

PATHWAYS FOR DIVERSE PARAPROFESSIONALS
An Innovation by the Diverse Teacher Workforce Coalition of Western Massachusetts
Performance Measurement Worksheet

Problem/ Opportunity	Strategies	Activities	Process Indicators	Year 1 Outcomes	Year 1 Indicators	Year 2 Outcomes	Year 2 Indicators	Years 3-5 Outcomes	Years 3-5 Indicators	Intended Impact	
The western Massachusetts teacher workforce is not representative of the racial and ethnic diversity of its K-12 student population, contributing to negative educational experiences and less favorable educational outcomes for underrepresented students. Paraprofessionals in our region are a far more diverse group than is the teacher corps, they are experienced with the students in our communities, and many of them would make excellent teachers with the right support. However, significant barriers—including MTEL testing, a complicated licensure system, lack of advising/mentoring, and unsupportive workplace cultures—obstruct their ability to attain licensure.	Strategy 1: Pathways Resource Guide <ul style="list-style-type: none"> • Create and disseminate pathways-to-licensure resource guide to support diverse paraprofessionals to become teachers. 	<ul style="list-style-type: none"> • Identify programs and resources in the region at colleges, districts, workforce agencies and other organizations to support paraprofessional to teacher pathways • Create pathways resource guide, with flow charts • Create communications plan for dissemination of guide, lessons learned, best practices • Disseminate both paper and electronic formats to paraprofessionals, advisors, and public • Train district advisers in use of guide 	<ul style="list-style-type: none"> • Strategy Team established, meeting monthly • Draft Pathways Resource Guide developed • Feedback obtained from paraprofessionals and college and district advisors on draft Guide • Guide revised • Pathways resource guide provided routinely to current, new, and prospective paraprofessionals • Paraprofessional and teacher unions actively promoting the teaching pathway to diverse paraprofessionals at professional development and in newsletters 	<ul style="list-style-type: none"> • Pathways Resource Guide available for dissemination to and use by paraprofessionals, college and district advisors, unions, community and workforce organizations, and available to the public. • Communications plan developed. 	<ul style="list-style-type: none"> • Pathways Guide produced and linked to partner and at least 5 selected career search websites • 40% email open-rate for current black and Latino paraprofessionals in partner districts who receive Pathways Resource Guide 	Pertains to all strategies			<ul style="list-style-type: none"> • 50% of black and Latino BA-holding paraprofessionals in each district express interest in becoming teachers • 20 black and Latino paraprofessionals successfully recruited for teaching pathway • 15 of these take advantage of MTEL prep courses • 12 black and Latino paraprofessionals take required test • At least 10 black and Latino paraprofessionals pass Communication and Literacy test by Dec 2019 • 75% of paraprofessionals in pathway report increased awareness of resources available • 75% of paraprofessionals in pathway report effectiveness of supports received on pathway • 75% of paraprofessionals in pathway report optimism about becoming teachers • 75% of principals trained report changes in perceptions of hiring process and underrepresented candidates 	<ul style="list-style-type: none"> • 20 new black and Latino teachers who were paraprofessionals join the teacher workforce -- 8 in Springfield, 8 in Holyoke, 3 in Amherst, 1 in Northampton. • Three-year retention rate of new black and Latino teachers similar or equal to the overall new teacher retention rate for each district 	At least 10% of new teachers in four districts drawn from black and Latino paraprofessional workforce on an on-going basis. These new teachers persist as teachers for at least five years and become effective educators and respected role models for both students and other diverse paraprofessionals seeking to advance their careers in education. A successful, sustainable diverse paraprofessional-to-teacher pathway is embedded in our partner institutions.
	Strategy 2: MTEL Preparation and Mentoring <ul style="list-style-type: none"> • Develop effective, sustainable MTEL preparation and mentoring support within districts, for diverse paraprofessionals with bachelor's degrees who have potential to attain licensure within two years. 	<ul style="list-style-type: none"> • Pilot enhanced MTEL preparation <ul style="list-style-type: none"> o Identify and train 10 teachers to serve as new MTEL prep tutors o Expand access to MTEL preparation courses offered by Springfield Public Schools using Zoom technology o Off-set testing cost with support from partner organizations • Develop in-district cohort mentoring <ul style="list-style-type: none"> o Designate and train district-based cohort mentor whose background experience mirrors that of the paraprofessionals o Design and pilot coordinated district-based cohort activities, from pre-MTEL through year 3 of teaching 	<ul style="list-style-type: none"> • Strategy Team established, meeting monthly • MTEL tutors selected, trained, assigned • MTEL courses established; paraprofessionals enrolled • Mentors selected, trained • Cohort activities implemented • Passing 2 out of 3 required MTEL tests taken first time increasing annually in districts 	Increasing number of black and Latino paraprofessionals in teaching pathway pass MTEL tests before entering practicum.	<ul style="list-style-type: none"> • 15 prospective new tutors recruited and trained • 10 tutors active with black and Latino paraprofessionals • 15 black and Latino paraprofessionals take advantage of MTEL course offerings • 12 black and Latino para's take required test • At least 10 black and Latino paraprofessionals pass Communication and Literacy test by Dec 2018 	<ul style="list-style-type: none"> 1. Increasing number of black, Latino or other underrepresented paraprofessionals successfully enter a teacher licensure program pathway. 2. Increasing number of black, Latino or other underrepresented paraprofessionals persist in and complete a teacher licensure program. 	<ul style="list-style-type: none"> 1. Improved, sustained access to education career pathways for black, Latino and other underrepresented paraprofessionals and community members in each participating community 2. Number of new diverse teachers hired and retained in districts increasing annually 				

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	Foundational Strategy: Coalition as Community of Practice <ul style="list-style-type: none"> The Coalition serves as the community of practice to break down barriers, foster partnerships, improve programming, and disseminate lessons learned. 	<ul style="list-style-type: none"> Coalition members collaborate on strategy teams Coalition meetings to share experience and assess lessons Write lessons learned bulletins Build and use blog for internal and external communication 	<ul style="list-style-type: none"> Strategy teams active Meetings schedule and held Plan for blog in place Bulletins produced Coalition continuing to work together to support diverse teacher pathways 	Coalition sustained as community of practice, moving beyond competition and fostering collaboration	<ul style="list-style-type: none"> 75% of target participants in Coalition events attend 10 informational resources or lessons shared within Coalition 					