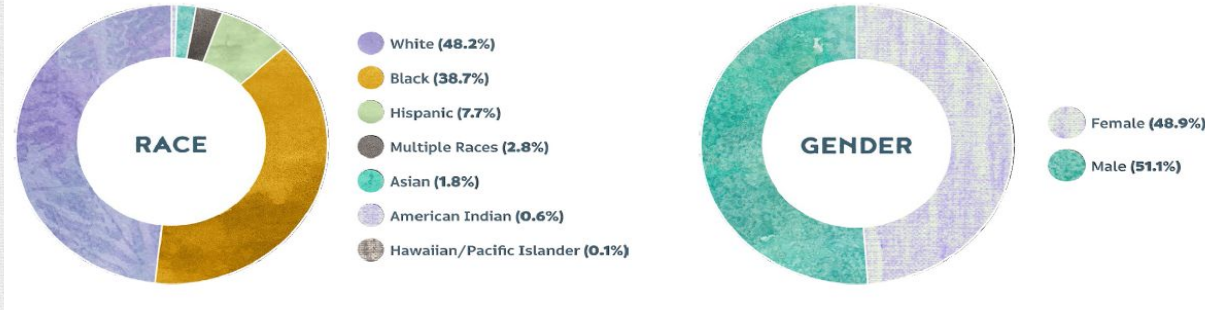


**In 2019-2020, 73 percent of the teacher workforce was predominately white and not representative of the race/ethnicity of the student population they serve.**

