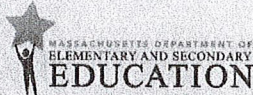
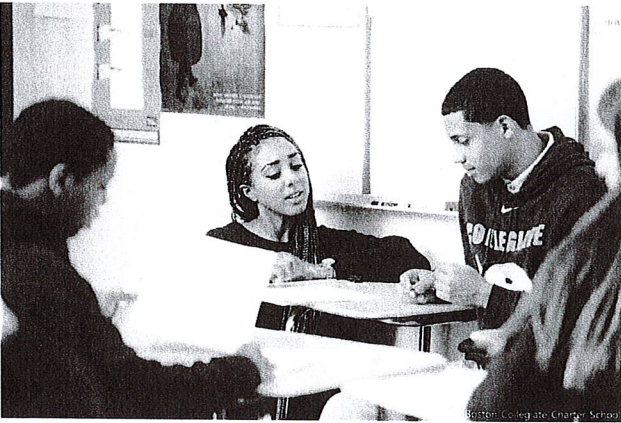


## Recruitment and Retention Strategies to Diversify the Educator and Administrator Workforce

February 4, 2020




### Presentation Overview



This presentation will provide an overview of some recruitment and retention strategies to diversity the educator and administrator workforce.

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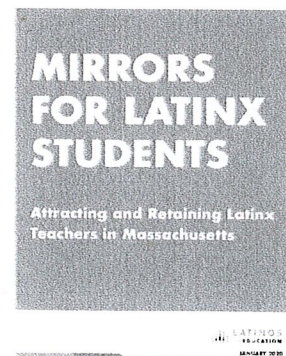
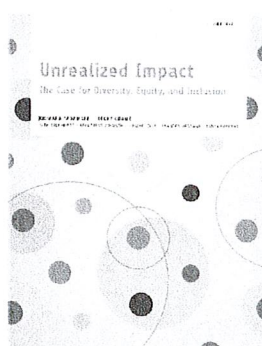
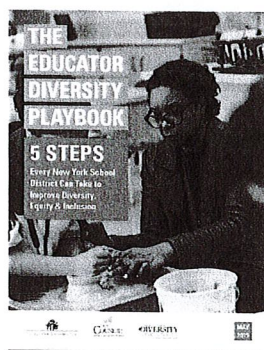
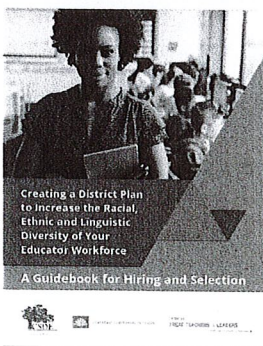


## Presentation Overview

- Making Educator Diversification A Priority
- Recruitment
- Hiring
- Retention



## Resources



## Making Educator Diversification A Priority

- Clearly define the value proposition for diversifying the educator workforce.
- Explicitly tie the work of educator diversification to the district's mission, vision, and values.
- Establish clear and specific performance goals for district leadership that reflect educator diversity, including recruitment, hiring, support, and retention.
- Dedicate resources to support educator diversification efforts.

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## Cambridge Public Schools

### Diversity Dashboard

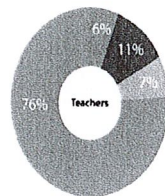
#### Affirmative Action/ Equal Employment Opportunity

*"We recognize that to assure equal opportunity and a multicultural education for all students, we must take affirmative action to provide sufficient role models among the staffs who reflect the various racial and cultural backgrounds of the students in the Cambridge Public Schools. We are committed to the existence of persons of racial, ethnic, linguistic and gender differences at all levels in all professional and support jobs within the Cambridge Public Schools."*

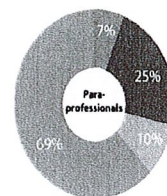
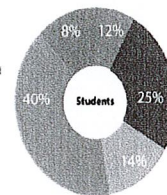
Goal: 30% Teachers of Color by Fall 2020  
Current Status: 24% Teachers of Color as of October 2018.

