



# BEST PRACTICES IN RETENTION AND ADVANCEMENT OF DIVERSE STAFF

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# INTRODUCTION

Despite efforts to increase diversity among school staff, the public-school teacher and administrator workforce continues to be represented disproportionately by white and female personnel. Districts throughout the country face difficulties with recruiting and retaining strong minority and male candidates for leadership and teaching positions.

To support member districts in addressing these challenges, Hanover Research (Hanover) reviewed empirical literature, school and district policies, and research-based best practices regarding school staffing trends and metrics, candidate recruitment, and retention of diverse staff members at both the teacher and administrator level. This report includes two sections:

- **Section I: Examining District Diversity Trends and Metrics** explores current literature on teacher and administrator diversity in the United States with an emphasis on trends in educator race and gender. This section also describes metrics for assessing district staffing diversity, recruitment, and retention.
- **Section II: Recruiting and Retaining Diverse Teachers and Administrators** provides policies and best practices regarding recruiting and retaining a diverse set of teachers and administrators. This section also identifies how districts can focus their efforts towards African American and male educators and highlights districts that successfully increased the diversity of their staff.

# RECOMMENDATIONS

Based on our findings, Hanover Research recommends that districts:

-  **Partner with both institutions of higher education and alternative teacher preparation programs**, such as Grow Your Own programs and teacher residencies, to increase the diversity among teacher candidates and create guaranteed pipelines for diverse educators into the district;
-  **Offer financial incentives** such as relocation assistance packages, loan forgiveness programs, and bonuses to support recruitment of underrepresented teachers and school administrators;
-  **Develop diversity committees and plans** to facilitate the implementation and evaluation of diversity initiatives, such as diversity policies, hiring strategies, and professional development sessions; and
-  **Foster school climates that support diversity and underrepresented teachers and leaders** through mentorship programs, open communication about diversity initiatives, professional development sessions on inclusion, and school climate surveys.

# KEY FINDINGS

## RECRUITMENT

-  **Partnering with institutions of higher education and alternative teacher preparation programs allows districts to solidify a recruitment pipeline of qualified teachers of different backgrounds and identities.** Alternative, non-higher education paths include teacher residencies, Grow Your Own programs, and early mentorship pairings. Each of these opportunities provides aspiring teachers with structured training and practicum and clear paths towards formal teaching and educational positions.
-  **Developing strong hiring strategies supports district recruitment efforts, particularly for teachers and leaders of color.** Districts should solidify inclusive practices regarding teacher recruitment by having an inclusive hiring team, using the hiring process to include rather than exclude applicants, avoiding assumptions about an applicant's fit within the school culture or labeling the most promising applicants, and being prepared for applicant questions on district diversity. These approaches promote the likelihood of a district extending and a minority applicant accepting an offer.
-  **Using financial incentives proves to be an effective recruitment strategy when hiring diverse staff members.** Once a district has identified an applicant as a match for a teaching position, the most successful financial incentives for minority teachers are relocation assistance packages, loan forgiveness programs, and bonuses for excellent teaching and teaching in a less desirable area. Although some districts found these incentives to be the most effective, districts may consider other short-and long-term benefits, such as bonuses for teaching a hard-to-fill subject, referring an applicant that becomes a staff member, obtaining specific certifications, and signing bonuses.
-  **Among alternative teacher pathways, teacher residency programs and mentorship programs present recruited teachers with clear pathways for advancement as an educator.** At the end of a residency program, which includes working with a mentor, participants become teachers in their residence district for at least three years. These teachers often remain in the same district and advance as mentors for others, principals, and senior administrators.

## RETENTION

-  **Improving workplace conditions is critical for improving teacher retention as working conditions are key factors in teachers' decisions to leave a district.** Specific conditions that support teacher retention include safe, secure, and stimulating school environments, providing teachers with input on school decisions and classroom autonomy, ensuring adequate support from administrators, and avoiding placement of staff in "stereotypical roles" because a given teacher is of a minority demographic among school staff. Likewise, recognizing additional work done by underrepresented educators as role models and explaining pathways to advancement facilitate retention as underrepresented staff feel more supported and valued.
-  **Diversity committees and strategic plans that demonstrate a commitment to diversity help ensure that all staff are aware of and participate in diversity efforts.** Diversity committees support retention by encouraging dialogue about diversity and improving school culture regarding inclusion. They can ensure that strategic plans on diversity evolve and that districts implement the actionable items listed. Professional development initiatives further committee dialogues by including all staff members in diversity conversations and clarifying diversity goals and standards to all staff.
-  **Mentorship programs are an effective approach to narrowing the gender gap in education.** Assigning young male teachers a male mentor in their early years as a teacher provides an opportunity for new teachers to hear experiences from a tenured employee of the same gender,

while allowing mentoring teachers to demonstrate a the viability of teaching as a career path despite being a female-dominated profession.



**Like gender gaps, school leaders can improve diversity gaps through mentorship programs.** Mentorship programs can match mentors and mentees based on race to facilitate retention of African-American teachers in a predominately white occupation. Programs such as Building Our Network of Diversity enable new teachers to connect with someone of the same race who may better understand the experiences that teachers of a given race and be able to support new teachers during the initial years of their career.

# SECTION I: DIVERSITY TRENDS AND METRICS

The following section reviews teacher and administrator diversity in the United States with an emphasis on trends in educator race and gender. This section also describes metrics for assessing district staffing diversity, recruitment, and retention.

## TRENDS IN EDUCATOR DIVERSITY

Over the past three decades, **the teacher workforce has experienced multiple key trends in staff demographics and levels of experience, include growing racial and ethnic diversity and increasing concentrations of female teachers, compared to the late 1980s.**<sup>1</sup> Notably, the number of non-white teachers has grown between 1987 and 2012, with the percentage of non-white teachers increasing from 12 to 17 percent, and by 2016, the number reached almost 20 percent.<sup>2</sup> These changes can be attributed—at least in part—to years of government, state, and local initiatives to improve diverse teacher hiring and encourage a greater proportion of schools to follow policies and practices for stronger minority teacher recruitment.<sup>3</sup>

Although these data paint an encouraging picture, the diversity gap – the difference between minority representation among students and among teachers – is actually expanding, as minority student enrollment is growing faster than minority teacher hiring.<sup>4</sup>

For administrators, “underrepresentation of minorities in teaching logically predicts an underrepresentation in school leadership.”<sup>5</sup> Between 1987 and 2012, the percentage of non-white principals increased from 13 to 20 percent, but this still does not approach equal representation compared to student demographics. Additionally, there was no significant change in African American principals over the period.<sup>6</sup>

The representation of principals by race is heavily impacted by geography and urbanicity. For example, a 2012 study published by the Center for Education Policy Analysis (CEPA) at Stanford University found that nationally, 11 percent of principals are black, and in urban areas, 21 percent of principals are black.<sup>7</sup> This 10 percent difference demonstrates the ongoing reality that black principals, and teachers, have a greater presence in large urban districts compared to any other geographic area.<sup>8</sup> Figure 1.1 below illustrates the percentages of principals who are white, black, Hispanic, and from another racial group based on the geography of their school locations, per data collected and reported by the U.S. Department of Education.

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<sup>1</sup> Ingersoll, R.M. et al. “Seven Trends: The Transformation of the Teaching Force.” Consortium for Policy Research in Education, October 2018. p. 3. [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre\\_researchreports](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre_researchreports)

<sup>2</sup> Hansen, M. and D. Quintero. “The Diversity Gap for Public School Teachers Is Actually Growing across Generations.” The Brookings Institution, March 7, 2019. <https://www.brookings.edu/blog/brown-center-chalkboard/2019/03/07/the-diversity-gap-for-public-school-teachers-is-actually-growing-across-generations/>

<sup>3</sup> Ingersoll et al., Op. cit., p. 15.

<sup>4</sup> Hansen and Quintero, Op. cit.

<sup>5</sup> Williams, I. and S. Loeb. “Race and the Principal Pipeline.” Standord Center for Education Policy Analysis, 2012. p. 2. <https://cepa.stanford.edu/sites/default/files/The%20Principal%20Pipeline-Final.pdf>

<sup>6</sup> Anderson, M.D. “Where Are All the Principals of Color?” The Atlantic, June 21, 2016. <https://www.theatlantic.com/education/archive/2016/06/principals-of-color/488006/>

<sup>7</sup> Williams and Loeb, Op. cit., p. 22.

<sup>8</sup> [1] “The State of Teacher Diversity in American Education.” Albert Shanker Institute, 2015. p. 2. [http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity\\_0.pdf](http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity_0.pdf) [2] Williams and Loeb, Op. cit., p. 22.

