

# DIVERSIFY THE EDUCATOR WORKFORCE

REVISED DRAFT (post-ERN discussion) – 6.28.17 (changes in bold)

## Context

Seventy percent of students in the Road Map Project region are of color, yet 90 percent of their teachers are white. A [working paper](#) released this year by the Institute of Labor Economics found that low-income, black male students were 39% less likely to drop out of high school if they had at least one black teacher in grades 3-5. This finding highlights the need to reverse the current mismatch between teacher and student demographics, especially because delivering culturally competent services is more challenging when there are few adults who share the cultural identities and experiences of the students and families.

## What needs to change?

### Pathways:

1. Education training is **selective and** expensive (program, materials, opportunity costs, travel, childcare, etc.)
2. Education training programs need to be culturally responsive
3. Teaching profession needs to be more appealing (e.g. salary potential, diverse staff, good workplace)

### Recruitment, Retention, and Advancement:

1. Greater equity in policies and practices related to recruitment, hiring, retention and promotion
2. Culture and climate – staff of color feel safe and supported, and school climate is culturally responsive
  - a. **Cultural competence is the responsibility not just of teachers of color**
3. **Strengthen and build capacity for Grow Your Own pipeline**
  - a. **Need to make teaching profession more desirable**

## How can we track progress?

1. Workforce
  - a. Percent of teachers, by demographic, subject matter, **ECE, Special Ed**, and ELL/Non-ELL; compared with student demographics
    - Interviewed
    - Hired
      1. **Why are applicants not hired?**
      2. **Supports in place for new hires**
    - Retained after one year
    - Retained after five years
  - b. **Changes in level of teacher shortage by district/school**
  - c. Policies and practices related to recruitment, hiring, retention and promotion
    - Policy adoption by school
    - **Advocacy from school and district leadership**
    - Number of training hours
      1. **Look at PD records**
    - Audits of hiring and promotion practices
    - Mapping programmatic work
    - **Relationship with union on racial equity concerns**
  - d. Culture and climate
    - Staff surveys

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1. **Is school environment collaborative and inclusive for teachers of color?**
  - Focus groups
  - **Grievance process – Safe and measurable means for reporting discrimination**
  - Exit interviews
2. Talent development pipeline:
  - a. Diversity of students in each stage of:
    - State teacher college programs, at the undergraduate and graduate levels
    - Alternative route programs
    - Certification (**and in-school PD**) for paraeducators
      1. **Navigating training program, while working and earning pay**
    - High school teacher academy CTE programs
    - **Training for childcare providers**
  - b. In the above programs, track:
    - i. Applications
      1. **In-state vs. out-of-state**
    - ii. **Interviews**
    - iii. Acceptance
    - iv. Enrollment
    - v. Persistence
    - vi. Graduation
    - vii. Placement
    - viii. **Mentorship**
      1. **For/by staff of color**
    - ix. Retention
  - c. Accessibility and climate of teaching programs:
    - i. **Promotion of programs to generate awareness**
    - ii. Do teacher education programs have funding and support options that meet prospective teacher's needs?
    - iii. Do teacher education programs have curricula (**e.g. classes on social justice**), environment, **metrics**, and practices that are culturally responsive and supportive of students in their programs?

## Potential Data Sources and Indicators:

(Please provide potential data/information, source, and idea for indicator(s):

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## Initiatives & partners involved in this work:

1. Educator Pathways –
  - Alliance for Education – Seattle Teacher Residency
  - **Breakthrough Collaborative (potential partner?)**
  - **Community colleges**
  - Generation Teach – developing local teacher pipelines
  - OneAmerica & ELL Workgroup – Bilingual teacher pipeline and policy change
  - Professional Educators Standards Board (PESB) - Grow Your Own
  - Puget Sound Educational Service District (PSESD) - Teacher Pathways, Paraeducator Pipeline
  - Road Map School Districts – CTE teacher academies, paraeducator pipelines, teacher residencies
  - The Bill & Melinda Gates Foundation
  - Technology Access Foundation – Martinez Fellows
  - University of Washington – Drs. Plecki and Elfers research and participation in programs (e.g. Seattle Teacher Residency)
2. Policies and practices related to recruitment, hiring, retention and promotion
  - **Business – Boeing Apprenticeship; connect to show what skills are needed (CTE)**
  - **NW Educational development**
  - **Professional Educators Standards Board (PESB) – Policies on hiring and alternatives routes into the profession**
  - Puget Sound Educational Service District (PSESD) - Equity Reviews & Policies, Equity Fellows
  - Road Map School Districts - human resource policies

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