The following charts provide a snapshot of the staff demographics within different positions in Cambridge Public Schools. Research indicates that students gain substantial academic, social, and other educational benefits when provided with diverse educators and role models. Therefore, the CPS District Plan aims to improve student outcomes by increasing the diversity of our teaching faculty to better reflect and respond to the experiences of our students.

● White ● African American & Black ● Hispanic & Latino  
● Asian & Pacific Islander ● Multi-Ethnic & Other



Male: 21% Female: 79%



Male: 15% Female: 84%

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## Workforce Diversity Matters - What the Research Says

- Having a black teacher in grades 3 through 5 significantly reduces the probability of dropping out of high school among low-income black males ([Gershenson et al., 2017](#))
- Having at least one black teacher in grades 3-5 increased black male students' self-reported intent to pursue a four-year college degree by about 19 percent ([Gershenson et al., 2017](#))
- Schools with larger numbers of black teachers or a black principal have greater representation of Black students in gifted programs relative to the school's general student body, similar patterns for Latinx teachers/students. ([Grissom et al., 2017](#))
- Students perceive Black teachers more than their White peers to hold students to high academic standards and support their efforts, to help them organize content, and to explain clearly ideas and concepts and provide useful feedback ([Cherng and Halpin, 2016](#))
- "For White students, diverse learning communities provide exposure to multiple perspectives and can improve their ability to solve problems, think critically, and develop creativity (Page, 2007; Phillips, 2014). Having teachers from multiple backgrounds may also increase White students' sense of civic engagement while offering important cognitive, social, and emotional benefits (Wells, Fox, & Cordova-Cobo, 2016)."

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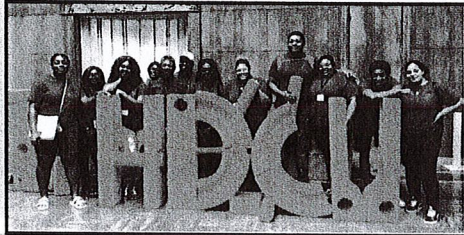
## Recruitment

- Track data about candidates of color through the hiring process (i.e. Applications, invited to interviews, second round interviews, receive job offers, hired, retained over multiple years).
- Actively engage teacher preparation programs at Historically Black Colleges and Universities (HBCUs), Hispanic serving institutions (HSIs), and other institutions that serve prospective educators of color for strategic recruitment of graduating students and alumni.
- Send job postings to professional networks that explicitly touch people of color.
- Check for coded language in job postings, as even subtle word choices can have a strong impact on the applicant pool.
- Invest in "Grow Your Own" initiatives and other sources of talent.

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# Recruitment



## TEACH PITTSFIELD

THE PITTSFIELD PUBLIC SCHOOLS

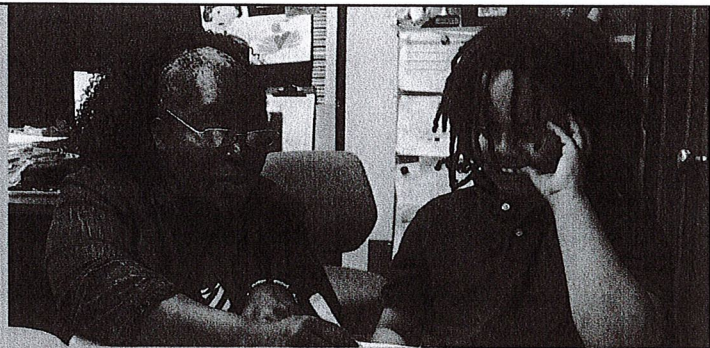
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Shirley Edgerton, Cultural Competency Coach and Facilitator  
Judy Rush, Director of Curriculum