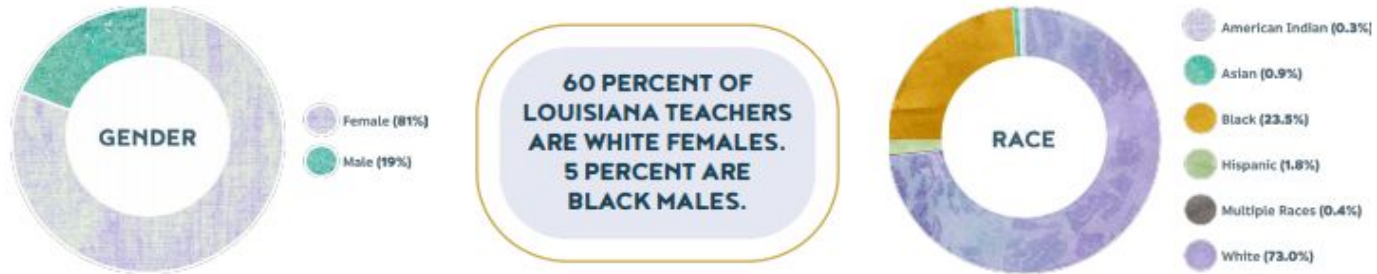


# Louisiana Workforce Data

## OUR STUDENTS



## OUR TEACHERS (2019-2020)

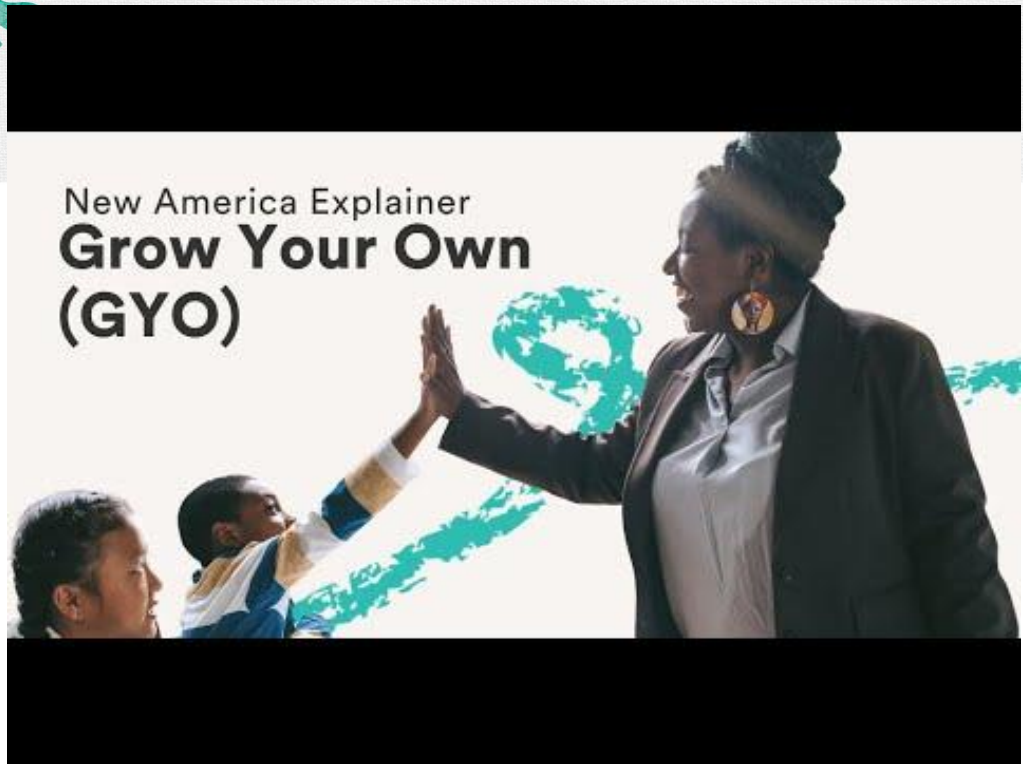




# Why a Diverse Teacher Workforce Matters

For example, black teachers, **because of their shared lived experiences, are on average uniquely positioned to serve as role models to their Black students** (Goings & Bianco, 2016). This “role-model effect” might also explain why Black students taught by black teachers were **more likely to report a desire to attend college and state that their teachers care for and motivate them** when compared to Black students taught by White teachers (Egalite & Kisida, 2018). Additionally, **Black teachers reported holding higher expectations for their Black students** than their White peers (Gershenson, Holt, & Papageorge, 2016).

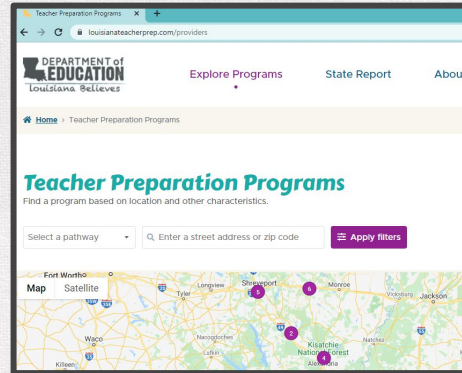
Travis J. Bristol , David J. Wallace , Sara Manchanda & Anthony Rodriguez  
(2020): Supporting Black Male Preservice Teachers: Evidence from an Alternative Teacher Certification Program, Peabody Journal of Education



[New America Explainer](#)

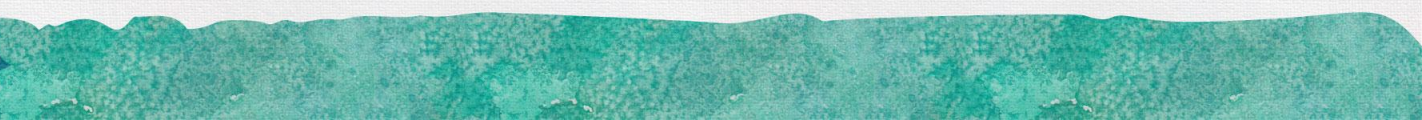


# Louisiana Grow Your Own Strategies





# The Louisiana Pre-Educator Pathway







In 2019, the [Louisiana Pre-Educator Pathway](#) was approved as a K-16 pathway. State industry based credentials were approved in Fall 2020.

The Educator Pathway provides a K-16/pre-education program for both TOPS University and TOPS Tech diploma –seeking high school students who demonstrate interest in a career in the field of education.

The ultimate mission of this pathway is to cultivate highly-skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. The blended curriculum provides strong foundational academic knowledge and skills and education-focused coursework that build understanding of diverse learners and the learning environment.



# The Pre-Educator Pathway Courses

## PRE-EDUCATOR PATHWAY BRIEF LOUISIANA PRE-EDUCATOR PATHWAY



### OVERVIEW

The Educator Pathway provides a K-16/pre-education program for both TOPS University and TOPS Tech diploma-seeking high school students who intend to pursue a career in the field of education. The ultimate mission of this pathway is to cultivate highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. The blended curriculum provides strong foundational academic knowledge and skills and education-focused coursework that build understanding of diverse learners and the learning environment.

