



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

INCREASING THE RACIAL, ETHNIC, AND LINGUISTIC DIVERSITY OF THE EDUCATOR WORKFORCE: A CALL TO ACTION FOR LEADERS

A report of the New England Secondary School Consortium
Task Force on Diversifying the Educator Workforce

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From Our Co-Chairs

We are immensely proud and excited to share this report with you. It represents more than the countless hours of research, discussion, idea generation, and deliberation; it also represents the deep and lifelong commitment to equity and antiracism work on the part of the members of the task force that created it. We are humbled by their wisdom and inspired by their commitment.

Much has happened in the time since this task force first convened. Our plan was to convene the group of nearly three dozen teachers, administrators, school board members, and leaders from institutions of higher education, state education agencies, and non-profit organizations for a handful of meetings in order to develop a series of recommendations addressing a dire issue: the need for a more diverse educator workforce. We quickly became a community of advocates joined by the urgent call to ensure all students (and by extension, every community) benefit from a diverse educator workforce. The initial emphasis was on examining and proposing strategies for increasing the number of educators of color in our region's schools. Our task force challenged us to broaden our thinking and ambition. The identities of educators—like the identities of their students—are beautifully multi-faceted. They are shaped by race, ethnicity, culture, heritage, and language, among other aspects of their identities. We invite you to consider and support diverse identities as we strive to create an educator workforce that better represents the students they will teach.

We are in the midst of a racial reckoning in our country. If the pandemic made the stark differences in terms of resources, access, and achievement among our students even more evident, the killings of Breonna Taylor, Ahmaud Arbery, George Floyd, and so many other people of color compels us to confront and redress the systemic racism that plagues our social, political, financial, medical, and educational systems. We are heartened by the conversations about race taking place across the country, by the peaceful protests, by the demands for action, and by the efforts of so many education leaders to examine their beliefs and practices. Our hope is that you will find in our report ideas that will inform your thinking and practical recommendations to enact in your community.

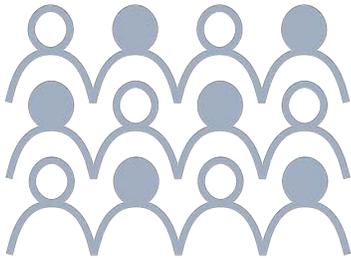
We dedicate this work to all who dream of making a difference in the lives of those who learn in our region's schools. Please know that you are not alone.

In solidarity,

Jess DeCarolis & Ventura Rodriguez,
Task Force Co-Chairs

The title of our report, which emphasizes racial, ethnic, and linguistic diversity of the educator workforce is intentional. We live in a world where so many of our identities are shaped by a myriad of identities (e.g. race, class, gender, language). This intersectionality results in a complex set of ways each of us experience discrimination and privilege depending on the combination of factors. It is our intent to explicitly advocate for an educator workforce that is diverse not only with respect to race, but to ethnicity and language as well.

Why Diversity Matters



A growing body of educational research demonstrates the positive impacts of teachers of color on short- and long-term academic outcomes of all students. For students of color, the research finds that having just one teacher of color at any point between kindergarten and third grade can boost academic achievement, high school graduation rates, and college enrollment rates (Dee, 2004; Gershenson, 2018). There is also mounting evidence that students of all races experience greater levels of success and are better prepared to work and live in an increasingly diverse and connected world when racially, ethnically, and linguistically diverse educators are present in their schools (Page, 2007; Phillips, 2014).

These critical benefits are denied to students across the U.S. by a stark racial disparity in the educator workforce. Nationally, students of color represent 50% of total public K-12 enrollment. By 2060, that number will climb to 66%. However, people of color make up only 18% of the educator workforce. This national disparity persists on the state level. While some New England states do not collect racial demographic data on their educator workforces, those that do present a trend:

- In Massachusetts, 40% of students identify as people of color; this is true of only 8% of educators.
- In Connecticut, 43% of students identify as people of color; this is true of only 8.9% of educators.
- In Rhode Island, 41% of students identify as people of color; this is true of only 5% of educators.

