ETS’s mission is to advance quality and equity in education for all people. Our unwavering commitment to this mission extends beyond the development and administration of research-based assessments. It informs education policy, expands opportunities for learners and communities, and improves teaching and learning. This dedication is reflected in ongoing research aimed at deepening our understanding of the nature of teaching quality and how to measure it, called Enhancing Teacher Quality.

In addition, the broad use of Praxis® tests across the country provides ETS with the unique position to understand how others are addressing key education issues for students, including prospective teachers, and promote the conversation nationwide.

ETS is currently engaged in a number of initiatives aimed at better understanding the diversity challenges in the teacher pipeline with which many of our state and higher education clients grapple, including:

**EPP Diversity Survey** — The lack of diversity in the nation’s teaching force is in part due to the lack of diversity in college students attracted to education majors and successfully gaining admission to and completing teacher preparation programs. In the spring of 2016, ETS began a research effort to identify, describe and disseminate information regarding programs at Educator Preparation Programs (EPPs) that address the lack of diversity in the teaching force. Through a survey distributed to more than 120 EPPs across the country and answered by more than 70, we are seeking to understand how programs attract, recruit, admit and support students from underrepresented groups.

The next step is to further describe programs at EPPs, focusing on those that completed the survey. We will generate brief snapshots of the types of programs currently in place. This will be followed by more in-depth, systematic case studies of several EPPs and the programs they are implementing, focusing on strategies that the programs identify as most helpful in recruiting, retaining and graduating underrepresented teaching candidates. The final step will be to disseminate information to EPPs that are grappling with the issue of diversity.

Other initiatives across ETS aimed at better understanding inequities that ultimately challenge the education landscape include:

**ETS Opportunity Project** — a two-phased project that consists of first analyzing the complex dynamic governing the distribution and intergenerational transmission of opportunity and then developing an actionable framework that will identify principles, best practices and key indicators that can guide efforts and inform policy aimed at reducing disparities in opportunity.
Diversity Research Review — We are also conducting a review of the research literature on the challenges and benefits of diversifying the teacher workforce, with a focus on programs that have demonstrated promise.

In January, we presented preliminary results at the NASDTEC 2017 Ted Andrews Winter Symposium focused on teacher recruitment and retention.

To learn more about Enhancing Teacher Quality, visit https://www.ets.org/research/topics/teaching.

To learn more about the initiatives mentioned above, please contact:

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