

LOS ANGELES EDUCATOR PATHWAYS PARTNERSHIP

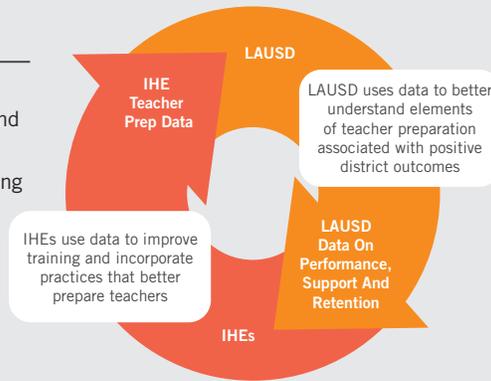
The Los Angeles Educator Pathways Partnership (LAEPP) launched in 2010 to better prepare and retain effective educators in the Los Angeles Unified School District (LAUSD). It is a data-driven joint effort between the L.A. Compact Institutions of Higher Education (IHE) Collaborative and LAUSD, co-convened and facilitated by UNITE-LA.

OUR CHALLENGE

Over the last few years, the California teacher shortage has grown steadily worse. Fueled in part by low retention and declines in teacher education enrollment, the shortage causes school districts to rely on underqualified teachers to fill classrooms. Over the last decade, enrollment in teacher preparation programs has declined by 70 percent. Teachers who enter with inadequate preparation and mentorship leave the profession at two to three times the rate of fully-prepared teachers. In LAUSD, almost half of teachers exit the classroom within five years. Research demonstrates that strong teacher preparation can increase both efficacy and retention. By using data to better understand teacher preparation, best practices and district outcomes, the LAEPP seeks to enhance LAUSD teacher preparation, quality and retention, and ultimately improve student learning.

ACCOMPLISHMENTS

- Executed and maintain historic data-sharing agreements between LAUSD and the major local teacher prep programs
- Completed the first round of data sharing in both directions and provided data dashboards to six IHEs and LAUSD
- Recently added two more years of district outcomes to datasets
- Preparing to share STEM teacher data for new analyses



IMPACT

What Do Partners Say About Research Findings And LAEPP's Impact On Program Improvements?

- Data sharing has enabled universities to get a comprehensive look at post-graduate employment patterns of teacher candidates.
- Using the data to examine the relation between school administrator longevity and teacher retention has led us to discuss strategies in which we can prepare new teachers for potential instability in leadership.
- We found that graduates of the special education pathway are teaching at schools with high teacher and principal turnover and absenteeism.
- Special education pathway teachers are teaching significantly more English learners than are their peers, prompting us to broaden training.
- We have become more knowledgeable about the teaching jobs needed in LAUSD (i.e., math, science and special education teachers) and the types of credential programs we should focus on.



WHAT'S NEXT?

Future Research Questions

- Does the relationship between school context and new teacher retention vary by:
 - University training program or pathway?
 - STEM vs. non-STEM teachers?
- How do student demographics and school stability change for new teachers over time?

MEMBER TESTIMONIES:

Members see great value in the LAEPP collaboration:

"Many institutions were not doing any sort of work related to this. Having that open and collaborative spirit within the range of the types of institutions has been one of the positive [outcomes]."

94% of members felt mutual trust with other institutions due to their participation in LAEPP

Members value UNITE-LA's facilitation:

"Having [an] entity that can gently remind folks [and] continue to push these conversations [...] creates some continuity that otherwise I don't think we would have."

100% of members reported that LAEPP's decision-making processes are open and transparent

Quotes and survey results from independent assessment by Harder+Company Community Research

Thank you to our funders:

