

Diverse and Learner-Ready Teachers Best Practices
Webinar Series

USING SCHOOL LEADERS TO BUILD A DIVERSE TEACHER WORKFORCE

July 31, 2018

1:30 pm EST

Agenda

⌘ Introduction from CCSSO

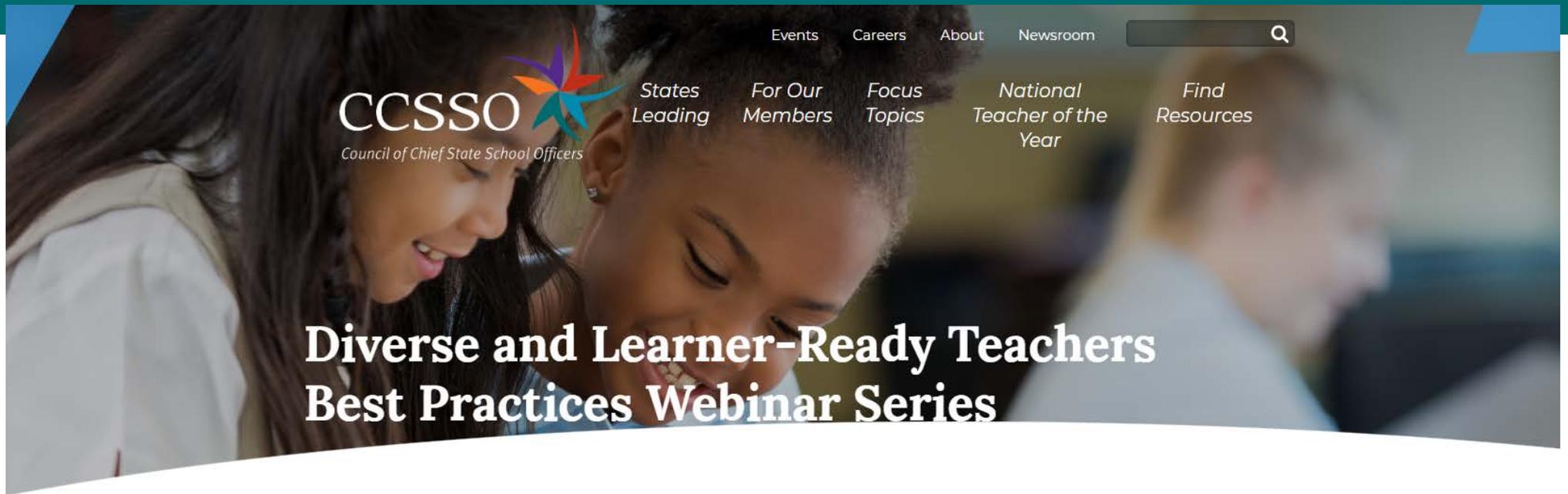
- Eric Duncan, Senior Program Associate, Educator Workforce Initiative
 - Diverse and Learner Ready Teachers Initiative Background
- Monica Taylor, Senior Program Director, School Leadership and Improvement

⌘ Presentations

- **How School Leaders Matter for Recruiting and Retaining Teachers of Color**
 - Desiree Carver-Thomas, Learning Policy Institute
- **The Role of Local School Districts in Recruiting, Supporting, and Retaining Teacher of Color**
 - Dr. Travis Bristol, University of California, Berkeley
- **Wisconsin's Plan to Diversify the Educator Pipeline**
 - Dr. Shandowlyon Hendricks-Williams, Wisconsin Department of Public Education

⌘ Additional Resources on School Leadership

Support for All States



The Diverse and Learner-Ready Teachers Best Practices Webinar Series is a showcase of evidence-based, best practices from researchers and practitioners across the country to improve the racial diversity of the teacher workforce and ensure that teachers engage in practices that are culturally responsive to students and communities.

The series will feature the nation's leading researchers and practitioners on a variety of topics including effective uses of data, high-retention models to increase racial diversity, and lessons in stakeholder engagement.

Click on the links below to learn more about each webinar and to register to attend.

July 31 - [Are School Leaders the Gamechangers? Using School Leaders to Build a Diverse Teacher Workforce \(Register now\)](#)

August - [Fixing the Leaky Pipeline: High-Retention Pathways Towards Racial Diversity](#)

Introductions from CCSSO



Monica Taylor

How School Leaders Matter for Recruiting & Retaining Teachers of Color

Desiree Carver-Thomas
Learning Policy Institute



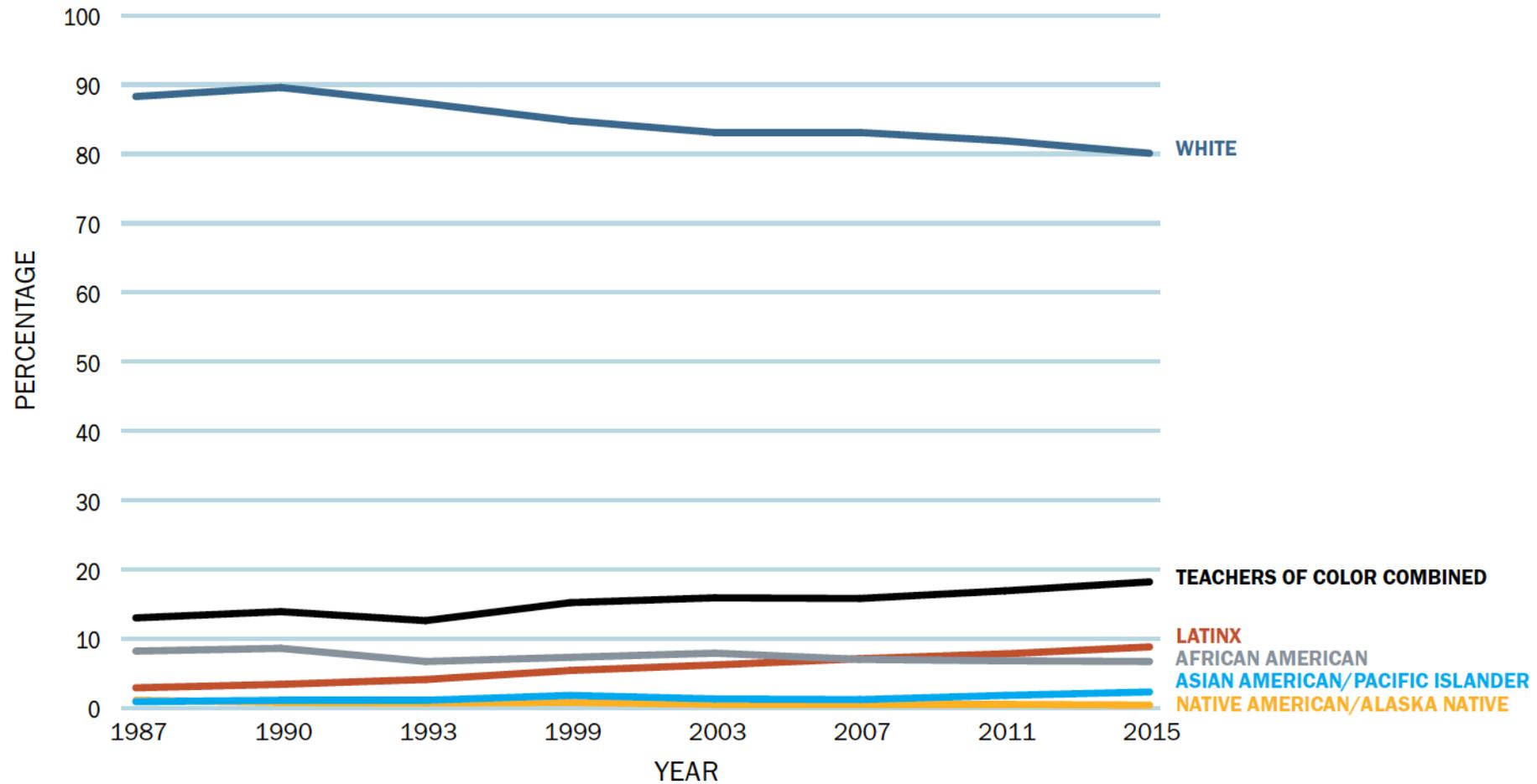
All Students Benefit from a Racially Diverse Teacher Workforce

Teachers of color:

- Often fill hard-to-staff positions
- Can boost academic performance, attendance rates, and school climate
- May improve satisfaction and decrease turnover for other teachers of color
- Offer benefits to all students, and especially to students of color

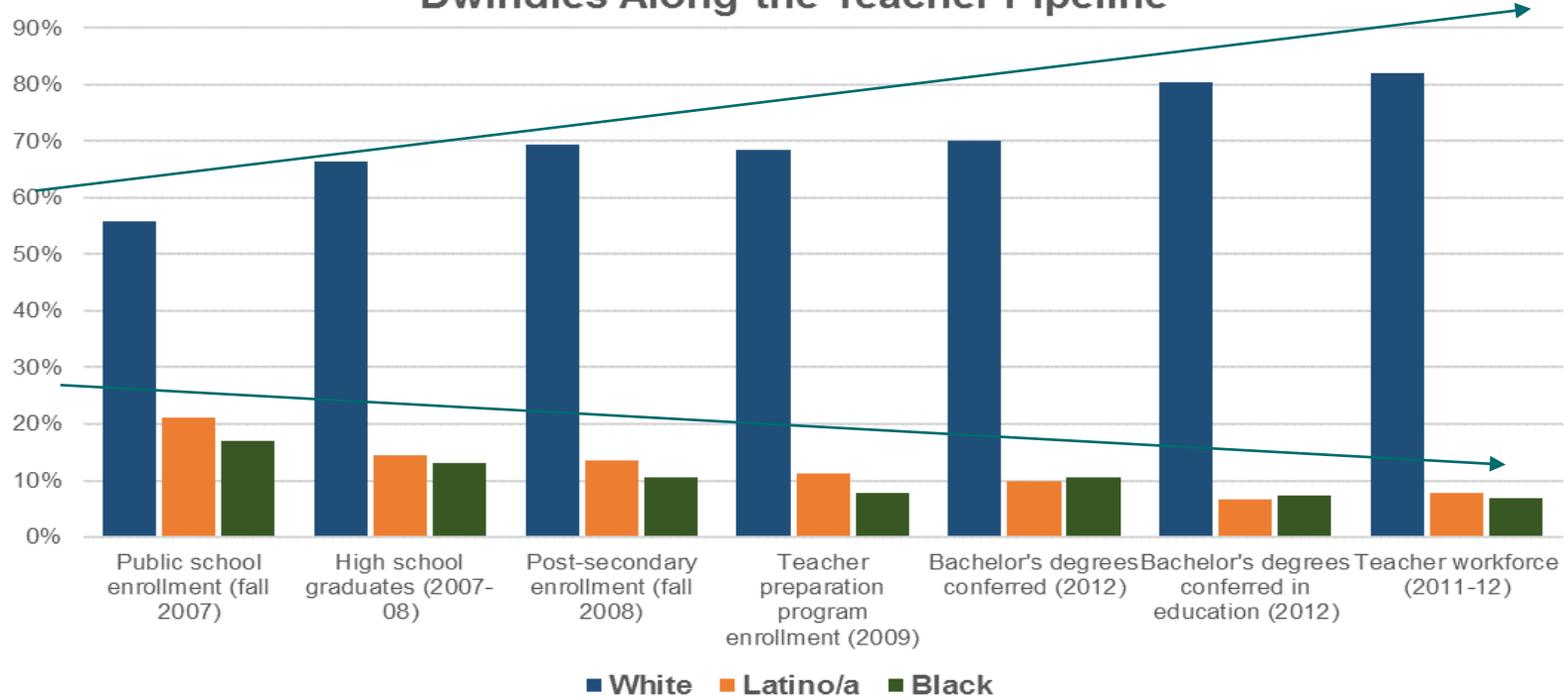
The Share of Teachers of Color in the Teacher Workforce

