

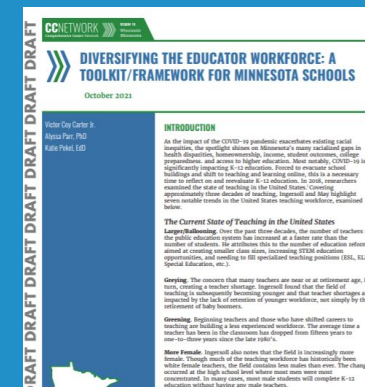
Diversification of the Educator Workforce



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MASE
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As one of 19 federally funded centers, the Wisconsin-Minnesota Comprehensive Center – Region 10 (WMCC10) provides high quality and intensive capacity-building services to the Minnesota Department of Education (MDE) and the Wisconsin Department of Public Instruction (DPI), as well as local education agencies and organizations.

It is operated by three organizations: the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI), the University of Wisconsin-Madison's Wisconsin Evaluation Collaborative (WEC), and Education Analytics (EA).

The three regionally-based organizations operating the WMCC10 add unique value to these capacity building services through their cross-state collaboration.



Our Time Together

- Overview of the forthcoming toolkit
 - Rationale for diversification of the workforce
 - How we developed the toolkit
 - Theory of action
 - Research insights
 - Strategies for diversifying the workforce
- Discussion of your current efforts



Historical context: Brown v. Board

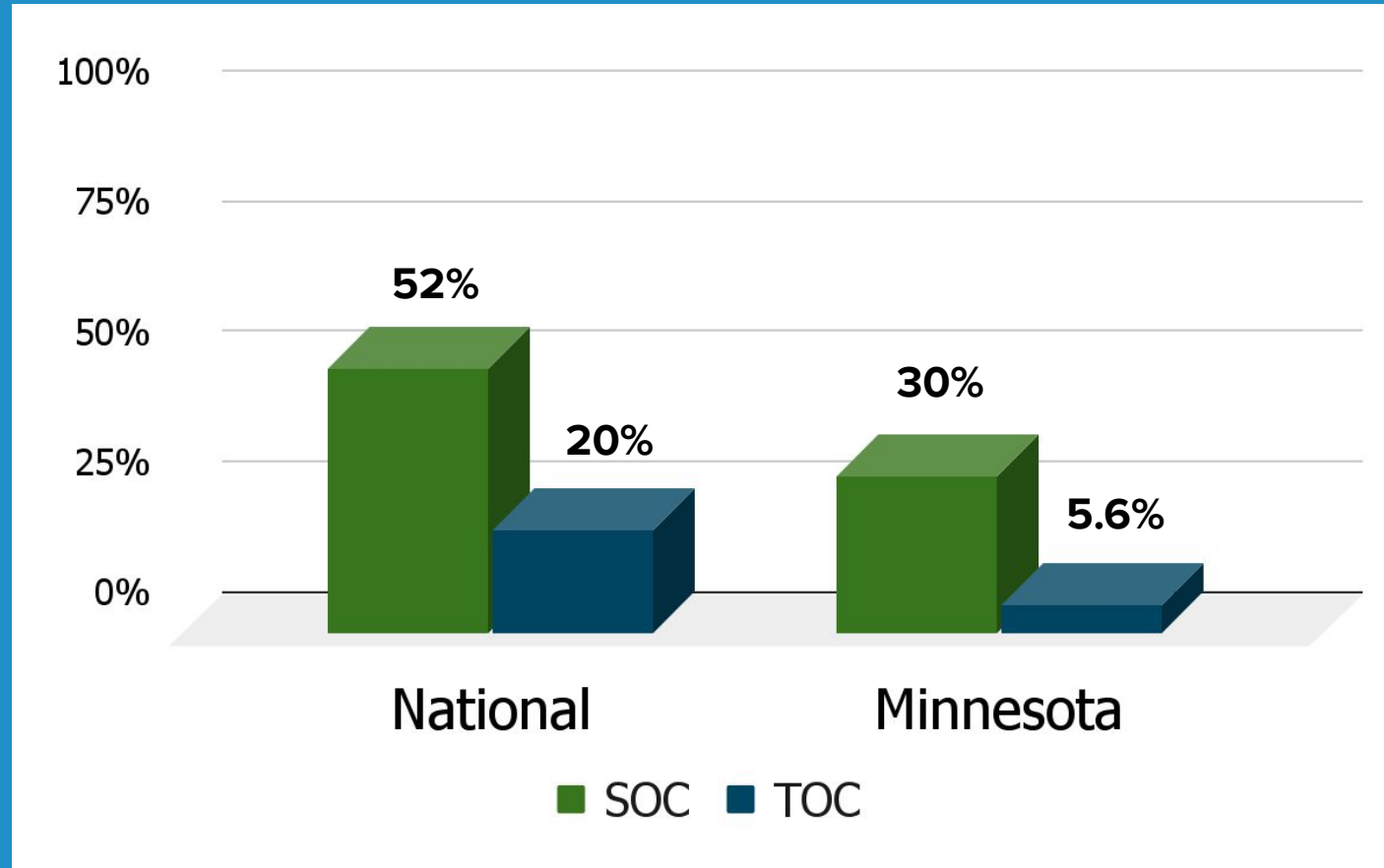
- Desegregation of schools led to the forced exodus of 38,000 Teachers of Color. ¹
- Nearly 90% of school Leaders of Color, in 13 southern and neighboring states were also forced from their jobs. ²