In this pathway, academic instruction and field experiences will be paired to prepare students to pass required Louisiana teacher certification exams (e.g. Praxis Core Reading, Writing, Math) and ultimately master the General Teacher Competencies<sup>3</sup> required for teacher certification in Louisiana.

### COLLEGE AND CAREER CONNECTIONS

High School, Community College, Technical College to Career	University to Career
<ul style="list-style-type: none"> <li>School System Cyber Vulnerability Tester </li> <li>Para-professional</li> <li>Substitute teacher</li> <li>Professional tutor</li> <li>Childcare Worker</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Education Teacher (PK-3)</li> <li>Elementary School Education Teacher (1-5)</li> <li>Middle School Education Teacher (4-8)</li> <li>Secondary Education Teacher (6-12)</li> <li>Special Education Teacher (Birth-12)</li> <li>Art Teacher (K-12)</li> <li>World Language Teacher (K-12)</li> <li>Computer Science Teacher (K-12)</li> </ul> <p><i>Undergraduate Areas of Teacher Certification</i></p>

### CAPSTONE CREDENTIALS

In order to graduate, Jump Start students must earn at least one credential from the options below.

Regional (Emerging)	Basic	Advanced
Career and Technical Certificate (LCTCS) <sup>2</sup>	Certificate of Technical Studies (LCTCS) <sup>2</sup>	Technical Diploma (LCTCS) <sup>2</sup>
	<b>CW:</b> • Web Security Associate • Web Security Specialist Louisiana Pre-Education Credential - Basic	CW Web Security Professional Louisiana Pre-Education Credential - Advanced • A+ • Security+
		*Aligned to pathway.

1 Educators Rising Website: <https://www.educatorsrising.org/the-mission>  
 2 Louisiana Board of Elementary and Secondary Education Bulletin 746

Required Educator Courses (choose 4)				
Course Title	Course Code	Carnegie Credits	5-Point Scale	
Multicultural Learning Communities (DE option available)	100677	1		
Foundation of Education (DE option available)	100678	1		
Psychology <b>OR</b>	222001	1		
Psychology: DE CPSY 2013 - Introduction to Psychology <b>OR</b>	225011	1		
AP Psychology <b>OR</b>	222004	1	✓	
Child Development	100604	1		
Cyber Society (NICERC Partnership) <b>OR</b>	040218	1		
Technology Education Computer Applications <b>OR</b>	110071	1		✓
AP Computer Science A	081175	1		✓
Additional Courses (choose an additional 4)				
Course Title	Course Code(s)	Carnegie Credits	5-Point Scale	
<b>CORE CONCENTRATION: 2-4 courses from the Core course offering.</b>				
<i>A combination from Other or STEM is allowed with a minimum of 2 from this Core course offering list.</i>				
English III: AP English Language and Composition <b>OR</b>	120325	1	✓	
English III: DE - CENL 1013 English Composition I	120601	1	✓	
English IV: AP English Language and Composition <b>OR</b>	120328	1	✓	
English IV: DE - CENL 1013 English Composition I	120606	1	✓	
Business Communications <b>OR</b>	040305	1		
Technical Reading and Writing	125010	1		
Probability and Statistics <b>OR</b>	160349	1	✓	
Probability and Statistics: AP Statistics	160352	1	✓	
Calculus: DE - CMAT 2115-5 Calculus <b>OR</b>	160506	1	✓	
Calculus: AP Calculus AB	160327	1	✓	
Biology II <b>OR</b>	150302	1	✓	
Biology II: AP Biology <b>OR</b>	150307	1	✓	
Biology II: DE - CBIO 1015 General Biology I	150323	1	✓	
Chemistry II <b>OR</b>	150402	1	✓	
Chemistry II: AP Chemistry <b>OR</b>	150410	1	✓	
Chemistry II: DE - CCEM103 Chemistry	150419	1	✓	
Algebra I <b>OR</b>	160375	1	✓	
Algebra III: DE - CMAT 1215 College Algebra	160500	1	✓	
Financial Literacy <b>OR</b>	160345	1	✓	
Personal Finance	040122	1	✓	
U.S. History: DE - CHS 2015 American History I <b>OR</b>	220407	1	✓	
U.S. History: DE - CHS 2025 American History II	220408	1	✓	
World History: DE - CHS 1115 World Civilization I <b>OR</b>	220450	1	✓	
World History: DE - CHS 1025 World Civilization II	220451	1	✓	
Western Civilization: DE - CHS 1015 Western Civilization I <b>OR</b>	220446	1	✓	
Western Civilization: DE - CHS 1025 Western Civilization II	220447	1	✓	
American Sign Language I	123456	1		
American Sign Language II	123457	1		
Assistive Technology For The Visually Impaired	080900	1		
Braille I	080902	1		
Braille II	080903	1		
Braille III	080202	1		
PDF-Qualifying CTE Internship I	080200	2		
<b>STEM CONCENTRATION: 1-4 courses from the STEM course offering.</b>				
<i>A combination from Other and Core is allowed.</i>				
Cyber Society (NICERC Partnership)	040218	1		
Cyber Literacy I (NICERC Partnership)	040221	1		
Cyber Literacy II (NICERC Partnership)	040222	1		
Cyber Science (NICERC Partnership)	040219	1		
Cyber Networking Technology	061120	1		
CW Network Security	081121	1		
CompTIA® Networking Fundamentals	081122	1		
PDF-Qualifying CTE Internship I	080202	1		
PDF-Qualifying CTE Internship I	080200	2		

OTHER: Maximum of 2 courses from this course offering list.				
Course Title	Course Code	Carnegie Credits	5-Point Scale	
Family and Consumer Sciences <b>OR</b>	100401	1		
Adult Responsibilities <b>OR</b>	100405	1		
Sociology	225010	1		
Child Psychology and Parenthood Education <b>OR</b>	220601	1		
Speech I	091011	1		
Speech II	140199	1		
Workplace Safety <b>OR</b>	319923	1		
Health Science <b>OR</b>	090611	1		
First Responder	090711	1		
Media Arts I <b>OR</b>	050810	1		
Computer Multimedia Presentations <b>OR</b>	040206	1		
Desktop Publishing	040207	1		
Introduction to Business Computer Applications <b>OR</b>	040401	1		
Business Computer Applications	040400	1		
For Jump Start Topa Tech Diploma: Required Core Readiness Courses (1)				
Course Title	Course Code(s)	Carnegie Credits	5-Point Scale	
Quest for Success	080411	1		
Aggressives I	012501	1		
Jobs for America's Graduates I	042010	1		
Propel Core Skills	080399	1		

For Jump Start students, courses can not count toward both academic requirements and Jump Start requirements.



# The Pre-Educator Pathway Courses

- **Four Educator Courses**
  - Multicultural Learning Communities (DE option available)
  - Foundations of Education (DE option available)
  - Psychology **OR** Child Development
  - Cyber Society (NICERC Partnership) **OR** Technology Education Computer Applications
- **Additional Courses**
  - 2-4 Core Concentration (minimum of 2)
    - STEM Concentration/ “Other” (maximum of 2)
- **Jump Start Tops Tech Diploma**
  - 1 Career Readiness Course





## DUAL ENROLLMENT

**School Requirements:** confirmation of eligibility college by college

**Minimum Teacher Requirements:** SACSCOC credentialing with minimum Master's Degree in an education-related program of study

**Students must be eligible to receive DE credit as determined by the minimum requirements approved by the Board of Regents.**

## Prior Learning Credit

**School Requirements:** decided by each University partner

**Suggested Minimum Teacher Requirements:** minimum Master's Degree in an education-related program of study

### **Potential Student Requirements**

- Application
- Recommendations





## Basic Louisiana Pre-Educator Credential

The Louisiana Pre-Educator Credential was added to the [State Focus](#) list in December. Details regarding the certification can be found on the [fact sheet](#).

### Louisiana Pre-Educator Credential - Basic

1. Complete a full LDOE JumpStart Pre-Educator Pathway **AND**
2. One of the following:
  - a. Earn two dual enrollment credits from the required educator pathway course offerings, **OR**
  - b. Earn two-micro-credentials, **OR**
  - c. Passing score on the PRAXIS I Core exam, **OR** Qualifying ACT/SAT score equivalent (ACT composite score of 22), **OR** SAT combined verbal and math score of 1100 or higher (New SAT).