**Figure 1.1: Percentages of Principals in Geographic Area by Race/Ethnicity**

LOCATION	WHITE	BLACK	HISPANIC	OTHER
Inner City	59%	23%	15%	4%
Large Suburb	75%	17%	5%	2%
Other Metro Area	74%	13%	10%	3%
Rural	83%	10%	5%	2%
All	71%	17%	10%	3%

Source: U.S. Department of Education<sup>9</sup>

Comparatively, despite more women entering male-dominated professions in recent years, the teaching profession remains predominately and increasingly female. The number of male teachers working in public schools grew by 31 percent between the 1980s and 2010s, though the number of female teachers in the same positions grew more than twice as fast, leading female teachers to comprise about 77 percent of the teaching workforce in public schools. At the principal level, men fill about half of all positions, though their numbers are concentrated at the middle school and secondary school levels.<sup>10</sup> Figure 1.2 presents the percentages for male teachers and principals at different school levels, which highlights how female-dominated the profession continues to be.

**Figure 1.2: Percentages of Male Teachers and Principals During the 2015-2016 Academic Year**

SCHOOL TYPE	TEACHERS	PRINCIPALS
Elementary School	10%	32%
Middle School	27%	54%
Secondary School	41%	67%
All	23%	46%

Source: Consortium for Policy Research in Education<sup>11</sup>

## USING METRICS TO TARGET STAFF DIVERSITY

Metrics that districts may consider using to evaluate staff diversity include those related to broader district or organizational contexts and common metrics that districts and researchers use to assess the effectiveness of initiatives around staff diversity. Figure 1.3, beginning below, lists staff diversity measures across five categories: diversity of current staff, recruitment, retention, professional development, and school climate.

<sup>9</sup> Figure adapted from: “The State of Racial Diversity in the Educator Workforce.” U.S. Department of Education, 2016. p. 28. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

<sup>10</sup> Ingersoll et al., Op. cit., pp. 2-3, 12, 14.

<sup>11</sup> Figure adapted from: Ibid., p. 14.

**Figure 1.3: Summary of Staff Diversity Metrics**

CATEGORY	METRICS
Diversity of Current Staff	<ul style="list-style-type: none"> <li>Percentage of total staff by race/ethnicity and gender, by category (e.g., teachers, support staff, administrators)</li> <li>Teacher-to-student diversity ratio (e.g., percentage of minority teachers to percentage of minority students)</li> </ul>
Recruitment	<ul style="list-style-type: none"> <li>Percentage of job applicants by race/ethnicity and gender, by category</li> <li>Percentage of new hires by race/ethnicity and gender, by category</li> <li>Percentage of job applicants considered culturally competent</li> </ul>
Retention	<ul style="list-style-type: none"> <li>Attrition rate by race/ethnicity and gender for teachers and other staff, as relevant</li> <li>Percentage of teachers with positive responses on exit interviews by race/ethnicity and gender</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Retention rate of minority teachers</li> <li>Improvement in results of a school's climate survey</li> <li>Participation rate in diversity-related trainings, for teachers and other staff, as relevant</li> <li>Percentage of staff who are aware of district diversity-related goals</li> </ul>
School Climate	<ul style="list-style-type: none"> <li>Percentage of staff satisfied on employee surveys by race/ethnicity and gender, by category</li> <li>Number of discrimination grievances or complaints</li> <li>Percentage that perceives district diversity-related efforts as positive/effective by race/ethnicity, by category</li> </ul>

## MONITORING POPULATION DEMOGRAPHIC METRICS

First, **districts should use measures of current staffing diversity as a baseline to evaluate changes in staff composition over time.** The percentage of minority teachers and administrators is a key statistic that districts may focus, whether minority teachers are measured as a group, as specific minorities and ethnicities (e.g., black, Hispanic, Asian, American Indian, or Alaska Natives), or some combination of both approaches.<sup>12</sup> Statistics on gender diversity commonly describe the percentage of teachers who are male versus female.<sup>13</sup> Districts may combine metrics of racial/ethnic and gender diversity as, for example, the Albert Shanker Institute (ASI) analyzes the change in black female, black male, Hispanic female, and Hispanic male teachers compared to teachers overall.<sup>14</sup>

In addition to district-level measures by staffing category, districts should also include school-level measures that allow leaders to examine how well staff diversity reflects student diversity at individual sites.<sup>15</sup> Below, Figure 1.4 demonstrates an example of how districts may report school- and district-level metrics of teacher diversity compared to the diversity of their students.

<sup>12</sup> [1] "The State of Racial Diversity in the Educator Workforce," Op. cit., pp. 6–8. [2] "The State of Teacher Diversity in American Education," Op. cit., p. 27.

<sup>13</sup> "Fast Facts: Public and Private School Comparison." National Center for Education Statistics, 2019. <https://nces.ed.gov/fastfacts/display.asp?id=55>

<sup>14</sup> "The State of Teacher Diversity in American Education," Op. cit., p. 31.

<sup>15</sup> [1] Ibid., pp. 2–3. [2] Di Carlo, M. "The Teacher Diversity Data Landscape." Albert Shanker Institute, September 20, 2018. <http://www.shankerinstitute.org/blog/teacher-diversity-data-landscape>

**Figure 1.4: Sample Diversity Data at the School and District Level**

SITE	WHITE		BLACK		HISPANIC		ASIAN		MALE	
	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
School A	63%	11%	21%	36%	10%	41%	6%	8%	22%	51%
School B	52%	9%	26%	41%	16%	44%	4%	3%	40%	50%
...	...	...	...	...	...	...	...	...	...	...
District	71%	15%	24%	68%	3%	14%	2%	1%	18%	49%

Source: Albert Shanker Institute<sup>16</sup>

Districts should also develop metrics that assess the diversity of applicant pools and new hires. The ASI recommends that “accountability systems for schools and evaluation systems for administrators with authority over teacher recruitment and hiring should include measures of how recruitment and hiring practices have affected teacher diversity.”<sup>17</sup> Recommendations from the corporate sector also emphasize that leaders examine recruitment figures, including the number and percentage of minority hires.<sup>18</sup> By tracking the percentage of new hire identities, district leaders can measure progress annually.<sup>19</sup> Figure 1.5 below illustrates how the Tucson Unified School District (TUSD) in Arizona structures diverse teacher recruitment as a district-wide priority and measures progress towards a more diverse workforce.

**Figure 1.5: Example of How to Target and Assess Recruitment Diversity**

DISTRICT PRIORITY: TUSD WILL ACTIVELY RECRUIT, HIRE, TRAIN AND WORK TO RETAIN TEACHERS, ADMINISTRATORS AND STAFF WHO REFLECT ITS STUDENT POPULATION.		
Year	Goal	Measurable Action
1	Gather and analyze current staff data by level	Identify schools and departments with staff less than 5% of ethnic representation of site.
2	Identify higher level institutions with high ethnic diversity and target and begin recruitment	Identify higher level institutions with high ethnic diversity and target and begin recruitment.
3	Monitor and review human resources hiring practices	Monitor and review human resources hiring practices by looking at the number of positions available, the number of minority applicants per available position, and the number of minority candidates hired for these positions.
4	TUSD will establish a Future Educators of America in its high schools and partner with the University of Arizona’s School of Education	Memorandum of Understanding with University of Arizona to develop at least a three-year commitment for high school students working toward the teacher education program.
5	Ensure that all employees participate in Diversity Training	The professional development department will offer diversity training throughout the school year.

Source: Tucson Unified School District<sup>20</sup>

<sup>16</sup> Figure adapted from: “The State of Teacher Diversity in American Education,” Op. cit., p. 93.

<sup>17</sup> Ibid., p. 4.

<sup>18</sup> [1] Ryberg, J. “5 Vital Workplace Diversity Metrics & How to Use Them.” IDashboards, July 27, 2016.

<https://www.idashboards.com/blog/2016/07/27/5-vital-workplace-diversity-metrics-how-to-use-them/> [2] Brenman, M. “Diversity Metrics, Measurement, and Evaluation.” Workforce Diversity Network, November 24, 2012.

[http://workforcediversitynetwork.com/res\\_articles\\_diversitymetricsmeasurementevaluation.aspx](http://workforcediversitynetwork.com/res_articles_diversitymetricsmeasurementevaluation.aspx) [3] Johnston, K. “How to Measure Your Success in Promoting Workplace Diversity.” Bizfluent. <https://bizfluent.com/13323754/how-to-measure-your-success-in-promoting-workplace-diversity>

<sup>19</sup> “The State of Teacher Diversity in American Education,” Op. cit., p. 27.