1. Siddie Walker, V. (1996). Their Highest Potential.
2. Tillman, L. C. (2004). (Un)Intended Consequences?: The Impact of the Brown v. Board of Education Decision on the Employment Status of Black Educators. Education and Urban Society, 36(3), 280–303.



Racial demographics of students and teachers today



Racial/Ethnic Enrollment in Public Schools Report (National Center for Education Statistics, 2021)
SOC = Students of Color and Multiracial Students; TOC = Teachers of Color and Multiracial Teachers

Why diversify the educator workforce?

Teachers of Color:

- serve as role model for all students
- have higher expectations for students of color, which lead to improved academic outcomes for marginalized populations
- provide a unique empathy and connection of experience in and outside of the school building with students of color
- tend to both work in harder to staff schools and tend to stay longer than their white counterparts
- are inclined to include culturally responsive pedagogies into everyday classrooms

How we developed the toolkit

1. Review of the literature
2. Analysis of applications for the Minnesota Professional Educator Licensing and Standards Board's (PELSB) Teacher Mentorship and Retention Grant
 - a. 50 applications from 2020 and 2021
3. Statewide survey of Minnesota Superintendents and Charter School Leaders
 - a. 60 responses from 59 sites (districts or charter schools)
4. Interviews with education organization leaders, superintendents, human resource personnel, and teachers
 - a. 20 interviewees from 11 different districts and 2 education organizations
5. Follow up with leaders of innovative diversification strategies

THEORY OF ACTION FOR DIVERSIFYING THE EDUCATOR WORKFORCE

CULTURALLY RESPONSIVE SCHOOL LEADERSHIP

- Vision of Culturally Responsive, Humanizing, and Affirming Schools
- Critical Self-Reflection on Leadership Behaviors
- Development of Culturally Responsive Teachers
- Promotion of a Culturally Responsive/Inclusive School Environment
- Engagement with Students, Parents, and Community Members

CULTURALLY RESPONSIVE WORK ENVIRONMENT

- Historical Contextualization and Discussion of Race
- Educator Classroom Autonomy
- Administrative Support and Trust
- Educator Influence in Organizational Decision Making
- Collegial Trust
- Community Representation among Staff
- Community Value-Informed Climate and Operations
- Affinity Groups and Mentorship Programs

RECRUITMENT STRATEGIES

- Financial Incentives (e.g., signing bonuses, loan forgiveness)
- Grow Your Own
- Teacher Residency
- Preferential Placement
- TOCAIT* Engaged in Hiring Process
- Seek Candidates from HBCUs, HSIs, TCUs*

RETENTION STRATEGIES

- Financial support (e.g., longevity incentive, choice in PD)
- Affinity Mentorship Programs
- Collegial Affinity Groups
- Eliminate policies that impact retention (e.g., LIFO)
- Partnership with Equity Organizations
- TOCAIT Included in System Decision Making

Theory of Action

* TOCAIT = Teachers of Color and American Indian Teachers, HBCUs = Historically Black Colleges and Universities, HSIs = Hispanic Serving Institutions, TCUs = Tribal Colleges and Universities

Leadership Questions

What, if anything, about the way people are leading today need to change in order for leaders to be successful in a complex, rapidly changing environment where we're faced with seemingly intractable challenges and an insatiable demand for innovation?