# Advanced Louisiana Pre-Educator Credential

The Louisiana Pre-Educator Credential was added to the [State Focus](#) list in December. Details regarding the certification can be found on the [fact sheet](#).

## Louisiana Pre-Educator Credential - Advanced

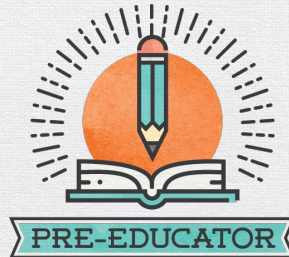
1. Complete a full LDOE JumpStart Pre-Educator Pathway **AND**
2. Earn at least two dual enrollment credits from the required Pre-Educator Pathway course offerings, **AND**
3. One of the following:
  - a. Passing score on the PRAXIS I Core exam, **OR**
  - b. Qualifying ACT/SAT score equivalent (ACT composite score of 22), **OR**
  - c. SAT combined verbal and math score of 1100 or higher (New SAT).



# Growing Your District's Next Generation of Teacher Leaders

Louisiana seeks to provide a clear pathway in every school district for people who want **to serve their communities as highly-skilled educators.**

As we intentionally **recruit and cultivate a diverse and learner-ready** pipeline of aspiring educators who are passionate about serving our communities through education, Louisiana seeks to ensure all students have access to a highly-trained, highly-skilled educator.







# The Louisiana Pre-Educator Pathway

A grow your own initiative founded on the beliefs that our next generation of teachers is currently sitting in the desks of our schools, that the underrepresentation of **teachers of color** in the Louisiana education workforce can be addressed through high-quality, early career development, and that expanding access to the teaching profession will benefit **overall teacher retention and quality**.

- Advanced and Basic Jumpstart [Graduation Pathway](#)
- Can be offered as Dual Enrollment or systems can partner with colleges and universities to offer as Prior Learning Credit
- Two education focused classes and then choices in other collections of courses
  - Multicultural Learning Communities: Course Code 100677
  - Foundations of Education: Course Code 1006781



# The Louisiana Pre-educator Pathway

A grow your own initiative grounded in the following beliefs and ideas:

- The next generation of Louisiana's **educational leaders** are **currently** sitting in the desks of our middle and high schools.
- The underrepresentation of **teachers of color** in the Louisiana education workforce can be addressed through high-quality, early career development.
- Strategically expanding access to the teaching profession will benefit **overall teacher retention and quality**.





## Areas of Focus & Considerations





# Focus Areas

The LDOE has identified four key areas of focus as we continue to expand access to the Pre-Educator Pathway and other Grow Your Own initiatives.

Key Players at each level have responsibilities related to each of these focus areas.

- Curriculum, Staffing, & Scheduling
- Student Selection Recruitment
- Pipeline Retention
- K-12 partnerships with Teacher Preparation Programs



# Focus Area: Curriculum, Staffing, & Scheduling

## Consider

### Curriculum

- Multicultural Learning Communities: Course Code 100677/ Foundations of Education: Course Code 100678
- Allow for robust clinical experiences that explore beyond the realm of traditional programs
- Ensure that quality is present from the start (avoid retrofitting)
- Backwards plan from Microcredentials
- Contact curriculum vendors directly

### Staffing

- Selecting the right teacher is critical (great relationships with students, “ambassador” for the profession, innovative, flexible, professional, open to difficult conversations, etc)
- Be open to non-traditional approaches for staffing (shared schedule, administrators, instructional coaches, etc)



# Focus Area: Curriculum, Staffing, & Scheduling

## Consider

### Scheduling

- Be comfortable offering the course even if only a handful of students are interested in Year One
- If you are offering the course as a Dual Enrollment course, remember that Prior Learning Credit or non-dual enrollment qualifiers can take the course at the same time
- Think about what would grant the most access with the least “harm”



# Focus Area: Curriculum, Staffing, & Scheduling

## Key questions to consider from your role:

- **Curriculum:** What elements are important in a curriculum in order to meet my school/systems Grow Your Own goals? How can we ensure our teacher leaders have the support needed to fully implement a curriculum that will fully prepare our aspiring educators?
- **Staffing:** How are we identifying and supporting teacher leaders? How do we ensure teacher leaders have the support they need in order to play a role in teacher preparation?
- **Scheduling:** How do we ensure that all students with potential or interest in the teaching profession are enrolled in pathway experiences and/or courses? Is this course being offered as dual credit or prior learning credit or both? How are we communicating the opportunities this pathway offers with students and parents?