<sup>20</sup> Figure text taken verbatim from: “TUSC Five-Year Strategic Plan.” Tucson Unified School District. pp. 23–25. <http://tusd1.org/Portals/TUSD1/District/docs/Dist%20Info/Five%20Year/StrategicPlanComplete.pdf>

The same type of metrics can apply to race and gender. For example, one of the strategic plan goals of Fairfax County Public Schools (FCPS) in Virginia is to “recruit, hire, and retain exceptional employees.”<sup>21</sup> FCPS states that “the diversity of qualified teacher applicants will match the diversity of Fairfax County residents” and “the diversity of hired teachers will match the diversity of qualified teacher applicants.”<sup>22</sup> The district measures and presents progress towards the former statement by collecting data on the racial and gender demographics of Fairfax County residents and FCPS applicants. Specifically, FCPS collects data on the race and gender of applicants and hired teachers.<sup>23</sup>

**As a complement to recruitment and staff demographic metrics, districts should develop retention metrics to examine whether certain staff sub-groups are more likely to leave the district.** Nationally, minority teachers leave the profession at higher rates than non-minority teachers, though this difference may be partially due to their disproportionate placement in more challenging settings.<sup>24</sup> The ASI recommends that accountability systems for schools and evaluation systems for administrators “include measures of teacher retention and attrition and how these trends have affected teacher diversity.”<sup>25</sup> Similarly, corporate sector recommendations call for better monitoring and promoting diverse employee retention.<sup>26</sup>

## MEASURING PROFESSIONAL DEVELOPMENT AND SCHOOL CLIMATE

Moreover, **annual strategic plans can outline the district’s specific diversity recruiting goals, and diversity-related professional development can ensure that employees at all levels receive formal exposure to these goals.** Districts can best implement diversity recruiting goals when employees understand related initiatives. Therefore, districts should use professional development and ongoing training to spread awareness of goals specifically aligned to improving diversity. Districts can outline explicit diversity-related goals in their strategic plans, structured similarly to learning outcomes, which school leaders can incorporate into diversity training before the recruiting cycle begins. For example, Bloomington Public Schools in Minnesota states in its Strategic Plan for Diversity and Equity that “[a]ll District employees will have the knowledge, skills and strategies necessary to increase multicultural awareness and provide interracial learning opportunities for all learners.”<sup>27</sup> Similarly, the Fairfield City School District’s (Ohio) Diversity Plan for 2019-2023 includes four pillars, or goals, one of which is to “[i]ncrease [the] cultural awareness of all students, teachers, administrators, and staff of the Fairfield City School District.”<sup>28</sup>

From a corporate perspective as well, professional development regarding diversity is essential for measurement and improvement of employee diversity. Organizations should “assess the time and effort [they] put into workplace diversity training and the participation levels of current team members” by asking themselves:<sup>29</sup>

- Are we transparent about our organization's diversity goals?; and

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<sup>21</sup> “Strategic Plan ‘Success’ - Metrics, Target, and Aspirations.” Fairfax County Public Schools, February 2019. p. 5. <https://www.fcps.edu/sites/default/files/media/pdf/Strategic%20Plan%20Success%20-%20Metrics%2C%20Targets%20and%20Aspirations.pdf>

<sup>22</sup> Ibid., pp. 25–26.

<sup>23</sup> Ibid.

<sup>24</sup> [1] “Why Don’t More Men Go Into Teaching? - The New York Times.” <https://www.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html> [2] “The State of Teacher Diversity in American Education,” Op. cit., p. 13.

<sup>25</sup> “The State of Teacher Diversity in American Education,” Op. cit., p. 4.

<sup>26</sup> [1] “Best Practices in Achieving Workforce Diversity: U.S. Department of Commerce and Vice President Al Gore’s National Partnership for Reinventing Government Benchmarking Study.” University of North Texas. p. 13. <https://govinfo.library.unt.edu/npr/library/workforce-diversity.pdf> [2] Brenman, Op. cit.

<sup>27</sup> “Diversity Plan.” Bloomington Public Schools, 2006. <https://www.bloomington.k12.mn.us/node/3113854>

<sup>28</sup> “Fairfield City Schools Diversity Plan 2019-2023.” Fairfield City Schools. p. 7. <https://4.files.edl.io/8914/01/08/19/141403-e453983e-d0b1-4cbd-843b-6af86401fcb8.pdf>

<sup>29</sup> Bulleted text quoted verbatim, with minor, adaptations, from: Ryberg, Op. cit.

- Do you invest in training related to diversity so every level of your organization understands these goals?”

**District and school leaders can similarly monitor diversity measures as a part of school climate conditions to entice prospective diverse teachers to join their schools.** Districts must measure the district’s climate annually to provide the most accurate depiction of school culture. As school climate is correlated with the retention of diverse educators, district and school leaders may include measures of school climate in their evaluation of efforts to increase staff diversity. Specifically, they may gear school climate evaluation instruments to measure staff perspectives around items that are often seen as important by non-white teachers. For example, the Center for American Progress notes that:<sup>30</sup>

...while certain factors—including large numbers of students in poverty or high concentrations of students of color—are strongly related to whether white teachers stay at or leave a school, this is not the case with teachers of color. For these teachers, organizational conditions—such as low levels of administrative support, lack of classroom autonomy, and lack of collective faculty decision-making influence—often trump financial and resource factors, including money for instructional materials and professional-development opportunities.

Districts may measure climate areas related to diversity by surveying staff to gather perceptions data around the districts’ ability to and success with diversity promotion.<sup>31</sup> Similarly, the Workforce Diversity Network cites several measures to evaluate initiatives around employee diversity related to organizational climate, including:<sup>32</sup>

- Employee satisfaction surveys;
- Job satisfaction; and
- Discrimination grievances and complaints.

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<sup>30</sup> Quotation taken verbatim with minor adaptations, from: ParTEE, G.L. “Retaining Teachers of Color in Our Public Schools.” Center for American Progress, June 2014. p. 8. <https://cdn.americanprogress.org/wp-content/uploads/2014/06/ParTEE-TeachersOfColor-report2.pdf>

<sup>31</sup> Johnston, Op. cit.

<sup>32</sup> Bulleted text taken verbatim, with minor adaptations, from: Brenman, Op. cit.



## Spotlight: Tacoma Public Schools (WA)

Tacoma Public Schools (TPS) uses an annual climate survey to measure district efforts towards a safe and inclusive school environment. TPS developed four goals into its overarching strategic plan: academic excellence, partnerships, early learning, and safety. One of the initiatives under the partnership goal is to “engage our parents, community and staff in the education of our children.”<sup>33</sup> This goal includes a set of diversity questions in the district’s annual climate survey to understand diversity perceptions among all district stakeholders – students, parents, and staff. The diversity questions ask for stakeholder agreement with the following statements:<sup>34</sup>

- ...support getting along with people of different cultures and ethnic groups;
- ...staff are good at working with a diverse group of students; and
- ...racism is not a problem at my school.

TPS analyzes these responses at the district, region, and school level in addition to by respondent race. Response data are available from 2011 to 2015, with the most recent year removing “Neutral” from its response scale of Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Responses for district-wide data continue to stay relatively the same, though the largest percent change between 2011 and 2014, when the response options were identical, was on racism at TPS. For this measurement, staff responses showed a decrease from about 13 percent to about nine percent, indicating that fewer staff members believe that racism is problematic at TPS.<sup>35</sup> Survey responses from students, parents, and teachers are publicly available on the district’s [website](#).<sup>36</sup>

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<sup>33</sup> “Climate Survey: Diversity Benchmark.” Tacoma Public Schools. <https://www.tacomaschools.org/strategic-plan/Pages/goal-2-climate-diversity.aspx>

<sup>34</sup> Bulleted text taken verbatim from: “Climate Survey Diversity - Staff.” Tacoma Public Schools, 2015. [https://www.tacomaschools.org/strategic-plan/\\_layouts/15/xlviewer.aspx?id=/strategic-plan/Benchmarks/Climate%20Survey%20Diversity-Staff.xlsx](https://www.tacomaschools.org/strategic-plan/_layouts/15/xlviewer.aspx?id=/strategic-plan/Benchmarks/Climate%20Survey%20Diversity-Staff.xlsx)

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

# SECTION II: RECRUITING AND RETAINING DIVERSE TEACHERS AND ADMINISTRATORS

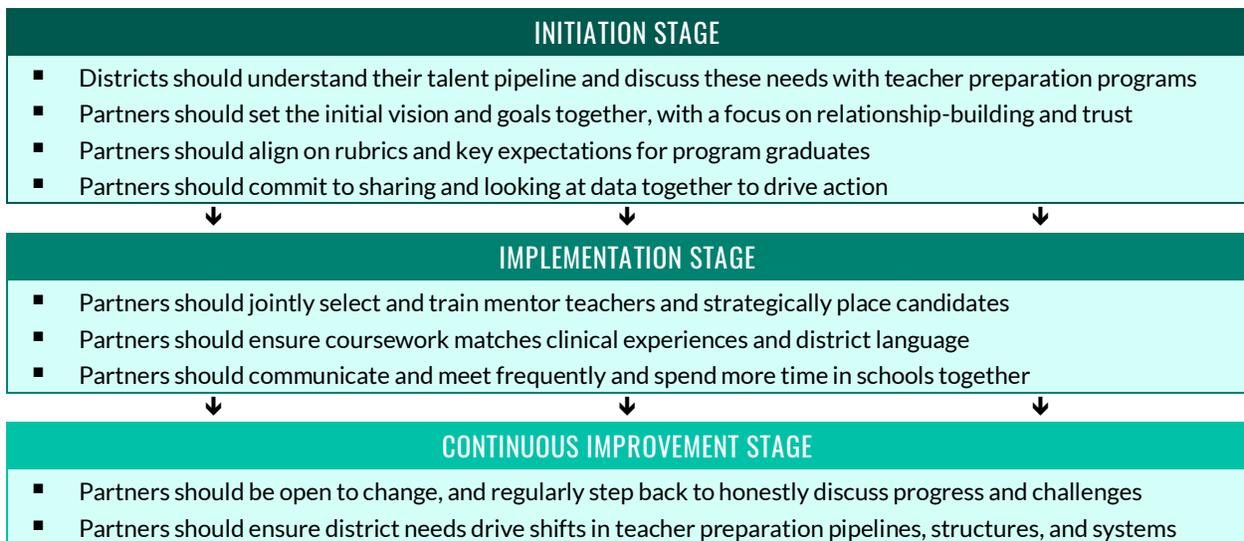
The following section provides policies and best practices regarding recruiting and retaining diverse teachers and administrators. This section also highlights districts that successfully increased the diversity of their staff.

## RECRUITING UNDERREPRESENTED STAFF

### PARTNERING WITH HIGHER EDUCATION INSTITUTIONS

Districts should develop and cultivate partnerships with local colleges and universities to increase the diversity of their teaching applicants. The Center for American Progress notes that, to ensure that teacher candidates align with district needs, “there is a need for greater collaboration between teacher-preparation programs and the school districts likely to hire program graduates.”<sup>37</sup> Similarly, ASI recommends that urban school districts and schools in particular “should develop close partnerships with colleges of education to ensure that an increased supply of well-qualified black and Hispanic teachers are prepared to teach in city schools.”<sup>38</sup> Figure 2.1 lists general steps to guide districts in partnering with teacher preparation programs.

Figure 2.1: Roadmap for Creating District and Teacher Preparation Program Partnerships



Source: Education First<sup>39</sup>

### CONSIDERING ALTERNATIVE TEACHER DEVELOPMENT PATHWAYS

Districts should consider supporting and creating alternative pathways for teacher education and certification—in line with guidance from their state education agency—to increase the number of minority educators in their applicant pools. Carefully designed pathways and supports are important for districts looking for diverse teachers because “the proportion of teacher candidates of color decreases at multiple

<sup>37</sup> Partee, Op. cit., p. 13.

<sup>38</sup> “The State of Teacher Diversity in American Education,” Op. cit., p. 4.

<sup>39</sup> Figure text taken verbatim from: “Ensuring High-Quality Teacher Talent.” Education First, 2016. p. 2. <https://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf>

points along the teacher pipeline.”<sup>40</sup> The following junctures in the education pipeline are critical points at which aspiring or current teachers of color may exit or remove themselves from pursuing the profession:<sup>41</sup>

- Postsecondary enrollment;
- Enrollment in education programs;
- Postsecondary completion;
- Entering the workforce; and
- Teacher retention.

The second juncture—enrollment in education programs, where students choose their course of study—is critical to expanding teacher diversity, because the population of students who major in education is less diverse than in other fields of study. In 2016, out of 87,217 students earning a bachelor’s degree from a postsecondary institution, just under 77 percent were white and under eight percent were black.<sup>42</sup> Although these traditional education programs produce the majority of teacher candidates, non-white teachers more often enter the profession through alternative certification pathways and finish their licensure certification while serving as teachers. Potential alternative teacher development pathways that districts can use or promote to increase the diversity of their applicants include teacher residencies, Grow Your Own (GYO) programs, and mentorship programs.<sup>43</sup>

**Teacher residencies offer both support and a designated career path for new teachers.** Specifically, these programs are “partnerships between districts and universities that subsidize and improve teachers’ training to teach in high-need schools and in high-demand subject areas” where teachers work with experienced teachers while completing formal coursework.<sup>44</sup> Participants also receive financial support through a stipend or scholarship and agree to work three to four more years in their residency district.<sup>45</sup> Teacher residency programs are particularly effective for recruiting and retaining non-white teachers.<sup>46</sup> Below, Figure 2.2 presents five steps to developing teacher residencies that the National Center for Teacher Residencies created to guide and support such programs.

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<sup>40</sup> “The State of Racial Diversity in the Educator Workforce,” Op. cit., p. 9.

<sup>41</sup> Bulleted text quoted verbatim, with minor adaptations, from: Ibid.

<sup>42</sup> “Bachelor’s Degrees Conferred by Postsecondary Institutions, by Race/Ethnicity and Field of Study: 2014-15 and 2015-16.”

National Center for Education Statistics, August 2017.

[https://nces.ed.gov/programs/digest/d17/tables/dt17\\_322.30.asp?current=yes](https://nces.ed.gov/programs/digest/d17/tables/dt17_322.30.asp?current=yes)

<sup>43</sup> Carver-Thomas, D. “Diversifying the Teaching Profession Through High-Retention Pathways.” Learning Policy Institute, April 19, 2018. <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-brief>

<sup>44</sup> Carver-Thomas, D. “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color.” Learning Policy Institute, April 2018. p. vi. [https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying\\_Teaching\\_Profession\\_REPORT\\_0.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf)

<sup>45</sup> Ibid.

<sup>46</sup> Ibid., p. 19.

Figure 2.2: Steps to Developing and Supporting Teacher Residency Programs



Source: National Center for Teacher Residencies<sup>47</sup>



### SPOTLIGHT: BOSTON PUBLIC SCHOOLS AND THE BOSTON TEACHER RESIDENCY

The Boston Teacher Residency (BTR) is a residency program that runs through the Boston Plan for Excellence, an education group that operates Teaching Academies and preparation programs, and partners with the Boston Public Schools (BPS).<sup>48</sup> To increase program and teacher diversity, BTR “committed to graduating cohorts comprising 50 [percent] people of color.”<sup>49</sup> The most recent BPR impact statistics show that 49 percent of their graduates are people of color and 35 percent are black or Latinx. Furthermore, these residency graduates are staying in BPS. Seventy-one percent of graduates keep teaching through their sixth year in the district, which is 20 percent higher than other residency graduates.<sup>50</sup> In addition to being diverse and staying in BPS following recruitment, BTR graduates are effective. According to 2014-2015 academic year analyses, “BTR grads were twice as likely as other Massachusetts teachers to be rated ‘Exemplary’ on state evaluations.”<sup>51</sup>

Through this model, districts can establish a pipeline of potential teachers that they can support through their training and education with the expectation that participating residents will remain at their school for at least three years. Notably, many former residents often continue to grow in their original resident district by becoming mentors, principals, and senior administrators.<sup>52</sup>

In a similar vein, **Grow Your Own (GYO) programs develop a pipeline for prospective teachers—high school students, paraprofessionals, after-school program staff, and community members—to return to their communities upon finishing university or certification requirements and fill district positions.**<sup>53</sup> These programs are particularly strong among high school students. Figure 2.4 outlines the goals of one of the original Grow Your Own Teachers programs in Chicago, Illinois, which many other programs attempt to replicate.

<sup>47</sup> Figure text taken verbatim from: “The Residency Model.” National Center for Teacher Residencies. <https://nctrresidencies.org/about/residency-model-teacher-mentor-programs/>

<sup>48</sup> [1] “About.” Boston Plan for Excellence. <https://www.bpe.org/bpe/about-bpe/> [2] “About BTR.” Boston Plan for Excellence. <https://www.bpe.org/boston-teacher-residency/about/>

<sup>49</sup> Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. 19.

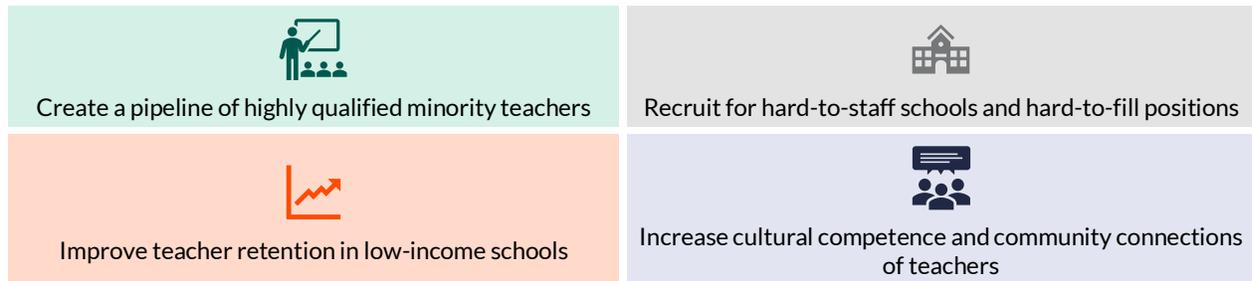
<sup>50</sup> “Impact.” Boston Plan for Excellence. <https://www.bpe.org/boston-teacher-residency/about/impact/>

<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

<sup>53</sup> Carver-Thomas, “Diversifying the Teaching Profession Through High-Retention Pathways,” Op. cit.