Can you break down the specific skills that you believe underpin brave leadership?

Leadership Answers

We need braver leaders and more courageous cultures.

You have it or you don't.



Research Insights - Briefs

DIVERSIFYING MINNESOTA'S EDUCATOR WORKFORCE: A SERIES OF RESEARCH BRIEFS

April 2021

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Leaders across the state of Minnesota and nation proclaim to diversify the educator workforce. However, the reality nation less than 20% of teachers who teach a student population that 51% students of color are teachers of color (Ingersoll et al., 2019) follows are a number of research briefs organized around a theory of action for diversifying the educator workforce. These briefs are to help leaders at the local, state, and national levels not only necessity, the 'Why', of diversifying the educator workforce, begin to gain a better understanding of the 'How'.

The theory of action for diversifying the educator workforce here begins with leadership. In order for educators of color to successfully recruited and retained into our schools, we must Khalifa (2018) describes as Culturally Responsive School Lead School and system leaders must be able to set a vision for culturally responsive, humanizing and affirming schools for all student but especially for those who have been minoritized by education systems in the past. Culturally responsive school leaders are: critically self-reflect, develop culturally responsive teachers, culturally responsive environments and engage students, families and community in the schooling in authentic ways. It is these leadership attributes that allow a culturally responsive leader to create a responsive work environment essential to the potential success recruitment and retention strategies school systems attempt. A culturally responsive work environment historically context discussions of race, affords educators autonomy and administrative support and trust, and provides genuine opportunities for educators of color to be part of organizational decision making. If and when responsive school leadership has established a culturally responsive environment, systems can truly engage in research based recruitment and retention strategies aimed at getting, developing and retaining teachers of color.

Each of the components of this theory of action is supported by a brief that overviews the literature and evidenced based practices of contextualizing the 'Why' of this work, it is suggested understanding of the current context or trends in the state of the US and Minnesota may be helpful. This brief, titled 'Trends in the State of Teaching in the United States and Minnesota', draws work of Richard Ingersoll and his colleagues at the Penn State Center for Education who have been studying the teacher workforce for years. Additionally the work of Villegas and Irvine's (2010) overview of decades of empirical research on efforts to diversify the teaching force is discussed along with the most recent data from Minnesota's biennial teacher supply and demand report.



TRENDS IN THE STATE OF TEACHING IN THE UNITED STATES AND MINNESOTA

April 2021

Victor Coy Carter Jr.

As the impact of the COVID-19 pandemic, the spotlight is on the education system. It is significant to imp buildings and shift time to reflect on a examined the state approximately three years notable trends below in turn.

The Current State

Larger Following
Over the past three years, the number of students has increased. He attributes creating smaller class sizes to fill spaces, etc.)

Geography
The concern that in creating a teacher's is subsequently being impacted by the retirement of baby boomers.

Gender
Beginning teachers building a less young been in the classroom years since the late 1980s.

More Female
Ingersoll also notes much of the teacher teachers, the field of the high school level cases, most male at any male teachers.

More Diverse
Though the overall findings—as Ingersoll 60's to 69's—drawn teacher and student studies of color, y

Ingersoll, R., Hoxby, C. M., & Kurland, H. (2019). *Teacher and Student Studies of Color, y*

for Policy Research.

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CULTURALLY RESPONSIVE SCHOOL LEADERSHIP: A REVIEW OF THE RESEARCH

April 2021

Victor Coy Carter Jr.

In response to the killing of George Floyd, Breonna Taylor, and the growing, glaring by the COVID-19 pandemic, education leaders are to disavow white supremacy, decenter whiteness in education, the entrenched generational wrongs that persist and disparately impacting students who are Black, Indigenous, and People of Color (BIPOC). They are working to dismantle practice whiteness, like biased standardized tests, and recruit and retain teachers of color.