In light of these findings, recruiting and retaining a diverse educator workforce must be a priority for New England states who are serious about addressing racial and ethnic achievement disparities. It is against this backdrop that we offer our thoughts and considerations for leaders in the following report. Recruiting, preparing, hiring, retaining, and promoting racially, ethnically, and linguistically diverse educators is an important step to eradicate achievement disparities seen across New England and the U.S. We have a collective responsibility—whether we hold positional leadership roles or whether we exert influence attributed to our dispositional leadership—to ensure that our education system welcomes, prepares, and nurtures racially, ethnically, and linguistically diverse teachers and administrators.

At the core, our efforts to diversify the educator workforce in New England are rooted in a desire to eliminate racism and racial bias. We view the work outlined in this report as being intentionally antiracist. This requires us to face an uncomfortable truth: Our current systems for preparing, recruiting, hiring, and retaining educators are steeped in racial bias and thus discourage or actively prevent people of color from joining and remaining in the educator workforce. In order to increase the overall number of educators of color, we believe it is imperative to confront current systems through an antiracist lens and redesign the systems to produce more racially, ethnically, and linguistically equitable results.

This report is authored by the members of the New England Secondary School Consortium (NESSC) Task Force on Diversifying the Educator Workforce. The NESSC commissioned the task force, whose recommendations emerged over the course of six meetings taking place between October 2019 and May 2020. While each participating NESSC state education agency is committed to diversifying the educator workforce, the recommendations included in this report do not necessarily mean that they have the formal endorsement of the participating agencies.

Grounding Principles



The following grounding principles are central to the work of the Task Force on Diversifying the Educator Workforce. Task force members surfaced these principles as necessary and imperative for all educators and education stakeholders to embrace and uphold as foundational. A racially, ethnically, and linguistically diverse educator workforce is vital to closing the inequitable gaps that persist between students of different races and ethnicities. It's also essential to nurture the social cohesion, recognition of difference, and acknowledgment of the strength that results from diverse communities.

This work is disruptive to the system by design. This means that leadership must exist at many levels and be both positional and dispositional. We need leaders to stand behind the work for it to be sustainable, but we also need distributed leadership in order to influence and sustain the work. Disrupting and developing a new system requires efforts by leaders from a variety of key sectors to change the conditions that impact educators throughout all aspects of their career—from their earliest experiences as students who contemplate a career in education to the ways in which they are supported, retained, and promoted in the latter stages of their career. This work will also necessitate a long-term investment of moral courage, time, energy, and resources. To enact these changes and successfully increase the racial, ethnic, and linguistic diversity of our educator workforce, effective and courageous leaders must:

- **Commit to equity.** The Great Schools Partnership, a nonprofit school-support organization working to redesign public education and improve learning for all students, defines educational equity as “ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.” For the task force, this means that every level of the educator development and progression system must work toward the goal of ensuring racially, ethnically and linguistically diverse educators thrive at every level of the education system as teachers and leaders. In order to achieve this goal, leaders at every level of the system must view equity as a process and an outcome in everything they do—work that is inextricably connected to their organizations’ mission. They must commit to creating equitable processes and ensuring equity of opportunity, outcome, and access. Committing to equity in this way is directly tied to the collective success of our communities and our states benefit.
- **Acknowledge the harm the system has perpetrated and continues to perpetrate.** We have inherited a system that has resulted in the homogenization of the education profession. We must recognize that at every step of an educator’s career—from the earliest school experience and the development of an interest in teaching to the ways in which they were supported and promoted (or not)—more White educators than educators of color were encouraged, supported, recognized, and elevated. We did not arrive at this point without investing in racist practices and we will not disrupt and reinvent the system without investing in antiracist practices. Leaders must have the courage to examine, understand, and acknowledge why this is, the impact it has individually and systemically, and be willing to change it.
- **Honor identity in all its forms.** This includes socially significant identities such as race, ethnicity, language, gender, class, sexual orientation, ability, and age. Furthermore, leaders must acknowledge how intersectionality—the combination of multiple elements of identity and how that impacts our lives—has led to myriad injustices felt by members of our society. The title of our report and its emphasis on increasing the racial, ethnic, and linguistic

diversity of the educator workforce is intentional. We live in a world where so many of our identities are shaped by a myriad of identities (e.g. race, class, gender, language). This intersectionality results in a complex set of ways each of us experience discrimination and privilege depending on the combination of factors. It is our intent to explicitly advocate for an educator workforce that is diverse not only with respect to race, but to ethnicity and language as well.