**Figure 2.3: Goals of Grow Your Own Teachers**



Source: Albert Shanker Institute<sup>54</sup>

GYO programs across the United States follow a similar structure and demonstrate success in supporting diverse students as future teachers. Pathways2Teaching is one national GYO program that partners with districts to develop GYO pipelines and has seen success in improving teacher diversity.<sup>55</sup> For example, Pathways2Teaching partners with University of Colorado Denver (UCD) to offer high school students at low-income schools in Denver an opportunity to enroll in dual-credit teaching courses. Additionally, this program does not categorize participants as high-achieving or low-achieving and instead selects participants according to their dedication to younger students in their city schools.<sup>56</sup> The program began in 2010 at the lowest-performing high school in the state lowest of color but also male students of color seeking college careers.<sup>57</sup> As a result of the first seven years of the program, 434 students enrolled, and 43 percent were Latino or African American males.<sup>58</sup>

Districts can partner with programs such as Pathways2Teaching to create and implement a GYO program. Figure 2.4 below demonstrates the progression of these programs, which facilitate district goals of improving teacher and leader diversity.

**Figure 2.4: Grow Your Own Initiative Process**

STAGE	DESCRIPTION
<b>Pre-Program</b>	Programs identify high school students of color with an interest in teaching.
<b>During Program</b>	High school students gain paraprofessional experience. <ul style="list-style-type: none"> <li>▪ Students engage in regular field experience in classrooms with younger grades (Pathways2Teaching found this element to be the biggest influencer in participants becoming teachers).</li> </ul> High school students develop academic teaching skills. <ul style="list-style-type: none"> <li>▪ Students receive college credit for teaching program coursework.</li> <li>▪ Programs develop writing skills and an understanding of the application process to support acceptance into local teaching programs and post-secondary opportunities.</li> </ul>
<b>Post-Program and University</b>	Graduates return to their communities as licensed and experienced educators

Source: Pathways2Teaching<sup>59</sup>

<sup>54</sup> Figure text taken verbatim from: “The State of Teacher Diversity in American Education,” Op. cit., p. 102.

<sup>55</sup> Ferlazzo, L. “Response: Strategies for Recruiting Teachers of Color.” Education Week, September 16, 2015.

[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2015/09/response\\_strategies\\_for\\_recruiting\\_teachers\\_of\\_color.html?cmp=SOC-SHR-FB](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/09/response_strategies_for_recruiting_teachers_of_color.html?cmp=SOC-SHR-FB)

<sup>56</sup> Valenzuela, A. “Grow Your Own Educator Programs.” Education Resources Information Center, November 2017. pp. 6–7.

<https://files.eric.ed.gov/fulltext/ED582731.pdf>

<sup>57</sup> Ibid., p. 7.

<sup>58</sup> Ibid.

<sup>59</sup> Figure text adapted from: “About.” Pathways2Teaching. <http://www.pathways2teaching.com/about.html>

Districts can partner with alternative certification programs to capture a larger, diverse candidate pool. Though nearly 90 percent of teacher candidates enroll in traditional teacher education programs operated through institutions of higher education, candidates in alternative teacher preparation programs are more likely to be people of color. The overall candidate pool from these programs is smaller but more racially diverse than traditional programs.<sup>60</sup> Specifically, teachers of color comprise 35 percent and 42 percent of all enrollees in alternative higher education-based and non-higher education programs, respectively, and only 26 percent of traditional programs, signaling a racial gap among program demographics.<sup>61</sup>

## DEVELOPING RECRUITMENT EFFORTS

**Districts should also expand their traditional outreach and recruitment efforts.** To attract diverse applicants, the National Education Association (NEA) identifies possible strategies such as:<sup>62</sup>

Aggressive recruitment activities, such as holding orientations, recruiting transfer students from two-year colleges, sponsoring future teachers clubs, organizing media campaigns in minority communities, and recruiting minorities to teaching from business and the military sectors.

Additionally, school communities should form hiring committees that emphasize diverse applicants in their selection process to support these and other diversity-motivated hiring efforts. The Center for American Progress recommends that districts “include diverse perspectives—both in terms of race and ethnicity and in terms of job position—on the hiring committee and invite teachers to join school leaders and district representatives when interviewing candidates.”<sup>63</sup> Figure 2.5 below presents recommendations regarding the recruiting and hiring process for diverse staff members.

**Figure 2.5: Strategies for Recruiting Diverse Staff Members**

STRATEGY	DESCRIPTION
<b>Select an inclusive interview team.</b>	<ul style="list-style-type: none"> <li>▪ Consider including people who will bring diverse outlooks, and who are respectful of different cultures and characteristics</li> <li>▪ Recognize the potential to bring unintended biases to the process, and address this by having a clear and open discussion among team members before beginning the interview process</li> </ul>
<b>Use the screening process to include rather than exclude candidates to avoid missing attractive candidates.</b>	<ul style="list-style-type: none"> <li>▪ Consider how each applicant might enhance diversity in the department and school-wide</li> <li>▪ Some applicants may expressly identify themselves as diverse; in other cases, a resume or application may reflect diversity affiliations such as membership in a diverse organization or attendance at a Historically Black College, or a women-only or disability-focused school</li> <li>▪ Take a fresh look at candidates who have been passed over to make sure that you have not overlooked any potentially attractive candidates</li> </ul>
<b>Avoid making assumptions about a diverse candidate’s ability to conform or “feel comfortable” on your team or in the position.</b>	<ul style="list-style-type: none"> <li>▪ Focus first on the candidate’s similarities to, rather than differences from, the way your staff and their colleagues and constituents approach their work (i.e., If your constituents are fast-paced, does the candidate have a similar style? If your staff is direct with each other, does the candidate demonstrate that he or she is comfortable with such communications?)</li> <li>▪ Consider whether the candidate’s differences matter to the work he or she would do, and how those differences might actually enhance your team and its efforts</li> </ul>

<sup>60</sup> “Title II: Higher Education Act.” U.S. Department of Education, Office of Postsecondary Education, July 17, 2015. p. 1. [https://title2.ed.gov/public/44077\\_Title\\_II\\_Issue\\_Brief\\_Enrollment\\_V4a.pdf](https://title2.ed.gov/public/44077_Title_II_Issue_Brief_Enrollment_V4a.pdf)

<sup>61</sup> Ibid., p. 3.

<sup>62</sup> “NEA and Teacher Recruitment: An Overview.” National Education Association. <http://www.nea.org//home/29031.htm>

<sup>63</sup> Konoske-Graf, A., L. Partelow, and M. Benner. “To Attract Great Teachers, School Districts Must Improve Their Human Capital Systems.” Center for American Progress, December 22, 2016. <https://www.americanprogress.org/issues/education-k-12/reports/2016/12/22/295574/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/>

STRATEGY	DESCRIPTION
<p><b>Avoid prematurely labeling any candidates as the “most promising” until all candidates have been considered.</b></p>	<ul style="list-style-type: none"> <li>▪ Doing this will help ensure that all qualified candidates receive equal consideration</li> </ul>
<p><b>Prepare yourself with answers for questions diverse candidates are likely to ask.</b></p>	<ul style="list-style-type: none"> <li>▪ Be prepared to answer these commonly-asked questions:  <i>What are my chances for progressing/advancing my career here?</i>  <i>[Does the district] have a formal mentoring program and/or career development programs?</i>  <i>What does [the district] do in terms of community outreach efforts to partner with diverse groups?</i>  <i>Do you have employee affinity groups that focus on the needs of people like me and other groups?</i>  <i>Are managers trained to communicate with and manage diverse employees?</i>  <i>What initiatives has [the district] participated in regarding diversity?</i>  <i>Does [the district] have formal diversity initiatives and programs in place?</i></li> </ul>

Source: Harvard University<sup>64</sup>



### SPOTLIGHT: NEW YORK CITY PUBLIC SCHOOLS

New York City’s (NYC) public schools continue to work towards hiring and retaining diverse staff members that better represent the student body. In 2017, NYC public schools hired 6,000 teachers, and 600 of them were men of color. Additionally, out of the 76,000 teachers in NYC, 10 percent are men of color, while 85 percent of students are people of color.<sup>65</sup> To facilitate the New York City Department of Education’s goal of recruiting and retaining teachers of color, male teachers, and bilingual teachers, NYC started the NYC Men Teach Initiative. This program “engages and recruits men of color to become teachers in New York City by providing early career support, professional development, mentoring, and networking services.”<sup>66</sup> The current strategies that NYC Men Teach uses include:<sup>67</sup>

- Building out Principals and Mentor Networks;
- Seeking counsel on culturally-relevant professional and leadership workshops; and
- Identifying unique opportunities for community participants to change the education landscape.