In the long history of schooling, BIPOC students have been at the center of teaching and education. In fact, it demonstrates the detrimental schools inflicted on students, Indigenous students, and their families. Schools once the culture and communities of Indigenous students, displacing accents of Latinx children to make them a teaching them to be "clean" and "acceptable", and even were eradicated and remained in the field. In an era where students now represent the majority of the public school system, this alone should trigger schools to reflect on and, in evaluate how they are instructing students, academics. Even more so, the historical relationship of schools as should prompt leaders to move from centering whiteness to culturally responsive schooling.

Minnesota ranks near the bottom of all U.S. states in achievement gaps between students of color and white. The Federal Reserve Bank of Minneapolis penned the *Minnesota's Education Achievement Gap*, which revealed more than economic class—appears to be the most common when discussing achievement gaps in standardized test scores and college preparedness.

Minnesota also has a history of disproportionate discipline practices towards Black and brown students. The National Center for Education Research indicates that from 2011-14, approximately 2.6 million public school students, or 5% of the public-school population received one or more out of school suspension. Black students represented the highest suspended demographic at approximately 13%, and of Black students, Black males were twice as likely than females to be suspended. The most recent Minnesota discipline data from 2017-18 indicates Black students are 10% of the K-12 student population and represent the highest

1. Trumbull, D. B. (1992). *The one best system: A history of American urban education* (Vol. 195). Harvard University Press, 246.

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3. Anderson, J. D. (2000). *The education of Blacks in the South, 1860-1935*. State of North Carolina Press.

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HOW DO WORK ENVIRONMENT CONDITIONS AFFECT TEACHERS OF COLOR?

April 2021

Victor Coy Carter Jr.

According to the 2019 Biennial Teacher Supply and Demand Report, approximately 25% of teachers in Minnesota left the teaching profession for other careers.

1. Ingersoll, R., Hoxby, C. M., & Kurland, H. (2019). *Teacher and Student Studies of Color, y*

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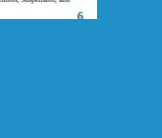
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RECRUITING TEACHERS OF COLOR: EVIDENCE-BASED BEST PRACTICES

April 2021

Victor Coy Carter Jr.

Nationally, teachers of color are teaching workforce. In Minnesota, this poses many negative effects on the population of our public K-12 classroom. Teachers of color are necessary to be contributed by the predominant leadership of traditional K-12 schools.

1. They are inclined to include everyday classrooms.

2. They have higher expectations for improved academic outcomes.

3. They provide a unique environment outside of the school building.

4. They are inclined to include everyday classrooms.

5. They have higher expectations for improved academic outcomes.

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22. They are inclined to include everyday classrooms.

23. They have higher expectations for improved academic outcomes.

24. They provide a unique environment outside of the school building.

25. They are inclined to include everyday classrooms.

RETAINING TEACHERS OF COLOR: EVIDENCE-BASED BEST PRACTICES

April 2021

Victor Coy Carter Jr.

The vast majority of Black and brown leaders and teachers were pushed out of schools following Brown v. Board and the push for classroom desegregation. The notion of having Black and brown educators in classrooms instructing white children was unsettling for many white people. Desegregation was a clear, one-way street that moved Black and brown students from their schools into white schools. This gave preference to white educators retaining their jobs and little to no space for new teaching positions to be filled by experienced Black and brown teachers. Schools serving minoritized populations shuttered their doors and teachers of color, principals, and staff alike were pushed out. This history illustrates why the teaching workforce is 80% white—a large decrease over the past 30 years, where that number consistently rested at or above 90%. It contextualizes the current atmosphere by untangling how no protections existed for teachers of color then.