# Focus Area: Student Recruitment & Selection

## Consider

1. Look to students who have or might express interest in service based professions such as social work, criminal justice, psychology, sociology, counseling, other human services
2. Purposely seek out 1 or 2 students who will serve as great ambassadors for the course, even if they are not likely to become educators.
3. Think outside the box and break the mold of what previous generations may have looked to for teachers. 21st century teachers teaching in 21st century classrooms may not have a 4.0 in AP Lit. But do they have a 4.0 in humanity?
4. Make membership somewhat exclusive, combatting the idea that “anybody can teach”. Plant the seeds EARLY that this is just not true.
5. Consider students who represent the diversity of the school/community/larger society and who would bring rich perspective to classrooms and schools (males, students of color, students spanning a variety of socio-economic levels, represent varied interests, etc.)



# Focus Area: Student Recruitment & Selection

## Key questions to consider from your role:

- What are non-traditional ways for us to engage students that have historically and institutionally been excluded from the teaching profession?
- How will we make involvement feel “exclusive” while not excluding students with genuine interest and talent?
- How can we leverage relationships in order to break myths about the teaching profession?
- How can non-school based leaders shine a light on the pre-educator pathway and contribute to recruitment efforts?
- What recruitment systems and structures will allow us to address the workforce needs in our community?



# Focus Area: Pipeline Retention

## Consider

- Adopt a “whole village” approach to ensuring sustainability: strengthen relationships between school guidance team, course teacher of record, and higher education
- Exposing students to as many unique experiences as possible is critical
- Remember, elevating the teaching profession is just as crucial as recruiting for the course itself
- Consider leveraging universities for signing days when students decide to “sign” to a college or school of Ed
- Consider planning “launch” events that will allow community members to hear from students who are selected
- Contact local newspaper to run a press release about what you’re doing and the students who were selected



# Focus Area: Pipeline Retention

## Pipeline Retention Key Questions To Consider from your role:

- How can we create experiences and opportunities throughout the teacher pipeline to keep students engaged and interested in pursuing the teaching profession?
- How do we ensure unproductive barriers do not prohibit access to the teaching profession?
- What are other strategies, other than the Pre-Educator Pathway, that may increase the quantity and quality of teachers in the teacher pipeline of your school/district?



# Focus Area: K-12 Partnerships with Teacher Preparation Programs

## Considerations for K-12 Leaders

- Help elevate the teaching profession and involvement in the pathway.
- Remember we have an opportunity to recruit and staff MANY education pipelines. Early Childhood Centers, paraeducators, etc. will ALSO be strengthened by access to the pre-educator pathway.
- Ensure that the STRONGEST instructors of record are doing the work and embracing the content.
- Prepare the school, district, and community to celebrate and embrace the pre-educator pathway.
- Encourage all to keep an open mind about recruiting so that you really get the best aspiring educators.
- Where possible, invite university representatives in to co-present material, offer visits, Q and A, etc.
- Keep the connection going! Each year is a different year!



# Focus Area: K-12 Partnerships with Teacher Preparation Programs

## Considerations for Teacher Preparation Programs

- Many schools/teachers are likely not in the habit of intentionally forming relationships with higher ed. Reach out!
- There is a give and take and conversations to make sure that higher ed and schools understand each other and the needs.
- Different students will thrive in different teacher preparation programs. The more partnerships the better.
- Connect with all schools with active programs to offer mentorship and support.
- “Recruit” our students! You are integral in helping elevate the pre-educator pathway.
- Shift the Culture: Currently, college signing days are reserved for athletes.



# Focus Area: K-12 Partnerships with Teacher Preparation Programs

## **(K-12) Key questions to consider from your role:**

- How can you elevate the teaching profession with colleagues, parents, and students in your school/system?
- How can you connect the work students are doing on your campuses with teacher preparation programs?