The collaboration between the NYC public schools and NYC Men Teach led to 900 men of color showing an interest in becoming teachers between 2015 and 2017. Furthermore, during the 2015-2016 school year, 350 additional men of color were in classrooms because of NYC Men Teach.<sup>68</sup>

Further, the National Association of Independent Schools offers a five-step method for bringing together hiring and diversity goals in a district. Through this process, districts can improve their hiring practices, particularly when emphasizing staff diversity expansion. Figure 2.6 below illustrates this approach.

<sup>64</sup> Figure text taken nearly verbatim from: “Recruiting for Diversity.” Harvard University, 2013. pp. 16–17.

[http://hr.fas.harvard.edu/files/fas-hr/files/recruiting\\_for\\_diversity\\_9.17.13\\_0.pdf](http://hr.fas.harvard.edu/files/fas-hr/files/recruiting_for_diversity_9.17.13_0.pdf)

<sup>65</sup> Gonzalez, S. “As City Recruits Male Teachers of Color, Retention Challenges Persist.” New York Public Radio, November 13, 2017. <https://www.wnyc.org/story/new-york-city-recruits-male-teachers-of-color-retention/>

<sup>66</sup> “NYC Men Teach.” NYC Men Teach. <http://nycmenteach.org/>

<sup>67</sup> Bulleted text taken nearly verbatim from: Ibid.

<sup>68</sup> Gonzalez, Op. cit.

**Figure 2.6: How to Integrate Hiring and Diversity Goals**

STEP	STRATEGIES
<b>Articulating Vision and Identifying Goals</b>	<ul style="list-style-type: none"> <li>▪ Talk about diversity goals during the interview process</li> <li>▪ Offer support to the new teacher as they enter the community</li> <li>▪ Clearly define a new teacher's work concerning diversity work at the school, if any</li> <li>▪ Create a feedback loop for both the new teacher and the administration to ensure a plan for accountability</li> <li>▪ Collect and use data to know the student, faculty, and staff demographics</li> </ul>
<b>Widening and Deepening the Candidate Pool</b>	<ul style="list-style-type: none"> <li>▪ Partner with teams in marketing, admission, and social media, as well as participating in community events to build relationships with possible candidates year-round</li> <li>▪ Bring the position information and hiring vision to student admission fairs, and expand videos beyond the phenomenal education to include the community work environment</li> </ul>
<b>Outreach and Advertising</b>	<ul style="list-style-type: none"> <li>▪ Consider placing ads with organizations specifically geared toward supporting diverse backgrounds, including student and faculty diversity conferences, professional development workshops, and advocacy groups</li> </ul>
<b>Recruiting and Interviewing</b>	<ul style="list-style-type: none"> <li>▪ Focus on consistency. Provide the hiring team with a matrix for reading résumés, resources for examining bias, and recognizing coded language such as “not a good fit”</li> <li>▪ Identify the point of contact for each candidate and provide a script for interviews, reference checks, offering of positions, and declining candidates</li> <li>▪ Ask questions relating to the position and the school’s mission</li> <li>▪ Ask how the candidate engages around diversity, inclusion, and equity</li> <li>▪ Allow time for questions and answers, followed by time for collecting feedback</li> <li>▪ Think creatively when considering how a top candidate’s concerns can be overcome through flexible solutions (e.g., transportation stipends for candidates with difficult commutes)</li> </ul>
<b>Welcome and Retain</b>	<ul style="list-style-type: none"> <li>▪ Designate additional professional development funds for faculty and staff to be in affinity spaces and attend conferences</li> <li>▪ Thinking about hiring as an all-year, every-year process</li> <li>▪ Think about equity, diversity, inclusion, and justice moving from moments to movements</li> </ul>

Source: The National Association of Independent Schools<sup>69</sup>

## USING FINANCIAL INCENTIVES

Districts should also use short-term and long-term financial incentives to recruit and retain diverse school staff. Figure 2.7 highlights eight different incentives districts can use to attract minority educators to their schools. These compensation strategies are effective both in recruiting and retaining minority teachers despite being available to teachers of all identities.<sup>70</sup>

<sup>69</sup> Figure text taken nearly verbatim from: Cort, J. “A 5-Step Approach to Aligning Hiring and Diversity Goals.” National Association of Independent Schools, 2018. <https://www.nais.org/magazine/independent-school/fall-2018/a-5-step-approach-to-aligning-hiring-and-diversity-goals/>

<sup>70</sup> Hansen, M., D. Quintero, and L. Feng. “Can Money Attract More Minorities into the Teaching Profession?” The Brookings Institution, March 20, 2018. <https://www.brookings.edu/blog/brown-center-chalkboard/2018/03/20/can-money-attract-more-minorities-into-the-teaching-profession/>

**Figure 2.7: Financial Incentives for Recruiting and Retaining Diverse Teachers**

SHORT-TERM RECRUITMENT INCENTIVES	LONG-TERM RETENTION INCENTIVES
<ul style="list-style-type: none"> <li>▪ Signing bonuses</li> <li>▪ Student loan forgiveness</li> <li>▪ Funds to assist with relocation expenses</li> <li>▪ Finder’s fees to existing district staff for referring those hired as new teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bonuses for obtaining National Board for Professional Teaching Standards (NBPTS) certification</li> <li>▪ Bonuses for demonstrating excellence in teaching</li> <li>▪ Bonuses for teaching in schools in “less desirable” locations</li> <li>▪ Bonuses for filling positions in fields or subject areas experiencing shortage</li> </ul>

Source: The Brookings Institution<sup>71</sup>

New teachers may be more likely to remain in schools with performance-based compensation systems, which allow them to reach the top of the salary scale earlier than traditional tenure-based systems.<sup>72</sup> Loan forgiveness programs are also popular financial incentives for new teachers, many of whom are recent graduates of teacher education programs. For example, Arkansas’ State Teacher Assistance Resource (STAR) Program offers new teachers two years of loan forgiveness (coming from four-year teacher education programs) with \$3,000 of loan forgiveness for teaching a high-need subject or \$6,000 for teaching a high-need subject in a district with a teacher shortage.<sup>73</sup> Loan forgiveness programs are particularly effective in improving teacher diversity, and rank between relocation assistance and bonuses (e.g., for excellent teaching and teaching in a less desirable area) as effective strategies to attract diverse employees.<sup>74</sup>

For a 2019 report published in *Remedial and Special Education* on recruiting and retaining black male teachers in special education, researchers interviewed 18 black men to understand special education recruitment and retention experiences better. Results show that a competitive salary is a factor in participants’ decision to commit to special education. Study participants also note that offering a stipend or hiring bonus would incentivize black males to pursue special education teaching careers.<sup>75</sup> Figure 2.8 presents the overall results of this study on how to recruit and retain black male teachers in special education.

**Figure 2.8: Approaches to Recruiting and Retaining Black Male Teachers in Special Education**



Source: *Remedial and Special Education*<sup>76</sup>

<sup>71</sup> Figure text taken verbatim from Ibid.

<sup>72</sup> “Shortchanged: The Hidden Costs of Lockstep Teacher Pay.” The New Teacher Project, 2014. p. 12. [https://tntp.org/assets/documents/TNTP\\_Shortchanged\\_2014.pdf](https://tntp.org/assets/documents/TNTP_Shortchanged_2014.pdf)

<sup>73</sup> Berry, B., M. Rasberry, and A. Williams. “Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT Summits and Other Policy Initiatives.” National Education Association. p. 2. [http://www.nea.org/assets/docs/HE/mf\\_nationalstrategyforumreport.pdf](http://www.nea.org/assets/docs/HE/mf_nationalstrategyforumreport.pdf)

<sup>74</sup> Harper, A. “What Financial Incentives Are Most Effective in Attracting Teachers of Color?” Education Dive, March 26, 2018. <https://www.educationdive.com/news/what-financial-incentives-are-most-effective-in-attracting-teachers-of-colo/519854/>

<sup>75</sup> Scott, L.A. and Q. Alexander. “Strategies for Recruiting and Retaining Black Male Special Education Teachers.” *Remedial and Special Education*, 40:4, August 2019. p. 243. Retrieved from SAGE Publications

<sup>76</sup> Figure text taken verbatim from: Ibid., p. 241.

