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

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<td>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.</td>
<td><strong>Strategy 1: Pathways Resource Guide</strong>  • Create and disseminate pathways to-licensure resource guide to support diverse paraprofessionals to become teachers.</td>
<td>• 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</td>
<td>• 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</td>
<td>• Pathways Resource Guide available for dissemination to and use by paraprofessionals, college and district advisors, unions, community and workplace organizations, and available to the public.  • Communications plan developed.</td>
<td>• 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.</td>
<td>Pertains to all strategies  • Improved sustainable 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</td>
<td><strong>Strategy 2: MTEL Preparation and Mentoring</strong>  • Pilot enhanced MTEL preparation  • 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.</td>
<td>• Pilot enhanced MTEL preparation  • Identify and train 10 teachers to serve as new MTEL prep tutors  • Expand access to MTEL preparation courses offered by Springfield Public Schools using Zoom technology  • Off-set testing cost with support from partner organizations  • Develop in-district cohort mentoring  • Designate and train district-based cohort mentor whose background experience mirrors that of the paraprofessionals  • Design and pilot coordinated districts-based cohort activities, from pre-MTEL through year 3 of teaching</td>
<td>• 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</td>
<td>Increasing number of black and Latino paraprofessionals in teaching pathway pass MTEL tests before entering practicum.  • 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 paraprofessionals take required test  • At least 10 black and Latino paraprofessionals pass Communication and Literacy test by Dec 2018</td>
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#### Performance Measurement Worksheet (continued)

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| 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 3: Institutional Culture Change**  
- Districts and educator preparation programs initiate culture change processes to create more supportive environment for diverse students and staff.  
  - Five Diversity Leadership Summits for partners to develop cultural competency and culture change plans. Participants: district administrators, paraprofessionals, advisers, mentors, educator preparation program staff and Coalition partners  
  - Provide training for 40 principals on best practices for hiring for diversity  
  - Districts and educator preparation programs create action plans for local change  
  - Follow-up consultations with school districts  
  - Districts collect data on progress of change | **Strategy Team established**  
- Summits planned and implemented  
- District and educator preparation program action plans shared  
- Consultant visits carried out  
- Lessons-learned bulletin created  
- District hiring practices show evidence of increased diversity in candidate pools  
- Culture change plans initiated in four districts | 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. | **Representative mix of constituents participate in each of 2 diversity leadership summits; includes at a minimum:**  
- 2 Paraprofessionals  
- 2 Para Mentors  
- 2 Teachers  
- 2 Union reps  
- 4 Principals  
- 4 District level administrators  
- 3 Ed prep program leaders/advisers  
- 6 other coalition reps  
- 80% of participants in workshops self-report increased awareness and knowledge on workshop topics at or above 4 on Likert scale  
- 25% of school principals in each district trained in best practices for hiring for diversity | **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**  
- **13 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** | **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.** |