1987-2015



Note: Analysis by Learning Policy Institute. See the appendix for full source information.

Exhibit 1: The Pool of Potential Black and Latina/o Teachers Dwindles Along the Teacher Pipeline



Sources for Public school enrollment; High school graduates; Post-secondary enrollment: NCES. (2009). Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 1997 and Fall 2007. https://nces.ed.gov/programs/digest/d09/tables/dt09_041.asp

Sources for Teacher preparation program enrollment: U.S. Department of Education. (2017). 2016 Title II Reports, National Teacher Preparation Data. <https://title2.ed.gov/Public/DataTools/Tables.aspx>

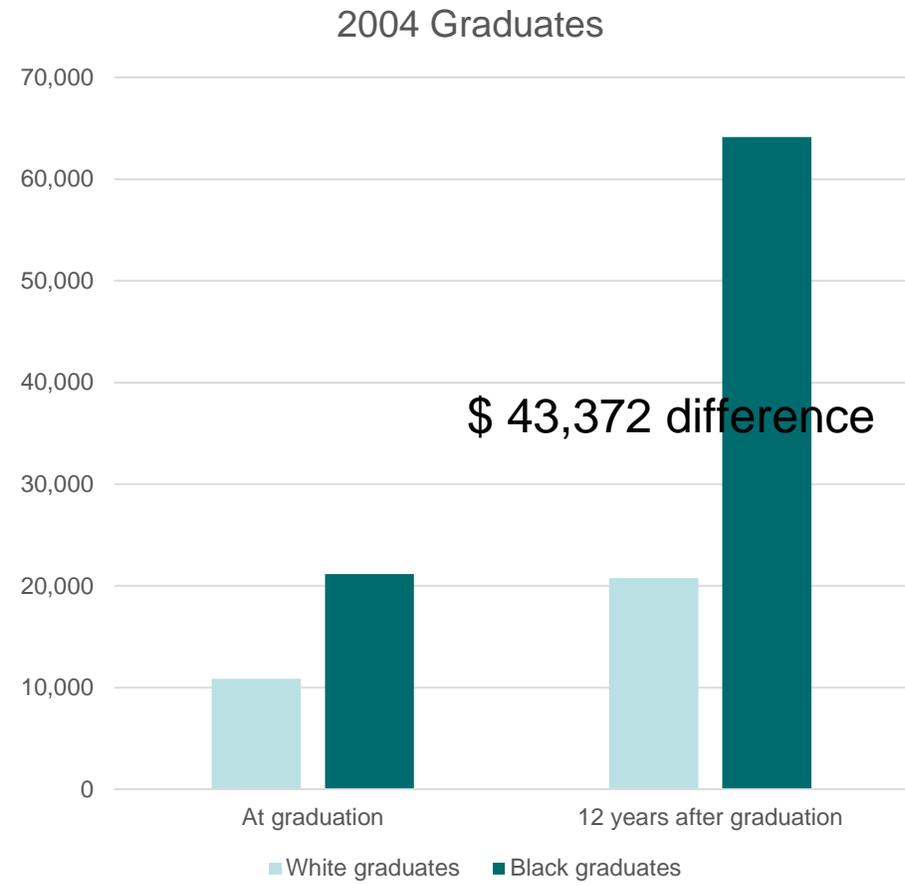
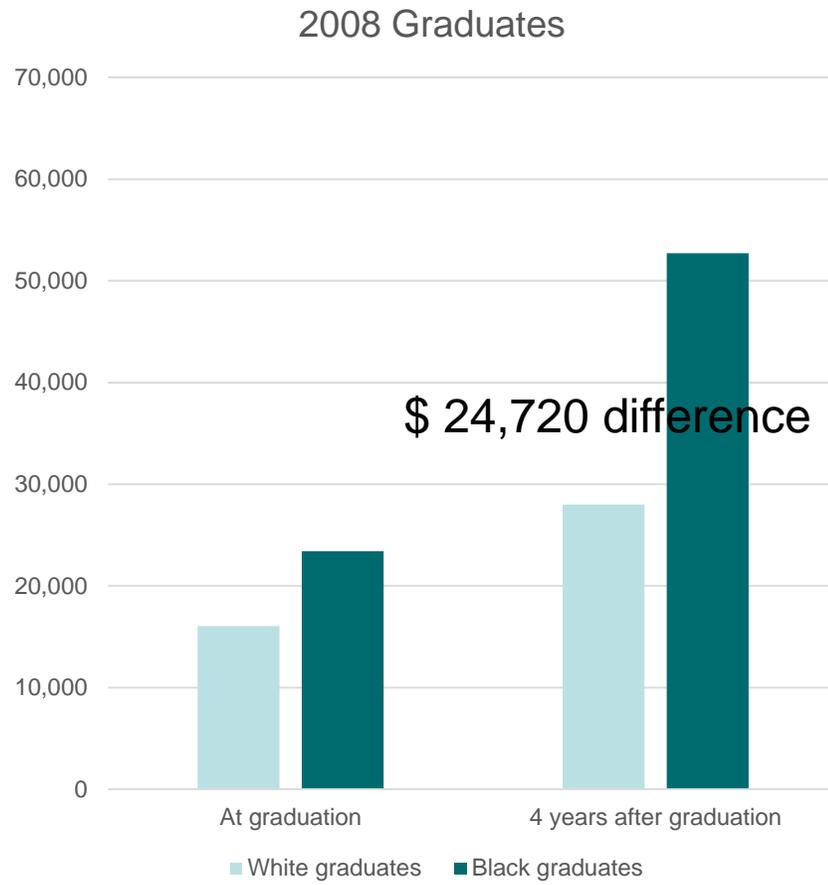
Sources for Bachelor's degrees conferred; Bachelor's degrees conferred in education: NCES. (2014). Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2011-12 and 2012-13. https://nces.ed.gov/programs/digest/d14/tables/dt14_322.30.asp

Sources for Teacher workforce: Learning Policy Institute analysis of Schools and Staffing Survey 2011-12.

Barriers to Recruiting and Retaining Teachers of Color

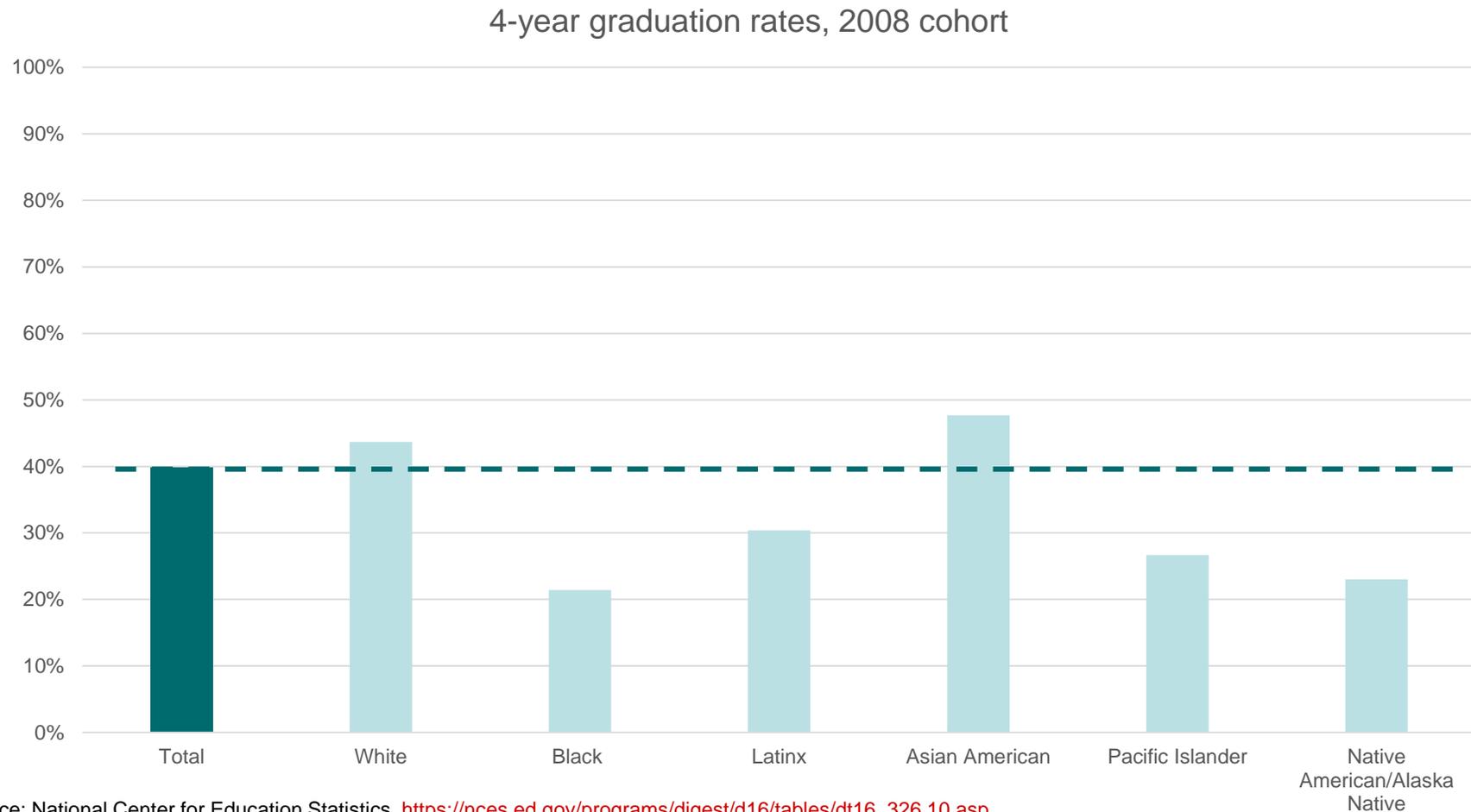
- Cost of college
- Obstacles to completing college
- Teacher licensure exams
- Insufficient preparation
- Challenging teaching conditions

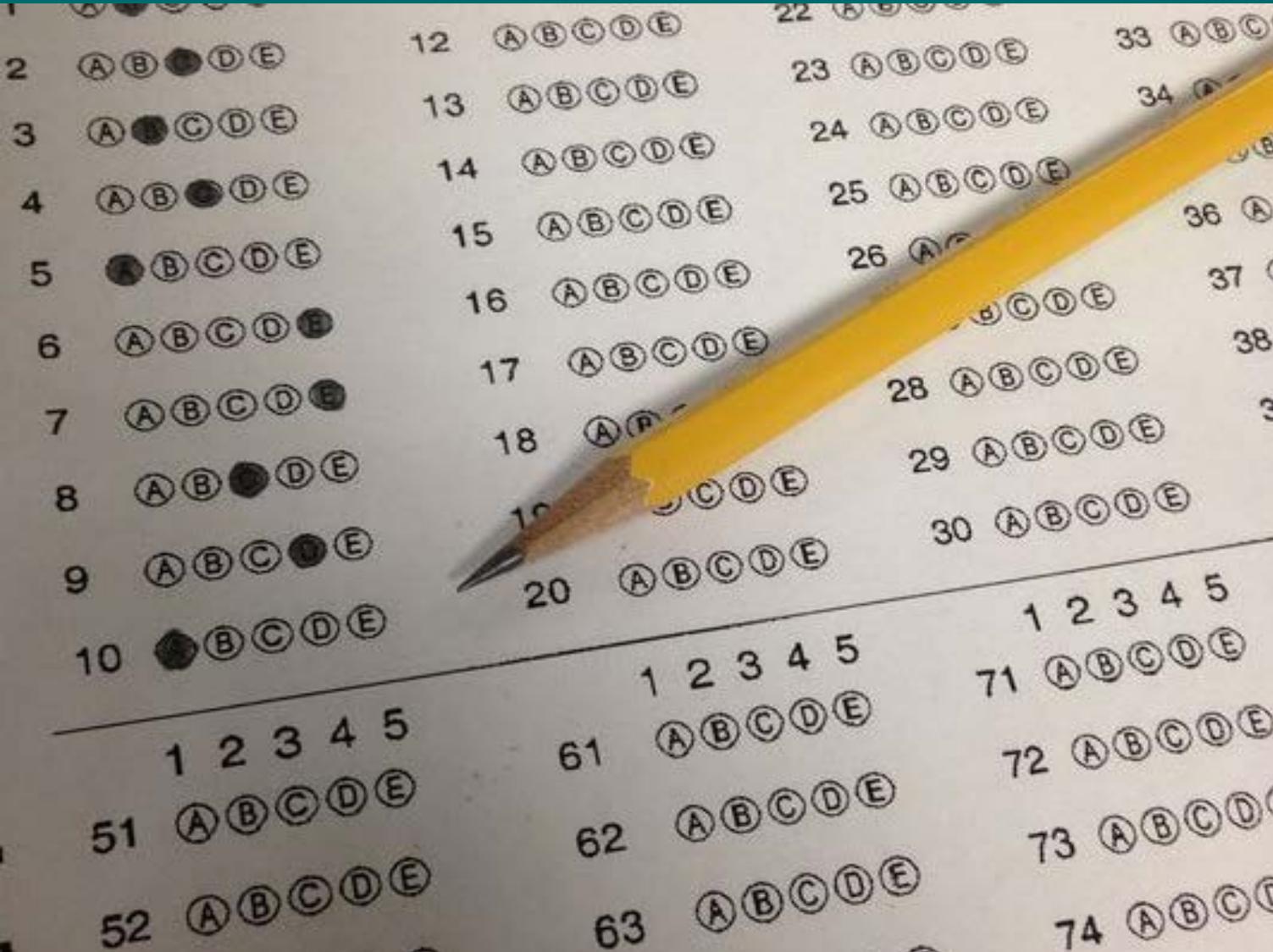
The cost of college



Source: Scott-Clayton, J. & Li, J. (2016); Scott-Clayton, J. (2018).

Obstacles to completing college





Teacher licensure exams

- Long history of disparate pass rates by race
- Little evidence that common pencil-and-paper exams predict teacher effectiveness

Insufficient preparation

- 1 in 4 teachers of color enter through alternative certification pathways
- Alternative certification is associated with 25% higher turnover rates

Challenging teaching conditions

- Accountability pressures
- Lack of resources and support
- Lack of classroom autonomy & school influence
- Racial discrimination & stereotyping
- Job assignments or workload
- School turnaround policies

Promising Practices School Leaders Influence

Hiring practices

- Moving hiring timelines earlier
- Partnering with local TPPs, especially MSIs
- Including teachers of color in the hiring process in meaningful ways
- Offering comprehensive induction

Teaching Conditions

- Creating collegial & collaborative school environments
- Offering meaningful professional learning experiences
- Creating the conditions for a positive school climate and culture
- Ensuring teachers and students have appropriate resources and support



**Diversifying the Teaching Profession:
How to Recruit and Retain
Teachers of Color**

Desiree Carver-Thomas



APRIL 2018

Full report available at:
learningpolicyinstitute.org

The Role of Local School Districts in Recruiting, Supporting, and Retaining Teachers of Color

Travis J. Bristol, Ph.D.

Assistant Professor, University of California, Berkeley

@TravisJBristol

Share Findings From Two 2018 Studies

- ⌘ 2018 Study of Boston-area Suburban School District Hiring Practices
- ⌘ 2018 Study of Large Urban Northeastern School District Recruitment, Support, and Retention Practices

2018 Study of Boston-area Suburban School District Hiring Practices

- **Research Question**

1) What policies and practices has “Middlesex Public Schools” developed to increase the ethnoracial diversity of its educator workforce?

Sample

- **29 teachers:**

- 17 females, 12 males
- 55% White; 13% Asian; 13% Hispanic/Latino; 6% Black; 3% Hawaiian/Pacific Islander; and 3% Bi-racial.

- **12 administrators:**

- 6 females, 6 males
- 75% White; 16% Hispanic/Latino; and 8% Black.

- **24 students:**

- 12 females, 12 males
- 50% Hispanic/Latino; 30% White; and 16% Black.



Research Question 1

Finding #1: Most study participants believed MPS has publicly demonstrated a commitment to diversifying the workforce through its hiring practices. However, these policies appear to be undermined by long-standing practices that give preferential treatment to applicants with pre-existing social connections to members of the district in the Waltham community.

“I got out of college, I came back and met with my old history teacher who then had become director. At that point I already enrolled in graduate school for the fall. So I was just kind of checking with him. We had just an informal conversation in his office. I brought my resume and cover letter, you know fresh out of college and presented it to him and he said, ‘Okay, this is great. There’s no job that’s here, no one’s retiring. So go enjoy grad school and come back and see me in the spring we have some retirees popping up.’”

-White, male, high school administrator

“I do get a little worried though that some of the hiring practices I don’t think are—I think they’re more about, in this town, someone’s brother’s sister’s cousin’s uncle, and that—to me is one of the reasons why we don’t have a diverse population in staff. Although now, with the growing diverse population of kids growing up and graduating... They’ll come back and we can hire them.”

- White, female, district administrator

RQ1: What policies and practices has Middlesex Public Schools developed to increase the ethnoracial diversity of its educator workforce?

Recommendation: The district should design a community agreed-upon rubric for hiring educators that values an applicant's connection to Waltham but also adheres to the necessary skills for students to thrive.



2018 Study of Large Urban Northeastern School District

▪ **Research Questions**

1) To what degree are school administrators organizing supports for male teachers of color in their buildings?

Participants (n=88)

⌘ Building administrators (n= 16)

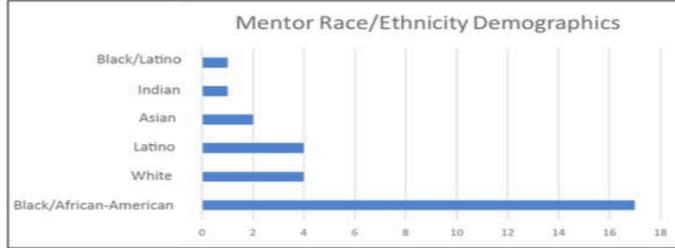
⌘ Mentors (n= 29)

⌘ Anchors (n=22)

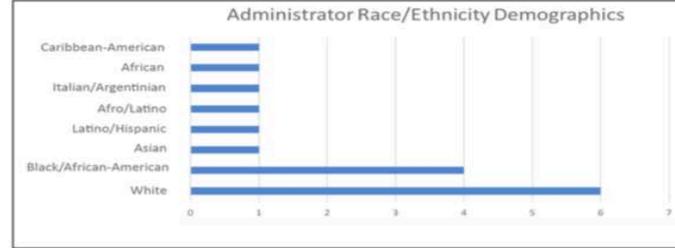
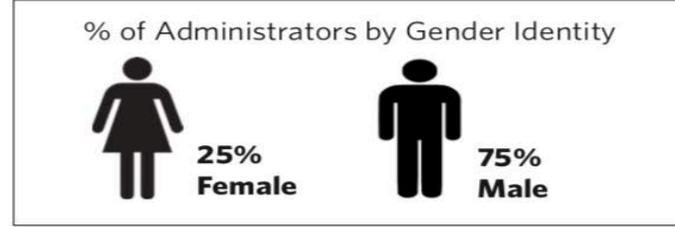
⌘ Students (n=21)

Demographic Information

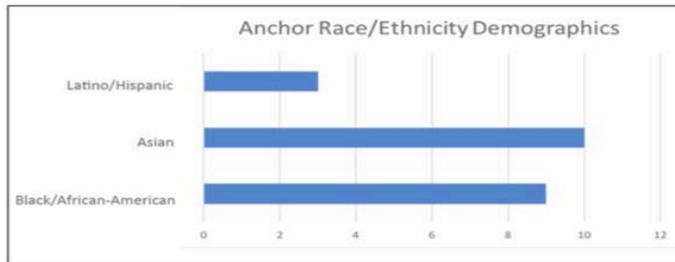
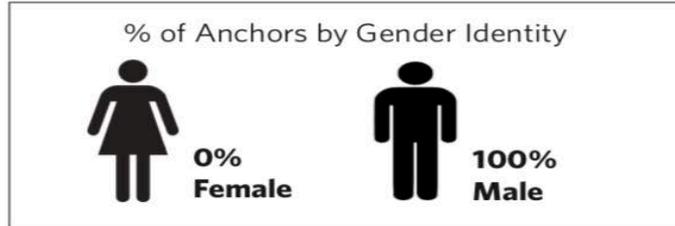
Mentors (n=29)