- **Engage equitably.** Equitable community engagement requires an ongoing, two-way process of building relationships, working collaboratively, and sharing power. Leaders must deliberately reach out to professional organizations, government agencies, and educator preparation programs, as well as teachers, administrators, community leaders, policymakers, families, and students—especially those of color. Lead by example. Listen, build relationships, and seek to understand. Vow to share power and develop coordinated, aligned, and coherent solutions together. If we commit to examining the deep and pervasive issues that have led to our lack of diversity among K-12 educators but continue to enlist the same (usually White) stakeholders to do so, we are sorely missing the point and will not make progress. The best ideas, the most meaningful understandings, and the most powerful commitments arise when we deliberately work to bring together diverse communities who have the greatest stake in this work.
- **Be an antiracist.** The work of diversifying the educator workforce must be antiracist in order to have a real, deep, and sustained impact. In “How to Be An Antiracist,” Dr. Ibram Kendi defines an antiracist as, “...one who is supporting an antiracist policy through their actions or expressing an antiracist idea” (p. 13). Further, Dr. Kendi writes, “No one becomes a racist or antiracist. We only strive to be one or the other. We can unknowingly strive to be a racist. We can knowingly strive to be an antiracist. Like fighting an addiction, being an antiracist requires persistent self-awareness, constant self-criticism, and regular self-examination” (p. 23). No matter how you are attempting to diversify the educator workforce or what kind of leader you are (positional or dispositional), this report is a call to adopt an antiracist mindset—to be persistently self-aware, constantly self-critical, and regularly self-examining in your actions, beliefs, and commitments. This report, therefore, is a call to you, asking and imploring you to take up again and again an antiracist mindset, asking you to support, promote, and advance antiracist policies and ideas that will diversify the educator workforce.
- **Measure, share, and reflect on data and evidence of progress in a transparent manner.** Leaders must insist on establishing long-term goals and mid- to short-term benchmarks and routinely collect and analyze qualitative and quantitative data as they implement the high-leverage strategies we outline in this report. Transparency in making and in tracking progress is critical to building the level of trust and engendering the shared sense of ownership and commitment this work requires.

We turn next to the framework—a set of five interconnected career-development phases, surrounded and informed by the above guiding principles—that can be used to guide the political reforms and systemic changes required to effectively and equitably diversify our educator workforce. Following the framework are action steps that leaders from across all sectors with an interest in and influence over education must take so that our systems encourage, prepare, license, recruit, hire, support, and promote educators of color so that all students, and our communities, can benefit.

The Framework



The framework above illustrates the actions, or career-development phases, by which our education system must support racially, ethnically, and linguistically diverse educators. These career-development phases are: cultivating an interest in becoming an educator, providing access to and supporting the completion of educator preparation programs, streamlining certification and licensure, recruiting and hiring diverse educators, and supporting, retaining, and promoting diverse educators.

At the heart of this framework is student success: the vital and urgent outcome all students deserve. The framework takes the shape of a circle to convey that the goal of student success is dependent on an investment in not one but all five surrounding elements: the interconnected career-development phases that must be addressed to effectively and equitably diversify our educator workforce. This work is and must not be about launching or relaunching a single effort or initiative. It is about working across our framework and across positional and dispositional leadership to fundamentally change our educator workforce.

Development of the Framework

We are particularly indebted to our colleagues at the Connecticut State Department of Education (CSDE) Talent Office and the Center for Public Research and Leadership (CPRL) at Columbia Law School for their work in designing and launching the [Building a Diverse Educator Workforce initiative](#). Task force members were both impressed with and inspired by the initiative's five critical stages of the educator career continuum. Our task force recognized that a comprehensive strategy involving each of these stages is essential to achieve the goal of diversifying the educator workforce.