Today limited protections and flawed practices result in similar outcomes in schools for teachers of color. High-poverty schools that serve Black and brown students were closed under NCLB legislation removing teachers of color from the classroom. As the increase in teachers of color peaked to nearly 20% in 2019—elected predominantly to high poverty schools—policies such as last in first out (LIFO) subject these teachers to being the first to go when budget cuts occur. Additionally, high-stakes teacher exams dating back to the 1960s and oppressive practices of higher education institutions keep teachers of color out of traditional teacher preparation and certification programs. Driven by these flawed policies as well as personal reasons, teachers of color are disappearing from the classroom at a faster rate than their white colleagues—Ingersoll indicates a rate of 45%, making recruitment efforts negligible.

In addition to providing context, this brief presents ways that practitioners and leaders can successfully keep teachers of color in the classroom. Contra Gist, Associate Professor of Teaching and Teacher Education at the University of Houston, offers an application of Hughes' human resources conceptual model—illustrating the need to attend to human investments with the same urgency as technological investments—to retain teachers of color by presenting five key values that frame the research in this brief: (1) location, (2) use, (3) maintenance, (4) modification, and (5) time. Each section provides research-driven recommendations collected and/or proposed by Gist and other scholars.

1. Anderson, J. D. (2000). *The education of Blacks in the South, 1860-1935*. University of North Carolina Press.

2. Anderson, J. D. (2000). *The education of Blacks in the South, 1860-1935*. University of North Carolina Press.

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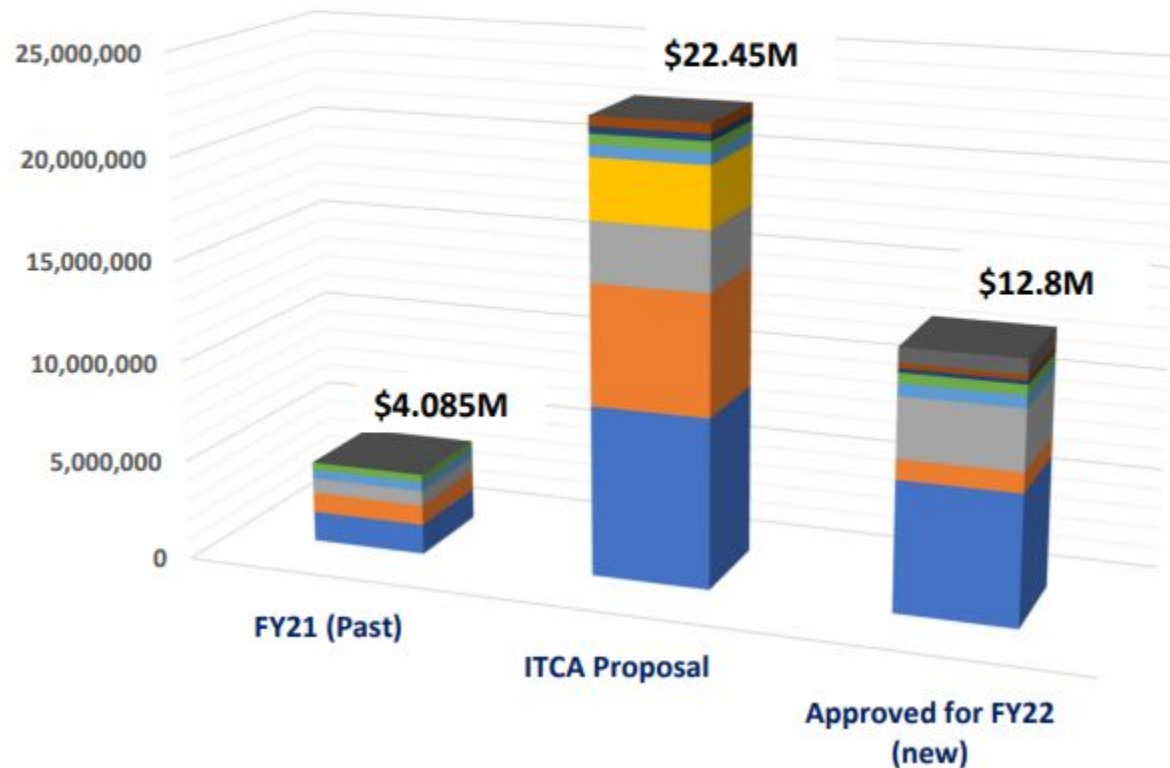
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Current Minnesota Funding