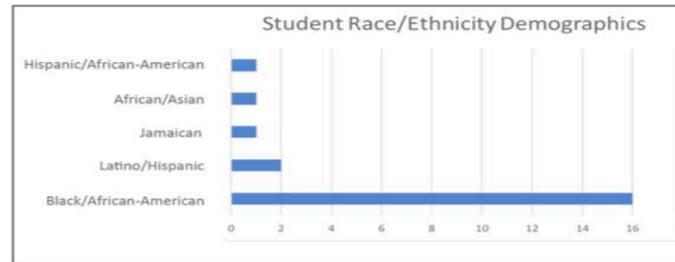
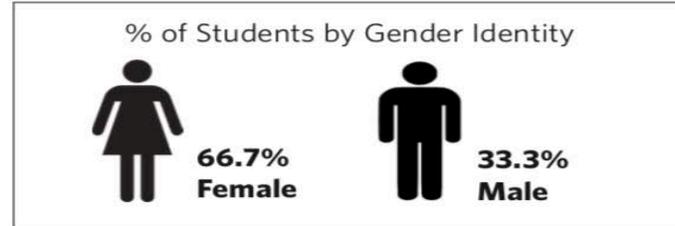
Administrators (principals) (n=16)



Anchors (n=22)



Students (n=21)



1) To what degree are school administrators organizing supports for male teachers of color in their buildings?

Finding: Principals of color appeared much more thoughtful in how to organize supports for Anchors when compared to White principals. However, principals' of color appeared to be drawing on their own personal experiences - rather than an evidence-base - when creating intentional supports aimed at attending to the unique challenges associated with being a male teacher of color.

⌘ “So I don't really know what goes on outside, but inside this building, I will support my white, my black, my Hispanic teachers; there would be no difference. Color has nothing to do with it. Once I start pulling color into the mix, it's time for me to retire from this job and move on, because we are now more of a multicultural school than we've ever been before. And at the end of the day, my job is to make Kwabena succeed -- black, white, green, blue, or purple. I hope that makes sense.” **-White, male, principal**

1) To what degree are school administrators organizing supports for male teachers of color in their buildings?

“I most certainly think they need different professional learning....There's assumptions we make when we put these men of color, who we believe are complete, into rooms to help complete children. And if they're -- depending on their own experiences -- it can be a quite rough engagement. They're really struggling -- like, I'm on my own for the first time. I'm still being required to be the impromptu man of this other house, right? It's interesting watching the different males come through and never being -- never feeling like they're supposed to tell me that. And I think I go out of my way to ask a little bit more, just by virtue of our first-year and watching our male staff get their behinds kicked all the way up and down this hallway and the female staff having to hold it down.” - **Afro-Latino, male, principal**

Recommendation: Now in its second year, the district should develop an evidence-based resource guide for principals that illuminate the school-based experiences for teachers of color and, specifically, male teachers of color. This resource guide should emphasize the need to differentiate support in order to meet the needs of teachers based on their social identity. Additionally, the resource guide will serve as a tool for those principals already creating supports for male teachers of color to rely on evidence-based resources instead of their own personal experiences to create these supports.

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Recommendation: The district should expand the PD offerings on Culturally Relevant Education (CRE) to all principals with Anchors in their buildings. We recommend that the PD be tiered to deepen conversations around CRE and move past the introductory phase to examining the tenets of CRE and exploring how to thread them into a school's curriculum and culture. We recommended that the PD series include resources and references to the literature citing targeted supports and best practices that help male teachers of color be successful. Finally, an aspect of the PD should include a discussion of (or perhaps offer a separate series about) the impact of colorblindness.

Wisconsin's Plan to Diversify the Educator Pipeline

Shandowlyon L Hendricks-Williams, Ed.D.

Education Administrative Director

Teacher Education, Professional Development and Licensing Team

State of Wisconsin Department of Public Instruction

Wisconsin Requirements for Administrator License

- ⌘ Must complete an approved educator preparation program
- ⌘ Must hold or be eligible to hold a Wisconsin teaching license
- ⌘ Must have six semester of successful experience as a teacher or six semester of successful experience as a school counselor, school psychologist or school social worker

- ⌘ An administrator license is required to hold a position as a principal, superintendent, director of instruction, director of special education and pupil services or reading specialist

Diversifying the School Leader Pipeline

Grounded in statewide plan to diversify the teacher pipeline through the implementation of strategies to recruit and retain teacher of color while creating meaningful opportunities for advancement.

Strategies contain specific actions for the State Education Agency (SEA), Local Education Agencies (LEA's), districts, Educator Preparation Programs (IHE and alternative), and community organization.

Strategy #1

Attract Wisconsin Students of Color to the Field of Teaching

The SEA will:

- ⌘ ensure that EPP's develop, submit and implement plans with adequate resources to recruit, admit and retain a diverse student body
- ⌘ provide technical assistance to districts developing educator career pathways in high schools (career academies, Pathways to Teaching, Educator Rising)
- ⌘ provide technical assistance to districts wishing to implement Educators Rising at their schools
- ⌘ become a state affiliate of Educators Rising.
- ⌘ conduct statewide Educators Rising competitions, annually

Strategy #2

Recruit and Develop Out of State Teachers of Color

The SEA will:

- ⌘ modify existing practice to allow out of state teacher candidates to participate in the Wisconsin Improvement Plan (WIP) program
- ⌘ provide technical assistance to districts (MPs, RUSD, SDB, MMUSD, etc.) and community allies (MEP, Milwaukee Common Council, etc.) recruiting teachers of color from Minority Serving Institutions, such as HBCU's

Strategy #3

Recruit and Develop Wisconsin Teachers of Color

The SEA will:

- ⌘ no longer require Praxis Core as an admission requirement for EPP's
- ⌘ allow teaching candidates to demonstrate content knowledge in ways other than the Praxis II (3.0 GPA on content courses or content portfolio)
- ⌘ continue to collect data and feedback, including working with the originating state (MA) to identify potential changes to the FORT that positively address racial bias
- ⌘ develop a P-20 statewide collaborative wherein districts and EPP's partner to develop innovative and experimental alternative licensure programs to attract current school staff of color (paraprofessionals, teachers, etc.)