The elements of our framework include and build upon this work. When the task force developed this framework, they specifically shifted the language of the phases to be focused not on the individual educator level but instead on the system. This framework was developed as a guide for systems change. To that end, it also includes the grounding principles—a set of practices and beliefs that are critical to ensuring the success of any and all efforts to diversify the educator workforce.

Organization of the Framework and the Report

In the following sections, this report will describe and rationalize each of the five career-development phases. Within these sections, this report will list generalized promising practices and strategies that all positional or dispositional leaders should consider. Following these sections are separate lists of strategies for leaders to consider by sector or position: policymakers, state government leaders, building and district leaders, teacher leaders, community leaders, and higher education leaders. Regardless of your role, we invite you to join us in creating a system of education that nurtures and supports racially, ethnically, and linguistically diverse educators.



Cultivating an Interest in Becoming an Educator

Cultivating an interest in becoming an educator means creating the environment and conditions that allow for racially, ethnically, and linguistically diverse students to see themselves as public school teachers; welcoming adults and other non-traditional students from under-served and immigrant communities into the education profession; and the removal of barriers to entering teacher preparation and licensure programs. It is a necessary precondition for potential educators to succeed in gaining the necessary credentials.

All students benefit from diversity among educators, but we cannot increase educator diversity if we do not first increase the number of racially, ethnically, and linguistically diverse people interested in a career in education. Decades of implicitly and explicitly racist hiring practices have meant that students of color have rarely seen educators who look like them, and their own experiences in schools have alienated them from imagining professional lives spent in schools. Repairing that damage requires that people of color feel welcome, valued, and successful as students, and that they be reintroduced to the deep and rich legacy of teaching in their own cultural backgrounds. From that foundation, students of color must actively be introduced to career pathways in education and recruited into teacher education and preparation programs. In addition, we must seek out non-traditional sources of racially, ethnically, and linguistically diverse teachers, such as people from immigrant-rich communities who have credentials or teaching experience in their native countries and community members who can be supported to gain access to paraprofessional programs.

High-leverage strategies for cultivating an interest in education include emphasizing careers in education in existing career and technical education programs and other opportunities for learning and clarifying career pathways in education so that young people can imagine the full range of options for careers in schools and districts. In addition, a number of districts in New England with large populations of new Americans have created positions and incentives to “grow your own” teachers and paraeducators from those communities. Of course, any progress in this area must be predicated on effective antiracist work in schools to change the conditions that drive people of color away from careers in education.

Promising Practices

- [Breakthrough Collaborative](#) and its partners [Breakthrough Providence](#), [Breakthrough Manchester](#), and [Breakthrough Greater Boston](#): A student-focused organization that includes a “grow your own teacher” model to draw students of color into educator training.
- [The Lawrence Working Families Initiative](#): The Lawrence Working Families Initiative seeks “to link the families of Lawrence Public Schools students with resources to access employment and advance economically.” A central component of the Lawrence Working Families Initiative is linking Lawrence Public Schools parents—largely low-income, Latino, immigrant, and limited English speaking—to education and training opportunities such as the Para Educator program. The Para Educator program takes advantage of their strengths and aspirations, addresses their barriers and needs, and fills hiring gaps for the Lawrence Public Schools as well as neighboring districts.
- [Paradigm Shift](#): This organization works in Amherst, Holyoke, and Springfield, Massachusetts, “helping Black and Latino/Latina paraeducators become licensed teachers.” They do this by “help[ing] you navigate the education, training, and MTEL

testing requirements while you continue as a paraeducator. We introduce you to sources of financial aid and provide mentors and tutors to help you on your path to success. We provide the names and numbers of people to call if an issue arises."

- [He Is Me Institute](#): This institute "introduce[s] Black men to education by providing mentorship and teaching opportunities with middle school boys. [They] facilitate experiences that help these young men realize that they can teach, want to teach, and need to teach."
- [The Black Teacher Project](#): A program of the National Equity Project based in Oakland, California. The website includes a bibliography and links to [research and resources](#).
- [The Coalition for Diverse Educators](#): A California-based organization that describes itself as "a community of leaders from teacher preparation programs, public schools, teacher pipeline nonprofit organizations, and higher education leaders dedicated to developing and recruiting teachers of color."