Results of Legislative Advocacy for the Increase Teachers of Color Act (ITCA)

Comparing Past, Proposed and Approved State
E12 Fiscal Year Investments to Increase Teachers of Color



GYO

Mentorship & Retention

American Indian Teacher Preparation

Come Teach in MN bonuses

Black Men Teach

CUGMEC

Equitable School Enhancement Grants

"Intro to Teaching" Concurrent Enrollment

Teacher Recruitment Marketing Campaigns

TOCAIT Group

<https://www.tocaimn.com>

- [Overview of Funding Sources](#)

Strategies

1. Contract changes
2. Grow your own
3. Financial incentives
4. Affinity groups and mentoring
5. Alternative Licensure



Contract Changes

Collective bargaining agreement changes and/or MOUs that protect the recruitment and retention of TOC

Problem:

- *LIFO/ULA* – TOC tend to be last hired and subsequently the first to go due to local contract language, not state statute, as that language was repealed in 2017.

Solutions:

- *Carve out language*
 - Retaining teachers to ensure students have “access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students.” (Education Minnesota)
- *Credit for years of service*
 - Providing credit for years of service on the seniority schedule to candidates who have served as paraprofessionals. (Osseo Public Schools)

Paraprofessional Seniority Credit

Osseo



Newly transitioned paraprofessionals are provided up to two years of seniority credit on the teacher contract as acknowledgement of their time as a paraprofessional.

- Eligibility for both Grow Your Own program or traditional certification paraprofessionals
- No interference with tenure laws
 - these teachers remain untenured until the traditional three year period has passed and the teacher is awarded a fourth contract
- Alleviates TOC being the first to go with budget cuts



Ed MN Recommended Contract Language

1. Unrequested leave of absence

Optional: carve-out protections

Subd. 2. Additional exceptions: Notwithstanding the provisions above, if the placing of any teacher on unrequested leave before another teacher would (*insert carve-out language here*) the district may retain the teacher, even if the retained teacher is a Tier 1-licensed, Tier 2-licensed, or probationary teacher, or the teacher with less seniority.

Possible additional carve-outs

- *Prevent students from having access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students.*
- *Place a teacher without a certificate to teach Montessori into a Montessori setting (or an immersion program, heritage language literacy programs, Gifted and Talented programs)*
- *Require reassignment of specific Teachers on Special Assignment (TOSA) such as peer reviewers and lead teachers*

2. Seniority

Optional: Teachers enrolled in a Grow Your Own Program

Beginning with the 20__ school year, employees working in other School District employment groups who secure a teaching contract within this bargaining unit will have their seniority date back-dated to their original hire date in the bargaining unit plus a maximum of two years in a previous bargaining unit upon completion of probation provided there has been no separation of employment between the prior position and the teaching assignment.

