

# DATA POINTS

## 81,000 ASSISTANT PRINCIPALS WORK IN U.S. SCHOOLS

Over the last 25 years, the prevalence of U.S. schools with assistant principals has grown from one-third to one-half, but those leaders tend to be underused and underresearched, according to a report sponsored by the Wallace Foundation.

The report finds that the assistant principalship appears to be an increasingly common stepping-stone to the principalship — about three-quarters of principals have served as assistant principals compared with about half 25 years ago — but there was no evidence that experience in the former role improves performance in the latter. That may be partly explained by a finding that assistant principals' roles and responsibilities are very diverse and often poorly defined.

The report finds untapped potential and room for improvement in both the role and composition of the assistant principal workforce. Although people of color make up a higher percentage of assistant principals (24%) than other roles, they are less likely than white educators to become principals, suggesting a breakdown in the pipeline. An upcoming issue of *The Learning Professional* will examine in more depth the findings of the report.

[bit.ly/3bA2BMR](https://bit.ly/3bA2BMR)

## 47 STATES HAVE GROW-YOUR-OWN TEACHER PROGRAMS

Grow-your-own teacher programs build connections among school districts, higher education institutions, and community agencies to recruit and train high school students, paraeducators, and community members to become



teachers in their own communities.

These programs are increasingly popular as a way to address teacher shortages, increase teacher diversity, and improve connections between schools and their communities. New America conducted a 50-state scan of grow-your-own programs. The report finds that most states (47 plus D.C.) have at least one program, but they use a wide range of definitions and approaches. Nine states have more than five types of programs.

Most programs target or are operated at the district level, with high school students the most popular recruitment target, often through career and technical education. State funding for these programs is rare, occurring in only 20 states.

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## 11 STATES OR FEWER PRIORITIZE TEACHER DIVERSITY AND EQUITY

The Education Trust rated state policies and practices in five categories to examine how well U.S. states prioritize teacher diversity and equity. The researchers created a color-coded map for each category to document where states and the country are and where they need to go to get to equity. The categories in which states most often met criteria were setting clear goals for diversifying the workforce and using intentional recruitment strategies for

educators of color (11 states each).

Less commonly, seven states met criteria for two categories of investing in teacher preparation programs and making educator diversity data visible and actionable. Only three states met criteria for efforts to retain educators of color by improving working conditions and providing opportunities for growth.

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## 20 PERCENTAGE POINT INCREASE IN TEACHERS CONSIDERING LEAVING

The EdWeek Research Center surveyed a nationally representative sample of 700 teachers and 300 school leaders in March 2021 to understand why teachers are considering or deciding to leave the profession during the pandemic.

When asked how likely they are to leave in the next two years, 54% said somewhat or very likely, whereas only 34% said they would have answered that way before the pandemic. Not surprisingly, 84% of teachers said teaching is more stressful than before the pandemic.

When asked what would make them more likely to stay, about 70% of teachers pointed to higher salaries and 43% said reducing administrative burdens such as paperwork, meetings, and hall duty. "Love for students" topped the list of reasons teachers decide to stay.

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