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# Paradigm Shift



- Multi-sector regional coalition—community of practice, collective impact
- Innovation approach—continuous feedback and improvement
- Leverage higher ed-district partnerships to recruit and support Black and Latinx para-educators with BA's through licensure
- Springfield, Holyoke, and Amherst
- Direct supports to candidates—MTEL prep and fees, mentoring, tuition assistance

### Helping Black and Latinx Para-educators Become Teachers

## Hiring

- Insist that each hiring pool includes more than one person of color in it.
- Ensure that hiring teams are racially/ethnically diverse; include community stakeholders if your staff is not there yet.
- Engage in implicit bias training for hiring teams.
- Implement a blind resume screening process.
- Develop an interview protocol that includes questions that explicitly point to your vision for a diverse organization.

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## Retention

- Engage in a yearly staff climate survey/process and disaggregate by race/ethnicity and use the outcomes to improve policies and programs (while protecting individual privacy).
- Set a quarterly meeting to review evaluation data/trends disaggregated by race/ethnicity, and analyze reflect on the implications for your "container."
- Provide financial compensation, time during the workday, and/ or promotional opportunities for additional work and responsibilities that many teachers of color are often asked to take on outside the classroom (e.g., Latino teachers are often asked to serve as translators).
- Create support networks for educators of color that provide mentorship, camaraderie, and professional development opportunities.

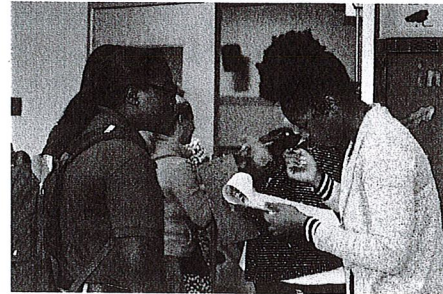
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## Educator Diversity and Culturally Responsive Workforce

### Recruitment/Pipeline Development

- Teacher Diversification Pilot Program
- Influence 100
- Commissioner's College Visits
- InSPIRED Fellowship
- aMAzing Educators Campaign



### Hiring, Retention, and Culturally Responsive Workforce

- Diversity Networks
- Intensive District Support (TNTP)
- Cultural Responsiveness Training for Schools and Districts
- MTEL Vouchers and Prep

### Educator Licensure Policy

- Educator Waivers
- Teacher Licensure Assessments

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## Teacher Diversification Pilot Program

Support district efforts to strengthen and diversify existing teacher recruitment and retention programs



**Option A:** Tuition assistance for enrollment and completion of an educator preparation program.

- Paraprofessionals with bachelor's degrees
- District graduates and other college graduates
- Provisionally licensed teachers
- MTEL preparation and examination vouchers

**Option B:** Recruitment and retention financial incentives

- Loan repayment reimbursement
- Relocation allowance
- Signing bonuses
- Grow your own programs

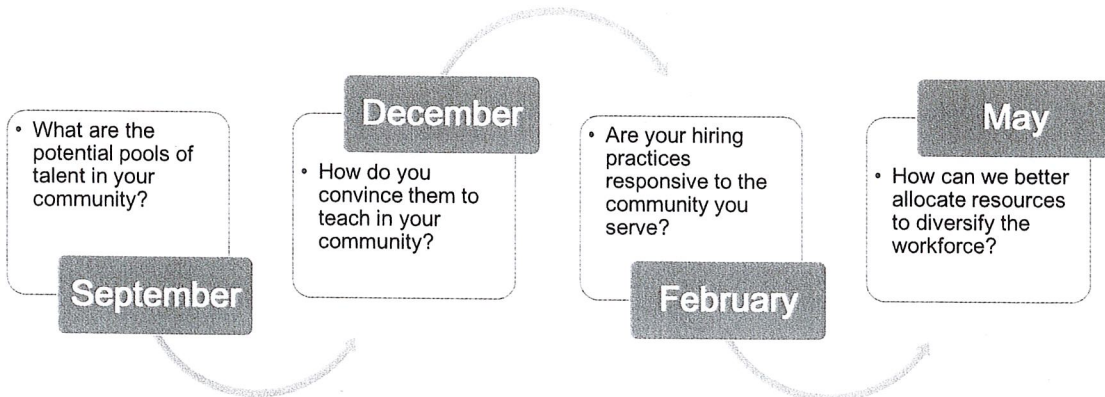
Opportunities to work with TNTP and other pilot districts for shared learning related to fostering culturally responsive environments and recruitment and retention strategies.

