Policy Issues in Nevada Education

Homegrown Teacher Pathways: A Review of Promising Practices Related to T/T CTE

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This is a summary of “Homegrown Teacher Pathways: A review of Promising Practices Related to T/T CTE.”

For the full brief, visit https://crea.sites.unlv.edu/policy-papers/.

Between 2008 and 2019, the number of students completing traditional teacher education programs in the U.S. dropped by more than a third (AACTE, 2022). In June of 2022, the Nevada Department of Education released a report containing 16 recommendations and priorities for recruiting, preparing, and retaining teachers.

We examine the rationale for, and implementation of, one of the 16 recommendations: expanding Teaching and Training Career and Technical Education (T/T CTE) programs because of their alignment with federal government strategies (Fact Sheet Biden–Harris, 2022). In this summary we:

1. Provide an overview of T/T CTE in Nevada.
2. Consider research-based evidence of grow-your-own (GYO) teacher preparation program.
3. Evaluate promising practices related to Nevada’s approach aligned with existing research.
4. Close with additional recommendations for future action.

Intro to T/T CTE

Career and Technical Training (CTE) prepares students for careers in the technical and academic fields by increasing academic engagement, extending classroom learning to work environments, and by diversifying candidates (Association of Career and Technical Education, 2018). Teaching and Training (T/T) is one focus of CTE and makes up the largest segment of projected job openings in the category (U.S. Bureau of Labor Statistics, 2015). In Nevada, those enrolled in T/T CTE programs are eligible for college credits based on agreements with institutions of higher learning.

About Grow-Your-Own Teacher Preparation Programs

GYO programs have existed since 1989. Thirty states support GYO programs, and nine of those provide competitive funding. The focus is local recruitment, so teachers reflect the diversity of the community, and there is a pathway for paraprofessionals already working in the schools. Table 1 illustrates different approaches to GYO programs.

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### Table 1.
**Common types of Grow-Your-Own teacher preparation programs with examples**

<table>
<thead>
<tr>
<th>Stated Purpose</th>
<th>Target Student Population</th>
<th>Responsible Organization(s)</th>
<th>Example Program</th>
<th>Unique Features of Example Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversifying the teacher workforce</td>
<td>Racially and ethnically diverse members of the local community</td>
<td>Partnerships between institutes of higher education, local school districts, and community-based organizations</td>
<td>Grow Your Own Illinois (Grow Your Own Teachers, 2022)</td>
<td>Prioritizing candidates who live in low-income communities, focus on culturally sustaining pedagogy</td>
</tr>
<tr>
<td>Addressing a teacher shortage</td>
<td>Paraprofessionals, career changers</td>
<td>Institutes of higher education; state approved entities outside of higher education including school districts</td>
<td>Washington State’s Next Generation Alternative Routes (Garcia et al., 2019)</td>
<td>Supporting bi- and multilingual paraprofessionals; implementing a system to provide college credit for prior learning</td>
</tr>
<tr>
<td>Teacher training for middle and high school students</td>
<td>Middle and high school students who express interest in teaching</td>
<td>Partnerships between institutes of higher education and local school districts</td>
<td>Pathways2Teaching (Bianco, 2010)</td>
<td>Dual enrollment credits, introduction to and application of critical pedagogy</td>
</tr>
</tbody>
</table>

*For additional statistics and examples of the success of these programs please view the full brief at [https://crea.sites.unlv.edu/policy-papers/](https://crea.sites.unlv.edu/policy-papers/).

### Three Examples of Promising GYO programs

1. The Call Me MISTER® (CMM) program was founded at Clemson University and is designed to recruit, support, and retain Black men in the teaching profession. A hallmark of the program is a “trilateral mentoring intervention” in which CMM students collaborate with a community expert, a peer, and a youth in the community.

2. In Chicago, Zinsser and colleagues (2019) highlighted the importance of designing programs that “meet the specific needs of the communities they serve” (p. 459). Each of the three programs in their study relied on partnerships with community-based organizations to support pre-service teachers as well as the children and the community.

3. Project TEACH came from a partnership between a local organization, a four-year private university, and the public school district (Irizarry, 2007). Benefits of the program included full tuition, peer mentoring, and specialized academic advising. Project TEACH graduates stayed in the profession longer than the average and reported deep investment in the students and community.

### Recommendations for Future Action

- Recruit within communities by establishing enrollment priorities that reflect demographics. This recommendation includes incentives for high school students like tuition and internships. In addition, employ current teachers who graduated in these neighborhoods to consult.
- Offer job placement for high school graduates to become paraprofessionals within the industry, as they work toward becoming licensed to teach.
- Expand who is funded under T/T CTE to include other vital areas like mentoring and paraprofessionals who are working toward being licensed. Focus on college readiness, technical training for future teachers, and career exploration within the classroom.

*For the full brief and academic references please visit [https://crea.sites.unlv.edu/policy-papers/](https://crea.sites.unlv.edu/policy-papers/).*