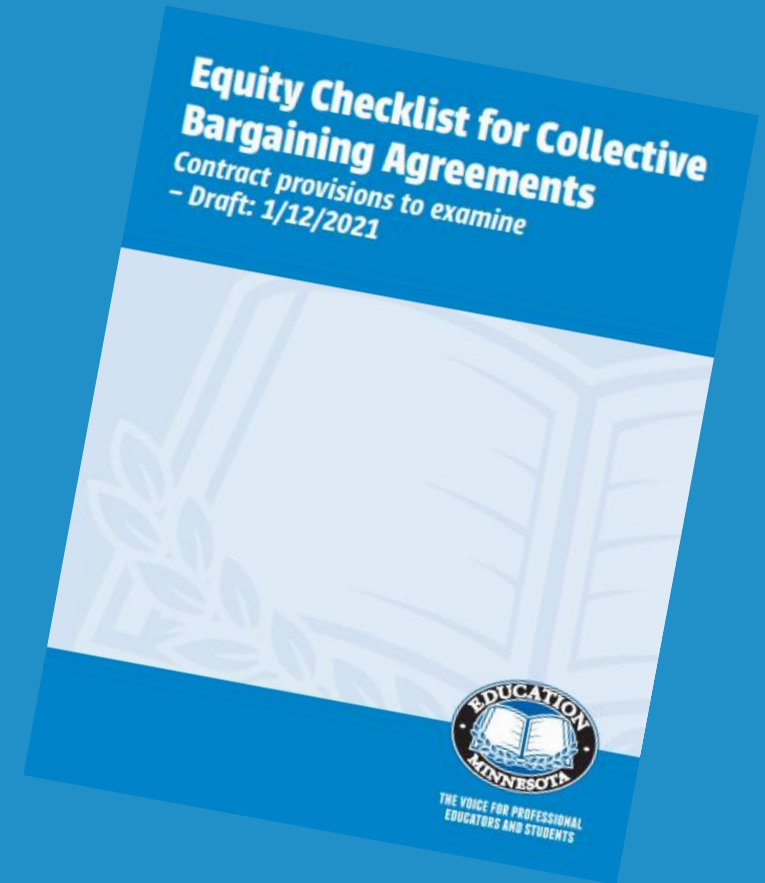
Ed MN Collaboration with your locals

Education Minnesota is focused on this work, they are in the process of creating a Toolkit of sorts for their local associations.

Available at:

<https://www.educationminnesota.org/members-only/bargaining/guidance/>

(<https://educationminnesota.org/wp-content/uploads/2021/10/EquityChecklistforCBAs.pdf>)



Grow Your Own

This popularized method addresses increasing TOC in the classroom in three ways:

- Middle school/high school career exploration programs
- Traditional teaching certification
- Alternative Licensure (Paraprofessional/community model)

Problems

1. Certification exams and teacher quality metrics



Solutions

1. Test preparation and exam stipends

2. Economic barriers



2. Scholarships and loan forgiveness

Apprentice Teachers

Spring Lake Park



- Teacher education students hired as “Apprentice Teachers”
- Considered part of their “practicum hours”
- They develop and deliver lessons with teacher approval to students during grade-level PLC time
- They participate in a PLC as well for their own development and receiving coaching
- Paid slightly more than paraprofessionals (\$25 –\$30) and receive benefits similar to a paraprofessional
- Step placement – or apply dollars to student loans



Pathway to Leadership

*Anoka Hennepin
Minneapolis*



ANOKA-HENNEPIN SCHOOLS
A FUTURE WITHOUT LIMIT



- Anoka-Hennepin: Educators of color who have an interest in obtaining an administrative license are put into a year-long “administrative intern” position while they are taking licensure courses.
 - District did not pay tuition, though potentially professional development dollars could be used to help support this.
- Minneapolis Public Schools: “Grow your Own” Educators were provided a year-long internship, similar to A-H, though they received their coursework one day a week during the day from U of M, and it was paid for by a grant.



Financial Incentives

Financial incentives for teachers is one way to address the increased rate of teacher attrition, especially in hard-to-staff and under-resourced schools. Currently, most financial incentives rely on teacher educational attainment and tenure.¹

Problems

1. Bias in incentive metric for traditional degree teachers
2. TOC incur more student loan/educational expense debt than their white peers²



Solutions

1. Adjustic metric to acknowledge performance, time employed in under-resources/underserved school³
2. Student loan forgiveness, housing stipends, childcare stipends, and other monetary incentives that decrease the financial burden of teaching on TOC

1. Dee, T., & Wyckoff, J. (2015). Incentives, Selection, and Teacher Performance: Evidence from IMPACT. *Journal of Policy Analysis and Management*, 34(2), 267–297.

2. Scott-Clayton, J. & Li, J. (2016). Black-white disparity in student loan debt more than triples after graduation. *Brookings Report*

3. Gist, C. D. (2018). Human Resource Development for Racial/Ethnic Diversity: Do School Systems Value Teachers of Color? *Advances in Developing Human Resources*, 20(3), 345–358.



California Teacher Housing

The Teacher Housing Act of 2016

Allows school districts to provide affordable housing specifically for district employees and their families. The previous law required that homes or apartments be open to anyone who meets the low-income requirement if they used state and federal low-income housing funds or tax credits.

Assembly Bill 1157

Gov. Jerry Brown in 2017, exempts school districts from some of the usual requirements related to the sale or lease of property if it will be used for employee housing.