## **(Teacher Preparation Programs) Key questions to consider from your role:**

- How can you play a role in elevating the teaching profession in the communities where your schools are located?
- How can you provide recognition for both the teacher leaders and aspiring educators in your partner schools?
- What existing experiences/traditions can you extend to aspiring educators in your partner schools?



## Next Steps

1. Directly contact the curriculum vendor of your choice.
2. Begin identifying potential teacher leaders and student recruitment strategies.
3. Establish relationships with local college and university Teacher Preparation Programs.
4. E-mail [toriano.hayward@la.gov](mailto:toriano.hayward@la.gov) to reserve your spot at a February Virtual Round Table.
  - February 11th 10:00 AM; 1:00 PM
  - February 14th 9:00 AM; 12:00 PM
  - February 15th 11:00 AM







## Closing, Questions, Answers

For more information visit our [Pre-Educator Webpage](#)  
or e-mail [believeandprepare@la.gov](mailto:believeandprepare@la.gov).

If you are not currently receiving LDOE Pre-Educator Pathway communications, complete this [survey](#) to be added to our contact list.





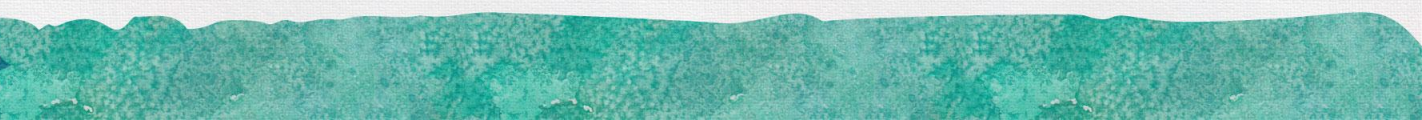
# Appendix







## **Developing a District Grow Your Own Strategy**





# Developing A District Grow Your Own Strategy



1. Building a team of key players
2. Establishing goals that align to workforce needs
3. Strength, Weakness, Opportunity, Threat Analysis

Use the [planning template](#) provided in the chat or any other shareable format of your choosing.



# Key Players

It is critical that key players at all levels work in unison to ensure the pipeline from **aspiring educator to certified educator** includes the necessary experiences that **prepares the next generation of teacher leaders** *while also alleviating potential barriers to the teaching profession.*

- **Aspiring Educators**- educators enrolled in teacher preparation programs
- **Teacher Leaders**- educators leading teacher preparation experience and courses with Middle and High School students
- **School System**-School/District Leaders, Counselors, CTE Coordinators, HR Directors/Coordinators
- **Teacher Preparation Programs**- Departments of Education, Admissions
- **LDOE**- Office of Teaching & Learning, Office of Career & College Readiness



# Building Your Team of Key Players

We encourage each system to develop a team that includes individuals with the following expertise:

1. Teacher Development
2. Human Resources
3. Career Technical Educator
4. School #1
  - a. Teacher Leader
  - b. School Leader (Principal, Assistant Principal, College & Career Counselor)
5. School #2
  - a. Teacher Leader
  - b. School Leader (Principal, Assistant Principal, College & Career Counselor)
6. Teacher Preparation Partners



# Establishing System Grow Your Own Goals

We encourage systems to set goals around some of the following metrics:

## Short Term

- Number of schools offering at least one Pre-Educator Pathway course
- Number of schools offering both Pre-Educator Pathway courses
- Percentage of Black males enrolled in Pre-Educator Pathway courses
- Percentage of students in key demographic #1
- Percentage of students in key demographic #2
- Number of students on track to earning the Pre-Educator Pathway Certification
- Number of students that earned Pre-Educator Pathway Certification



# Establishing System Grow Your Own Goals

We encourage systems to set goals around some of the following metrics:

## Long Term

- Number of students participating in Grow Your Own extracurricular activities
- Number of students that enter a post-secondary teacher preparation program
- Number of alumni that return to teach in the school system



# Developing A District Grow Your Own Strategy

In addition to assembling key players, setting goals aligned to your workforce needs, and reflecting on the development of your program we encourage you to

- Track students at key points
  - Interest expressed
  - Participation in Extracurricular Activities
  - Enrollment in Pre-Educator Pathway courses
  - Earning Pre-Educator Pathway Certification
  - Post-secondary Enrollment
- Develop local partnerships
  - What organizations have similar goals in our community?
  - What organizations have a strong influence in our community?