Strategy #4

Retain Teachers of Color

The SEA will:

- ⌘ explore and research a tuition reimbursement program for Wisconsin teachers of color who teach in our 9 Equity Plan districts
- ⌘ modify requirements of Educator Preparation Programs (IHE and alternative) to ensure they recruit, hire and retain a diverse teacher education faculty
- ⌘ make concrete progress in diversifying the staff at DPI, with particular attention to leadership positions

School Leader Pipeline – Strategy #3 Retaining Teachers of Color

Advancement for Teachers of Color at the District Level

- ⌘ Districts and IHE's partnering to develop, seek and gain approval as an innovative educator preparation program for paraprofessionals, interpreters and office personnel of color to become teachers as well as teachers, social workers, school counselors of color to become administrators as allowed in PI34.11 which allows for the development of new arrangement/context for preparation of personnel to meet the needs of a particular segment of society, such as students of color that improves the pool of candidates for a school district by fostering cooperation between entities (MTEC, New Leaders, National Louis University)
- ⌘ MPS grooming teachers of color to become leaders through mentoring via professional and Greek organizations of color (MMABSE, NABSE, AKA, Delta, etc.)

School Leader Pipeline – Strategy #3 Retraining Teachers of Color

Advancement for Teachers of Color at the IHE Level

- ⌘ Just as it is important for K-12 students to have teachers of color; college students need to experience teachers of color
- ⌘ PI34.018 Entities shall create, submit to the department and implement a written plan and provide sufficient resources to recruit, admit and retain a diverse student body in their educational preparation program (teachers, administrators, superintendent, etc.). Plans and data to substantiate the effectiveness and outcomes are reviewed at annual compliance visits by the department. Entities must be compliant with this provision of PI34 to maintain approval to operate their program

School Leader Pipeline – Strategy #3 Retraining Teachers of Color

Advancement for Teachers of Color at the SEA Level

- ⌘ Re-examination of recruitment efforts (where positions are posted and how to ensure that widespread knowledge of open positions); agency-wide PD on equity and issues of equity including diversifying the SEA; cabinet level plan to increase the number of leaders of color at the SEA (recent hire of a leader of color to the State Superintendent's cabinet)

Wisconsin's Example of one Educator of Color's Journey from a Handicapped Child Assistant to the SEA

1. Handicapped child's aide to paraprofessional – district tuition reimbursement with 3 year commitment
2. Paraprofessional to special education teacher – two year alternative certification program (district and an IHE) leading to a Cross Categorical Special Education teaching License and Master Degree with discounted tuition rate and loan forgiveness after teaching 3 years in the district; life long mentoring by the principal of color
3. Special education teacher to Central Office Administrator (Assistant Director of Special Education)– district mentoring and two year administrator permit while earning administrative licenses (Principal, Director of Instruction; and Director of Special Education and Pupil Services) through district tuition reimbursement with a 3 year commitment; continued mentoring from the principal of color
4. Central office administrator to school based leader (principal)- two year national fellowship (district and national principal training program) at no cost, received mentoring from the national organization two years after completion of the program; continued mentoring from the principal of color
5. School based leader (principal) to leader of a charter school with multiple campuses - life long mentoring from a sitting Superintendent of color through a national organization for educators of color, tuition for summer academy was paid by the district as well as all costs associated with attending the national conferences; continued mentoring from the principal of color
6. Leader of charter school to Regional Director of an international educational company that held a 5 million dollar contract with MPS – continued mentoring from a Sitting Superintendent of color through a national organization for educators of color while earning doctorate degree and Superintendent license in Illinois that led to dual certification in both Wisconsin and Illinois, paid out of pocket; continued mentoring from the principal of color
7. Regional Director to Assistant Director of Teacher Education, Professional Development and Licensing at SEA – purposeful recruiting for a person of color, paid costs associated with relocation to Madison; after deciding that living in Madison wasn't a good fit, SEA provides ability to work from home a few day a week to cut down on stress of commuting from Milwaukee to Madison – just repealed and rewrote state policy, PI34 ; continued mentoring from the principal of color and sitting Superintendent of color

Additional Resources on School Leadership

To view these resources on school leadership, please visit

<https://ccsso.org/using-school-leaders-build-diverse-teacher-workforce>

⌘ [Improving Principal Diversity in Tennessee](#)

⌘ [Where Are All the Principals of Color?](#)

⌘ [Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data](#)

⌘ [Fostering Cultural Diversity in Your School](#)

⌘ [Building a Strong and Diverse Teacher and Principal Recruitment Pipeline](#)

Upcoming Webinars

Visit our webinar website to register for the upcoming webinars:

<https://ccsso.org/diverse-and-learner-ready-teacher-best-practices-webinar-series>

- ⌘ August – Fixing the Leaky Pipeline: High-Retention Pathways Towards Racial Diversity
- ⌘ September 5 – What’s in the Data? Using an Equity Lens to Collect Racial Workforce Data
- ⌘ September 17 – What’s in the Data? Using Workforce Data to Address Diversity Gaps