Affinity Groups/Mentoring

Affinity groups are meetings (within or across districts) where people of the same social identity gather to discuss similar personal and professional experiences.¹

Problems

1. Led by white people
2. TOC are isolated
3. Mentors/leaders are not compensated



Solutions

1. Outside partnerships
2. Cluster hiring, Cross district grouping
3. Stipends/ Leadership positions for mentors/leaders

1. Douglas, P. H. (2008). Affinity groups: Catalyst for inclusive organizations. *Employment Relations Today*, 34(4), 11–18.

Affinity Groups/Mentoring



Saint Paul Public Schools – Navigating Partners is a **mentor-mentee program** that **serves new teachers**. The Mentor Mentee Program is **individualized, differentiated, and flexible to meet professional growth goals** for educators just entering the field of education and those coming to Saint Paul Public Schools with previous experience. Probationary educators under the SPFE bargaining contract **participate in the Mentor Mentee Program in their first year of employment** if they are not working with a Peer Assistance and Review educator. Building principals or supervisors work very hard to find a mentor educator within the same grade level or content/professional area for each mentee.



Alternative Licensure

Alternative Licensure refers to a “state-approved course of study, the completion of which signifies that an enrollee has met all the state’s educational or training requirements for initial certification or licensure to teach in the state’s elementary or secondary schools.”¹ For example, teacher residencies, portfolios, and grow-your-own programs.

Problems

1. Some lead to Tier 1
‘unprotected’ licenses



Solutions

1. Districts provide a pathway to support movement through the Tiered system

2. Cost Transparency



2. Secure state funding

Qualities of an Adaptive Organization

1. *Elephants in the Room are Named.*

- 4 meetings
- No issue is too sensitive & no question is off
- Meeting norms are in alignment
- Hidden perspectives are put on the table



(Heifetz, Grashow, Linsky, 2009).

Qualities of an Adaptive Organization

2. Responsibility for the Organization's Future is Shared.

- High Action, High Alignment, High Accountability
- Think Outside (Department, Team, Box)
- No Turf



Qualities of an Adaptive Organization

3. Independent Judgment is Expected.

- Reflect, honor, value, and center various identity perspectives as assets in policies and practices (Sue, 2001).
- The answers do not come from the top exclusively
- Multiple perspectives are valued

Teacher Dispositions					
ELEMENT	Nascent	Beginning	Progressing	Proficient	Advanced
1. Empathy and valuing multiple perspectives	I have not yet explored how my personal beliefs have shaped my worldview.	I can identify my personal beliefs and experiences and recognize how they shape my view of the world. I recognize that I might hold stereotypes.	I understand that my beliefs and experiences are not universally shared. I can identify the influences that shape how others and I view the world. I am willing to explore the experiences and perspectives of people who challenge my beliefs.	I recognize biases and limitations of my own perspective and those of others' perspectives. I recognize how my personal beliefs influence my decisions as a teacher. I empathize by seeking to understand the perspectives of others.	I challenge my personal assumptions to understand viewpoints that differ from my own. I value diverse perspectives, including those that challenge my own.

Source: The Globally Competent Teaching Continuum was originally developed in 2014 by J. M. Cain, J. Glazier, H. Parkhouse, and A. Tichnor-Wagner at the University of North Carolina at Chapel Hill.

Qualities of an Adaptive Organization

4. Leadership Capacity is Developed.

- Leadership development is important
- Site level capacity
- Demonstrate excellence by being inclusive-minded and asset-focused



Qualities of an Adaptive Organization

5. Reflection and Continuous Learning are Institutionalized.

- New ways to interpret what goes on and ways to carry out the work
- Growth is for everyone
- Refine, Refine and Refine
- Time to reflect is expected



Incentives

- Actions include behaviors that can be taught, measured or evaluated.
- Problem identification and solving vs. ineffective and unsustainable solutions.
- Opt in for conversations about inclusion, diversity, race.
- Connection=Trust.

Items for Discussion

1. What efforts are you or your districts currently engaging in?
2. With this information, what additional things could you do?
 - a. What support do you need?
 - b. What support do your districts need?



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