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# Diversity Network - Year At A Glance

## Year 1 Focus: Recruiting & Hiring a Diverse Workforce



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## DESE has partnered with TNTP to develop a set of tools and resources that will be shared broadly in the 2020-2021 school year



**Toolkit: A set of tools and resources that reflect best practices around recruitment and retention of diverse teachers for all Teacher Diversification Pilot grantees to access.**

**TNTP**

**Teacher Diversification Pilot Resources**

- What are the potential pools of talent in your community?
- How do you convince them to teach in your community?
- Are your hiring practices responsive to the community you serve?
- How can we better allocate resources to diversify the workforce?

**TNTP**

**Toolkit: A set of tools and resources that reflect best practices around recruitment and retention of diverse teachers for all Teacher Diversification Pilot grantees to access.**

**Additional resources:**

- Why Practice a Diverse Workforce?
- Recruitment: How do you convince them to teach in your community?
- Retention: Are your hiring practices responsive to the community you serve?
- Allocation: What are we doing to better allocate resources to diversify the workforce?
- Looking Ahead

**TNTP**

**Additional resources:**

- Why Practice a Diverse Workforce?
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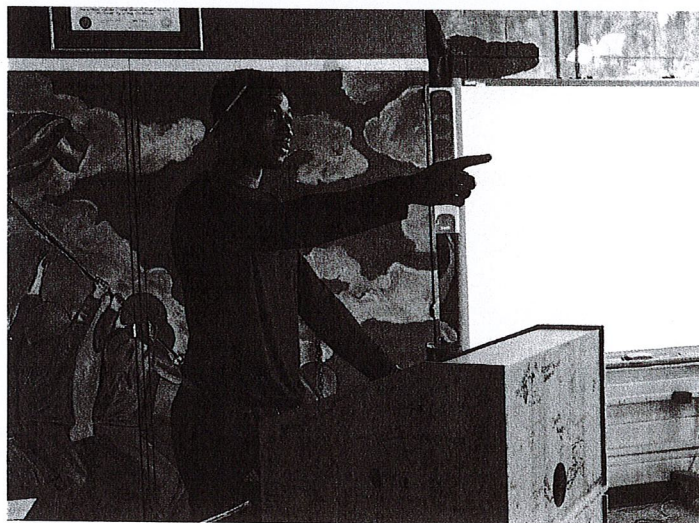
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## Questions



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## District Participation by Category

Financial Support	Financial Incentives	Grow Your Own	Professional Development
<b>Amherst-Pelham</b> <b>Boston</b> <b>Brockton</b> <b>Cambridge</b> <b>Chelsea</b> <b>Fitchburg</b> <b>Holyoke</b> <b>Lowell</b> <b>Randolph</b> <b>Somerville</b> <b>SEZP</b> <b>Springfield</b> <b>Weymouth</b> <b>Worcester</b>	<b>Boston</b> <b>Holyoke</b> <b>Lowell</b> <b>Pittsfield</b> <b>SEZP</b> <b>Wayland</b> <b>Woburn</b>	<b>Holyoke</b> <b>Lowell</b> <b>Lynn</b> <b>Malden</b> <b>Pittsfield</b> <b>Somerville</b>	<b>Clinton</b> <b>Malden</b> <b>Wayland</b>

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