Strategies to consider

The strategies listed here are applicable to all stakeholders. For role or system-specific recommendations, please turn to page 20.

1. Develop a comprehensive, region-wide initiative with a website as a one-stop site to promote teaching and educational administration as a profession (see: <https://connecticut.teach.org/>).
2. Replicate and grow district programs that welcome, train, support, and hire people (especially new Americans) to become paraeducators or substitute teachers and provide training and programming that leads to teacher certification.
3. Encourage businesses to allow employees to spend a day in school.
4. Strengthen, build, and promote education career pathways in K-12 career and technical education pathways programming.
5. Engage communities of color and multilingual communities in building pathways into teacher education programs.



Providing Access to and Supporting the Completion of Educator Preparation Programs

In order to diversify the educator workforce, more racially, ethnically, and linguistically diverse candidates need to successfully complete educator preparation programs. Educator preparation programs vary. Some are college or university programs while others are graduate school or residency programs. Still other programs are targeted to people with a bachelor's or an advanced degree looking to change fields.

The research identifies a variety of barriers to program completion for racially and ethnically diverse candidates: navigating the transition from high school to higher education, the financial burden of higher education, perception of the teaching profession as low-paying or low-status, and basic skills tests as a prerequisite for teaching programs (New America). Any potential solutions must be tailored to the needs of potential candidates and must work to address many of the barriers that racially, ethnically, and linguistically diverse candidates face.

Across our region, many states and communities are investing in grow-your-own programs and supports. These programs are sometimes focused around students—providing students access to the coursework, interests, exposure, and credentials necessary to enter preparation programs. Sometimes grow-your-own programs are targeted toward paraprofessionals and community members. Grow your own programs represent a powerful way to build a workforce that is more representative of the students it serves and a promising strategy for authentically engaging a community.

Promising Practices

- [Manchester School District](#): This New Hampshire district has established a partnership with Southern New Hampshire University to bring people in as paraprofessionals and get them on a track toward certification.
- Massachusetts [Journey into Education and Teaching](#) (JET): Helping Massachusetts paraprofessionals become teachers.
- Massachusetts [Paraprofessional Teach Preparation Grant Program](#): Provides financial assistance to paraprofessionals who want to become certified teachers.
- [The Coalition for Diverse Educators](#): A California-based organization that describes itself as “a community of leaders from teacher preparation programs, public schools, teacher pipeline nonprofit organizations, and higher education leaders dedicated to developing and recruiting teachers of color.”
- [Educators Rising](#): “As a Career and Technical Student Organization (CTSO), Educators Rising offers resources and opportunities that integrate directly into the academic programs of ‘teacher academy’ career and technical education courses at the high school level.”
- [Resources for Recruiting, Hiring and Retaining Teachers of Color](#): This compendium of resources developed by REL Northwest includes strategies for designing, implementing, and evaluating grow-your-own programs geared toward educators and secondary students.

Strategies to consider

The strategies listed here are applicable to all stakeholders. For role or system-specific recommendations, please turn to page 20.

1. Remove barriers to accessing Pell Grants for adult education enrollees to enable participation in education courses leading to certification.
2. Require teacher educators to participate in antiracist and anti-bias training.
3. Implement a micro-credential endorsement for culturally responsive teaching (either at the pre-service or inservice level).
4. Advocate for districts to cost share in exchange for service to help defray the high cost of becoming a certified paraprofessional, teacher, or administrator.
5. Require annual reporting on the percentage of faculty and students of color in educator preparation programs.
6. Require anti-bias training for all teacher mentors (supporting prospective educators), education faculty, sponsoring teachers, and coaches.
7. Conduct stakeholder surveys of anyone who works with educator preparation candidates to gauge how they are doing with respect to cultural competency.
8. Offer college students (in their first two years of study) paid experiences in K-12 schools to expose them to teaching.
9. Eliminate the cost of translating certificates from credentialed candidates that require translations.
10. Develop mentorship programs between college preparation programs and local districts.