## RETAINING UNDERREPRESENTED STAFF

Recruitment efforts alone are insufficient to improve staff diversity, so districts must pair recruitment strategies with retention strategies.<sup>77</sup> Minority teachers—especially males—have a high turnover rate, often citing the “desire to obtain a better job or career, or dissatisfaction with some aspect of their teaching job,” particularly organizational conditions, as the primary reasons for leaving the profession.<sup>78</sup> Figure 2.9 describes key workplace issues that influence teachers of color to leave or move schools at faster rates than their peers.

Figure 2.9: Core Issues in Diverse Teacher Retention

	<b>Challenging School Environment</b>	Teachers of color disproportionately work in schools affected by accountability sanctions, few resources, and little administrative support, which are conditions that often motivate attrition.
	<b>No Influence</b>	Teachers of color are more likely to leave the profession or move schools when they feel they have little classroom autonomy or influence in school decisions.
	<b>Lack of Administrative Support</b>	In one attrition study, half of public school teachers of color cited dissatisfaction as their influencing factor in leaving their positions. Of those teachers, 81% reported that dissatisfaction with the administration was the particular reason for their departure.
	<b>Stereotypical Role Fulfillment</b>	Interviews with 27 black male teachers revealed that “their ideas [are] often dismissed by white colleagues,” “[they] were regularly called upon to act as disciplinarians, especially for students of color,” and “[they] encountered criminalized schools.”

Source: Learning Policy Institute, Intercultural Development Research Association, and the National Education Association<sup>79</sup>

Districts and schools must take a holistic approach towards correcting core climate and organizational issues to retain teachers of color. Strategies such as creating diversity committees and fostering environments conducive to positive school cultures facilitate retention of underrepresented teachers and school leaders.

### FORMING DIVERSITY COMMITTEES

Districts can establish diversity committees specifically tasked with establishing initiatives for recruitment, retention, and development. Ongoing efforts from an established body instill a sense of permanency in diversity initiatives. Diversity committees can focus on many district initiatives to support retaining underrepresented staff, such as:<sup>80</sup>

- Supporting leaders to solve problems with incorporating diversity into day-to-day practices;
- Collaborating with recruiters and managers to develop and implement effective strategies for hiring and retaining a diverse workforce;

<sup>77</sup> Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. v.

<sup>78</sup> Ingersoll, R., H. May, and G. Collins. “Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013.” Learning Policy Institute, November 2017. p. v,2,5,24. [https://learningpolicyinstitute.org/sites/default/files/product-files/Minority\\_Teacher\\_Recruitment\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Minority_Teacher_Recruitment_REPORT.pdf)

<sup>79</sup> Figure adapted from: [1] Ibid., pp. v, 12–13. [2] Carver-Thomas, D. and K. Grayson. “Strategies for Recruiting and Retaining a Diverse, High-Quality Teacher Workforce.” Intercultural Development Research Association, April 2017. <https://www.idra.org/resource-center/strategies-recruiting-retaining-diverse-high-quality-teacher-workforce/> [3] Long, C. “Experts Discuss How to Find - and Keep - Teachers of Color.” NEA Today, June 2, 2017. <http://neatoday.org/2017/06/02/experts-discuss-teacher-diversity/>

<sup>80</sup> Bulleted text taken verbatim, with adaptations, from: Weaver, V. “Diversity & Inclusion Leadership.” Diversity Best Practices. p. 86. [https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity\\_primer\\_chapter\\_05.pdf](https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity_primer_chapter_05.pdf)

- Sponsoring research to ensure that curricula are developed to support a diverse school community effectively; and
- Leading the educational campaign for zero-tolerance for harassment, discrimination, and exclusion.

These committees may also play a critical role in facilitating professional development.<sup>81</sup> Districts may mandate that employees participate in diversity-related training to promote a school culture that values and supports employees and students of all backgrounds. Diversity committees can support such mandates through designing the professional development process. TUSD is an example of a district that uses professional development as a strategy for diverse staff retention. In its 2014-19 strategic plan, TUSD’s priority to “actively recruit, hire, train and work to retain teachers, administrators and staff who reflect its student population” includes that it will “ensure that all employees participate in diversity training” in year five of the strategic plan. Figure 2.10 below outlines the details of how the district planned to accomplish this goal.

**Figure 2.10: Tucson Unified School District’s Diversity Goal Outline**

SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIME-BOUND AND TRACKED	POSSIBLE EVIDENCE
<b>Year 5 Goal: Ensure that all employees participate in Diversity Training</b>					
All district employees (e.g., admin, staff, and teachers) will participate in diversity training	The professional development department will offer diversity training throughout the school year	Professional development catalog of diversity training	Over the course of the Five-Year Strategic Plan, all district employees will have participated in diversity training	Professional development participation will be reviewed twice a year	Professional development documentation

Source: Tucson Unified School District<sup>82</sup>



### Spotlight: Northshore School District (WA)

The Northshore School District (NSD) in Bothell, Washington, created the Equity and Diversity Committee, with the guiding principle that “[t]he district believes in creating safe, caring, mutually respectful environments where all students are honored and valued for their diverse cultural backgrounds, unique strengths and diverse abilities.”<sup>83</sup> To support the guiding principle, the committee promotes equity in multiple ways, such as supporting diversity and inclusion efforts in curricula, issue responses, and hiring; creating and ensuring implementation of the Equity Strategic Plan; advising on school policies to promote diversity; and more. As a result of the committee’s efforts, NSD succeeded in the following changes:<sup>84</sup>

- Created a Northshore School District Equity Framework, Inventory, and Handbook;
- Developed a 4-year plan to roll out equity-based initiatives;
- Initiated 32 School Equity Teams, one for each school;
- Led the district-wide Equity & Diversity Committee and Student Equity & Diversity Committee;
- Provided ongoing professional development to district administrators and school equity team leads;
- Provided ongoing support to district and building staff and administrators;
- Continued development of a 4-year plan titled "Multicultural Weeks of Engagement" to help students and staff celebrate the diverse identities, backgrounds, and cultures that make up the district;

<sup>81</sup> “Diversity Committee.” Birmingham Public Schools. <https://www.birmingham.k12.mi.us/Page/1712>

<sup>82</sup> Figure text taken verbatim from: “TUSC Five-Year Strategic Plan,” Op. cit., p. 25.

<sup>83</sup> “Equity & Diversity Committee.” Northshore School District. <https://www.nsd.org/our-district/who-we-are/equity-diversity/committee>

<sup>84</sup> Bulleted text taken verbatim, with minor adaptations, from: “Our Mission and Work.” Northshore School District. <https://www.nsd.org/our-district/who-we-are/equity-diversity/our-work>

- Worked closely with Human Resources to hire and retain diverse staff that represent the Northshore community;
- Built on recruitment plans to continue increasing staff from diverse backgrounds from across the country;
- Initiated Northshore's Staff of Color Coalition;
- Hired family liaisons to support Northshore's underserved families;
- Created a Religious and Cultural Holidays Calendar to spread awareness and use as an educational tool to learn about the holidays that are celebrated by the Northshore community;
- Continued to work with other staff and volunteers in the district to update the Art Docent Program framework, trainings, and artists to better reflect its valued diverse community; and
- Brought in equity consultants to lead professional development trainings to school equity teams and district and building administrators.

## MAINTAINING SUPPORTIVE ENVIRONMENTS

**Support from administrators is a critical element in teachers and administrators of color's decisions to stay or leave a school.** Dissatisfaction with their district's administration was the primary reason for public school minority teacher turnover on a 2012-2013 study published by the Learning Policy Institute in 2017.<sup>85</sup> Thus, districts need to overcome "diversity blindness" to stimulate a culture that "regularly and systematically evaluate[s]" whether school culture supports the retention of diverse educators.<sup>86</sup>

Mentorship programs provide an opportunity for administrations to implement support systems for underrepresented school staff. Poor preparation and mentorship opportunities are two main reasons why teachers of color have a high turnover rate.<sup>87</sup> By engaging teachers, particularly teachers of color and male teachers, in mentorship programs, districts can better support new teachers and keep teachers in their schools. Mentors and mentees can discuss a wide range of topics, both education- and non-education-based. For underrepresented teacher groups, such as black males, "experiences might be better understood by another African-American male, and therefore some new teachers might be more likely to share certain kinds of experiences with an African-American male mentor."<sup>88</sup>

For example, the Montgomery County Public Schools (MCPS) in Maryland facilitates two mentorship programs for teachers: the New Teacher Induction (NTI) Program and the Building Our Network of Diversity (BOND) Project.<sup>89</sup> The latter, established in 2014, specifically works with African-American, male teachers. As a result of the BOND program and additional diversity-focused initiatives, MCPS saw an increase in non-white new hires from just over 27 percent in 2015 to almost 39 percent in 2019.<sup>90</sup> Figure 2.11 below compares MCPS's two mentorship programs.

<sup>85</sup> Ingersoll, May, and Collins, Op. cit., p. 13.

