

Pathway to Teaching Programs

Priority 2

Valuing All Staff

Short Initiative:

Create and sustain pathway programs for future and potential educators, especially candidates who will increase racial and ethnic representation of the local community within the APS workforce.

Overarching Goal

What is the outcome that this initiative seeks to achieve in five years?

Through this initiative, APS will develop and sustain a staff that more closely mirrors the student population in race, ethnicity, language diversity, neurodiversity, and gender identity, including teachers and other instructional staff and administrators. This will be accomplished through the establishment of programs that allow staff within the system to obtain licensure or allow new staff to participate in programs to achieve licensure, as well as through programming that inspires current APS students to become teachers.

Responsible Department

Director of Human Resources and Director of DEIBJ

Summary

A summary of what we are trying to accomplish and why

APS has spent years striving to have a more diverse staff that better reflects our student population. While we have made some progress, we have also struggled to maintain progress on this front. APS has the opportunity to renew effort in this area. Some of our barriers to recruitment and retention of a more diverse workforce are linked to challenges that some marginalized members of society face when it comes to obtaining the education and credentials required to become an educator. These include difficulties with certification testing and licensure, the cost of educator license training and certification for applicants, and lack of pathways into

education and information about them for interested community members.

Currently, APS does not have defined pathway programs for moving from unlicensed positions to licensed positions. We have had some programs for high school students in the past and should revisit those. In 2021-2022, the district had a Teacher Diversification Grant. This year, a cohort has joined the DESE Staff Diversification Professional Learning Community (PLC).

APS can address these issues in several ways. The district can help more paraprofessionals obtain teaching licenses, provide opportunities for current students to explore education as a possible career in the district after graduating college, partner with educator preparation programs to bring more BIPOC (Black, Indigenous, and People of Color) student teachers to Arlington, and can partner with programs such as [MassTeach](#). An essential component will be the opportunities, professional development, and information for paraprofessionals, who are a natural group from which to recruit because they are already valued members of the community. APS will also work with the existing Internship Program for students at AHS to understand current internship opportunities in our schools for students and possibly create more internship opportunities in education working in district classrooms before graduation for credit. The district will work with local universities to potentially funnel students from high school internships to educator prep programs and back to the district once they are certified.

There will be costs associated with creating pathways programs, including tuition and Massachusetts Test for Educator Licensure (MTEL) assistance or reimbursement, funding for stipends or an FTE (full-time employee) for staff to lead these efforts, and providing professional development.

Major Milestones

These are the highest priority, most meaningful deliverables, and actions we must achieve to successfully arrive at the desired outcome from our current state.

Financial Impact provides amounts for the community to use as estimates in understanding the cost of undertaking these crucial initiatives. Figures represent the estimated amount that this work would cost in a given year. Annual budgets will implement this plan, which will at times lead to other services being changed and eliminated as we develop aligned budgets that account for the initiatives in this plan.

Major Milestones	<u>Year 1:</u> <u>2023-24</u>	<u>Year 2:</u> <u>2024-25</u>	<u>Year 3:</u> <u>2025-26</u>	<u>Year 4:</u> <u>2026-27</u>	<u>Year 5:</u> <u>2027-28</u>

Develop and implement Pathways to Licensure programs and resources for current APS educators	<p>Establish partnership(s) with local university educator preparation programs</p> <p>Conduct cost-out of sustaining educator preparation programs</p> <p>Sustain Teacher Leadership Program Partnership with Brandeis University</p>	<p>Recruit initial cohort for participation in educator pathway program</p> <p>Hold focus groups for feedback on recruitment plans with current educators</p>	<p>Sustain: continue to run cohorts for interested educators to obtain licensure in key areas, continue to offer fee reimbursement for educators seeking licensure.</p> <p>Sustain Teacher Leadership Program Partnership with Brandeis University</p> <p>Sustain focus groups, continue to adjust programming based on feedback</p>		
Financial Impact	\$34,000	\$60,000	\$60,000	\$60,000	\$60,000
To Fund	<p>Time for study and development of initial plan in partnership with educators</p> <p>Brandeis tuition remission for 4 teacher leaders</p> <p>Tuition for educators in pathway cohorts; marketing materials to inform cohorts about programs; stipends for internal leaders to mentor cohort members through the program; fees for licensure and tests required to obtain licensure</p>				
Study AHS Internship Program for	Develop task force in partnership with AHS students to	Create a plan for pathway courses and/or programs	Implement and iteratively assess plan and recommended pathway programs for students		

future educators and examine other local models	study options for student pathway-to-education programs	targeted at AHS students interested in education as a profession	
Financial Impact	\$5000	TBD	
To Fund	Staff hours/stipends, supplies	TBD	

Key Metrics

These are metrics that can serve as strong indicators of performance and are directly representative of successful execution of the initiative.

Outcome metrics are the indicators that will be tracked whereas targets are the specific benchmarks to be achieved by specific deadlines.

Major Milestones	<u>Year 1:</u> 2023-24	<u>Year 2:</u> 2024-25	<u>Year 3:</u> 2025-26	<u>Year 4:</u> 2026-27	<u>Year 5:</u> 2027-28
Outcome Metric 1	Increase staff diversity to more closely mirror the student body; current student body is approximately 30% BIPOC, whereas staff who identify as BIPOC are approximately 11%				
Annual Benchmark	Increase % of staff who identify as BIPOC approximately 2 percentage points annually, to achieve 20% by 2028				
Outcome Metric 2	Hire licensed educators in APS as a result of new Pathway to Teaching programming				
Annual Benchmark	--	--	--	Arlington will hire at least 3 people who have moved through a pathway to licensure	Arlington will hire at least 5 people who have moved through a pathway to licensure
Outcome Metric 4	All schools and central office implement and use annually a robust system for tracking demographic data of staff and pathway participants, with set meetings and procedures followed for data reviews and action planning.				
Annual Benchmark	100% implementation by year 2 of plan, sustained over time				