Streamlining Certification and Licensure

Certification has long been a barrier to diversifying the educator workforce. Without addressing the barriers that keep racially, ethnically, and linguistically diverse educators from receiving certification, the system will fail to make progress on increasing the diversity of the workforce. Most states require the passing of teaching licensure exams as part of their certification requirements. These exams have historically revealed persistent achievement gaps between White candidates and candidates of color. In many ways, producing these achievement gaps are one of the purposes of the exams themselves. Frequently, the move to require the passing of teaching licensure exams for certification stemmed from a desire to keep candidates of color out of the teaching force (LPI, p.13). These requirements persist despite evidence that the exams are poor predictors of teacher effectiveness and that they are culturally and racially biased measures (REL Northwest).

Despite these barriers, states and policymakers are investing in maintaining rigorous expectations for certification while removing barriers for racially, ethnically, and linguistically diverse educators. They are doing this by realigning certification requirements to requirements that ensure those who meet them are skilled educators with the tools needed to meet the needs of students in the schools and classrooms of their states.

Promising practices

- [Illinois says goodbye to the basic skills test, long a barrier for teacher candidates of color](#): A story from Chalkbeat Chicago that describes the rationale for eliminating a teacher skills test that largely impacted minority candidates.
- [Diversifying the Educator Workforce: Learning What Works from Washington State](#). A blog post summarizing a statewide gathering of key stakeholders that showcases several promising strategies, including key lessons from successful grow your own preparation programs in Washington state.

Strategies to consider

The strategies listed here are applicable to all stakeholders. For role or system-specific recommendations, please turn to page 20.

1. Shift away from Praxis—the series of written examinations that govern licensure for teaching in American K-12 schools—toward alternative ways for candidates to demonstrate skills and competencies. Examples include portfolios, demonstrations, or expanded waivers.
2. Implement full certification reciprocity across the region.
3. Streamline and make the navigation of obtaining a license and endorsements easy and clear.
4. Create opportunities for groups of educators who may be displaced (from other countries) to become certified.



Recruiting and Hiring Diverse Educators

Recruiting and hiring more educators of color is critical to increasing the diversity of our education workforce. If our system is able to recruit, train, and certify aspiring racially, ethnically, and linguistically diverse teachers and leaders, it also needs to ensure that they are made aware of openings, feel welcome to apply, and have screening, interview, and job offer experiences that are inclusive.

The strategies listed below are derived from lessons learned and promising strategies now employed in districts that have successfully recruited and hired a racially, ethnically, and linguistically diverse educators. These strategies include examining the ways in which the district presents itself on websites and social media—the text used to describe its mission, vision, core values, and strategies along with the images it offers to paint a picture of its students, staff, and community. Examining how schools, districts, and organizations present themselves through the lens of race is an important first step. Other strategies include diversifying the hiring committee, dramatically expanding the means for advertising positions and for recruiting candidates, and closely examining and rethinking the questions asked and activities requested of interviewees.

Promising Practices

- [A Guidebook for Hiring and Selection](#): A resource from the Connecticut State Department of Education to guide districts in action planning to diversify the educator workforce.
- [The Teachers' Lounge](#): A nonprofit working to "drive unprecedented student outcomes by greatly diversifying the people, thoughts, and actions of the educational workforce in the Greater Boston Area and beyond." They have resources, ideas, and convenings around recruiting, revitalizing, and retaining educators of color.
- [Do Districts Really Want Black Male Teachers?:](#) An article from Education Week that argues hiring but not supporting Black male teachers means schools don't actually want them.
- [To Recruit More Teachers of Color, This District Posted a Unique Job Ad](#): An Education Week article that describes a job ad that specifically targets people who may not believe they are qualified to work in education.
- [Identifying Evidence-Based Practices for Recruiting, Training, and Retaining a Diverse Educator Workforce](#): Resources and strategies published by the Regional Educational Laboratory Program (REL Northwest).
- [If You're Serious About Equity, Prove It by Including Leaders of Color at Your School](#): Recent commentary appearing in EducationPost by an educator of color with a master's degree in school leadership from the Harvard Graduate School of Education. This educator remains a classroom teacher despite a six-year quest to become an administrator. The post points to the ways traditional hiring practices, and some newer technology-based approaches designed to reduce bias, actually perpetuate the status quo. The author offers suggestions for district leaders for transforming the hiring process.