<sup>86</sup> Hanson, P. and I. Seema. "Are Diverse Teachers Welcome?" National School Boards Association, February 2016. <http://34.229.121.61/newsroom/american-school-board-journal/are-diverse-teachers-welcome>

<sup>87</sup> Carver-Thomas, "Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color," Op. cit., p. vi.

<sup>88</sup> Harris, D. et al. "Building BONDS to Retain African-American Male Teachers." Center on Great Teachers & Leaders, June 29, 2017. <https://gtlcenter.org/blog/building-bonds-retain-african-american-male-teachers-0>

<sup>89</sup> Ibid.

<sup>90</sup> "MCPS Sees Sharp Increase in Diverse Teacher Hiring." Montgomery County Public Schools, October 31, 2018. <https://news.montgomeryschoolsmd.org/uncategorized/mcps-sees-sharp-increase-in-diverse-teacher-hiring/>

**Figure 2.11: Mentorship Programs at Montgomery County Public Schools**

	NEW TEACHER INDUCTION (NTI)	BUILDING OUR NETWORK OF DIVERSITY (BOND)
<b>Goals</b>	<ul style="list-style-type: none"> <li>■ To support and retain novice and experienced new-to-MCPS educators through a comprehensive induction system that improves instructional practice and supports student achievement</li> <li>■ To develop the leadership capacity of new-to-MCPS educators, mentors, and other critical personnel</li> </ul>	<ul style="list-style-type: none"> <li>■ To advocate for increased hiring of male educators of color in MCPS and the field of education in general</li> <li>■ To increase educator capacity via professional development, presentations, and scholarship</li> <li>■ To serve as a mentoring network for male educators of color that provides support and understanding of professional advancement and retention processes in MCPS</li> </ul>
<b>Design</b>	Offers mentoring to all teachers who are new to the district, matching teachers by location without regard to gender or race	Attempts to match colleagues of the same race and gender without significantly weighting the job location

Source: Montgomery County Public Schools and The BOND Project<sup>91</sup>

**Leaders should assess and improve hiring and workplace practices and consider how district norms and culture impact efforts to retain and recruit diverse staff members.** For example, in a 2014 qualitative study, researchers interviewed eight African-American female superintendents to answer the question, “How do race, gender, and social politics affect the recruitment and retention of African American women to the public school superintendency?”<sup>92</sup> The superintendents interviewed expressed that school board politics block black female involvement in school leadership roles. For example, one superintendent of this demographic stated that unhappy community members might contact a school board member, “and then the next thing you know the superintendent’s contract is not being renewed and they are being bought out. That’s the thing that we can’t control, and it is the thing that keeps black females from seeking the position.”<sup>93</sup> Cumulative responses regarding the recruitment and retention of black females as superintendents indicate that:<sup>94</sup>

- There is a continued lack of access into powerful social and political organizations for many African American women;
- Despite years of progress in racial and gender interactions, stereotypical beliefs and myths regarding black women still exist within society;
- Research continues to support the belief that there appears to be a dominant ascension order for hiring (e.g., white males, black males, white females, black females) within the superintendency;
- Self-recruitment to the superintendency by African American women is crucial to their future recruitment to and retention in the position;
- Hostile school board members continue to affect the recruitment and retention of African American women to the superintendency.

Figure 2.12 below lists steps to guide district and school leaders through examining whether their workplace culture and climate support diversity.

<sup>91</sup> Figure text take verbatim from: [1] “The New Teacher Induction (NTI) Program.” Montgomery County Public Schools. <https://www.montgomeryschoolsmd.org/departments/professionalgrowth/mentors/index.aspx> [2] Harris et al., Op. cit.

<sup>92</sup> Brown, A.R. “The Recruitment and Retention of African American Women as Public School Superintendents.” *Journal of Black Studies*, 45:6, September 2014. p. 573,576. Retrieved from SAGE Publications.

<sup>93</sup> Ibid., p. 581.

<sup>94</sup> Bulleted text taken verbatim from: Ibid., p. 588.

**Figure 2.12: How District Leaders Can Support Diverse School Environments**

- **Get to know your diverse teachers** by making an effort to create opportunities to better understand what they believe they can bring to the district to serve diverse student populations that is unique.
- **Pay attention to hiring** with an eye toward providing representation in the form of role models to your increasingly diverse student populations. There can be a tendency to hire staff members that “fit” into the school community norms. Challenge administrators and hiring teams to look at candidates who can bring a new perspective to the school community. Educate hiring committees on the importance of hiring diverse candidates. Invite community leaders from diverse groups to participate in hiring in order to have a diverse perspective in the hiring process.
- **Evaluate the existing diversity in the leadership in your schools.** Are diverse staffs that have been hired being retained? If not, why not? Are diverse staffs able to address the problems that they see both in the student body and in the employment place, while they are still members of the school district, or do they do so only after they leave your district? Are all students able [to] see a variety of role models in their school?
- **Reach out to diverse families and community groups.** As new families and religious and cultural groups establish themselves in the community, make an effort to provide opportunities to meet them, including on their terms.
- **Evaluate administrators’ efforts** related to getting to know the diverse families in their schools. Do they organize and participate in school and community cultural events? Are they able to share how their own participation has helped them become a better school leader?
- **Evaluate the cultural competency of staff** and establish a diversity committee that consists of staff and community members.

Source: National School Boards Association<sup>95</sup>

School leaders should recognize and express appreciation for teachers, particularly teachers of color, who go beyond basic job responsibilities to support students. This voiced recognition builds a culture that supports staff of all backgrounds and aids retention.<sup>96</sup> The NEA recommends that districts recognize minority teacher achievement by profiling or rewarding “outstanding minority teachers or prospective minority teachers to acknowledge their service, increase their self-esteem, and build the professions prestige.”<sup>97</sup> As minority educators often perceive that they have fewer opportunities for advancement compared to their non-minority colleagues, districts should ensure that minority staff members are rewarded for their successes and promoted appropriately and fairly, in line with their non-minority peers.<sup>98</sup> Figure 2.13 below outlines some additional strategies that the Center for American Progress highlights for retaining diverse educators by improving working conditions and school climate.

<sup>95</sup> Figure text taken verbatim from: Hanson and Seema, Op. cit.

<sup>96</sup> Shafer, L. “The Experiences of Teachers of Color.” Harvard Graduate School of Education, June 12, 2018. <https://www.gse.harvard.edu/news/uk/18/06/experiences-teachers-color>

<sup>97</sup> “NEA and Teacher Recruitment,” Op. cit.

<sup>98</sup> Ison, A. and M. Tooley. “Getting K-12 Education Organizations to Rethink Their Retention and Inclusion Practice at the Top.” New America, October 2, 2015. <https://www.newamerica.org/education-policy/edcentral/getting-k-12-rethink-retention-and-inclusion-practice-at-the-top/>

**Figure 2.13: Strategies for Retaining Diverse Educators**

- **Eliminate unwelcoming conditions** for teachers and students of color by:
  - Embracing the multicultural composition of the student body;
  - Eliminating negative attitudes about students of color;
  - Jettisoning low expectations for these students' achievement;
  - Promoting culturally relevant teaching; and
  - Minimizing teacher controls and constraints.
- **Develop rewards and incentives** for the most effective teachers to work in these schools.
- **Lead other teachers in professional-learning communities** focused on improving student outcomes.
- **Provide better training** for white teachers and administrators in how to foster and support optimum conditions for diverse groups of students and teachers.

Source: Center for American Progress<sup>99</sup>



### Spotlight: Jefferson County Public Schools

In July 2013, 307 educators of the Jefferson County Public Schools (JCPS) in Kentucky attended the Equity and Inclusion Institute as well as a follow-up program in November 2013. The purpose of the institute was to allow educators to attend “a wide array of breakout [professional development] session on topics such as classroom management, building relationships, student motivation and engagement, connecting with parents, and culturally responsive teaching strategies.”<sup>100</sup> Through this professional development experience, 91 percent of attendees reported that the sessions changed how they view students, meaning that teachers saw their students with a more equitable perspective, particularly students of color. Furthermore, the professional development institute demonstrated that “programs like these may reduce feelings of isolation, frustration, and fatigue teachers of color express at having to advocate for students of color on their own.”<sup>101</sup>

<sup>99</sup> Figure text taken nearly verbatim from: Partee, Op. cit., p. 16.

<sup>100</sup> Vanderhaar, J. “Equity and Inclusion Institute: Jefferson County Public Schools 2013-2014.” Jefferson County Public Schools, 2014. p. 2. [https://www.jefferson.kyschools.us/sites/default/files/EquityInclud13\\_14JV.pdf](https://www.jefferson.kyschools.us/sites/default/files/EquityInclud13_14JV.pdf)

<sup>101</sup> Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. 25.

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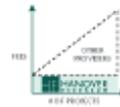
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