Strategies to consider

The strategies listed here are applicable to all stakeholders. For role or system-specific recommendations, please turn to page 20.

1. Subsidize moving expenses as assistance or incentive.
2. Ensure all legislation has clear responsibilities for school boards and accountability mechanisms to ensure compliance. Pass specific legislation with hiring goals for educators and superintendents of color with clear and actionable accountability mechanisms for local districts to support compliance.
3. Engage school boards in anti-bias training, rethinking hiring processes and procedures, and updating hiring policies.
4. Collect and report on demographic information of interviewed candidates, hired candidates, and retirees
5. Encourage, incentivize, and require the creation of professional learning networks for people making hiring decisions; members of these networks should share ideas, strategies, resources, and support while also engaging in anti-bias education.
6. Incentivize, support, and require districts to design and implement a hiring plan for diversifying the educator workforce. Provide resources and supports such as audit tools, sample policies, exemplars, templates, hiring guides, and retention recommendations.
7. Create a position at the state education agency to support the diversification of the educator workforce, promote stronger collaboration across agencies, and support the development and sharing of resources.
8. Partner with local associations to review collective bargaining agreements around changes to hiring practices and procedures to work toward alignment between the district's codified hiring goals and the collective bargaining agreement.
9. Expand the reach of job posting platforms, especially beyond smaller, boutique online platforms with limited geographic reach.
10. Expand partnerships between institutions of higher education and districts to create more formal and informal ways to share the lived experience of working in specific districts. Develop resources and models for what this looks like in practice.



Supporting, Retaining, and Promoting Diverse Educators

Supporting racially, ethnically, and linguistically diverse educators of color means ensuring that new teachers of color are assigned to and within schools equitably, and that schools and districts create effective systems to onboard, mentor, and support those teachers. States, schools, and districts must attend to inequitable pay and under-resourced schools, provide clear pathways for career advancement, and evaluate and promote educators equitably.

People of color disproportionately leave teaching. Inequitable pay, assignment to under-resourced schools, and working conditions that place additional burdens and responsibilities on teachers of color all play a role in retention. Black male teachers may find themselves assigned to discipline Black boys or shunted into assistant principal roles assigned to manage discipline. Other teachers of color on predominantly White teaching staffs may find themselves expected to speak for all people of color, join multiple committees to increase diversity, or advise clubs that involve students of color. Simultaneously, some teachers of color may feel pressure to take on leadership roles when they would prefer to focus on their classrooms, exacerbating the lack of teacher diversity, while teachers who do want to move into administration find pathways for career advancement to be unclear, unsupported, or limited to specific roles. When administrators of color do move into senior leadership roles, they may find themselves in charge of struggling districts and schools in which they are expected to achieve unrealistic goals in a short period of time, are evaluated harshly if they fail to meet those goals, and lose future opportunities as a result.

Strategies to address retention and advancement of racially, ethnically, and linguistically diverse teachers include local, home-grown affinity groups that provide support, a sense of community, and mentorship. Similarly, states and districts can create and support programs that target the unique needs of administrators of color.

Promising Practices

- [EduLeaders of Color RI](#): “EduLeaders of Color Rhode Island is a people-centered initiative focused on education, working at the intersection of all fields to unite, support and empower people of color.”
- [Influence 100](#): A program from the Massachusetts Department of Elementary and Secondary Education that “includes a fellowship program for qualified educators who desire to move into the superintendent role in the next five years, and support for school districts to become more culturally responsive and to engage in intentional strategy development and execution around diversifying their educator workforce.”
- [Black Leaders and Administrators Consortium Inc.](#) (BLAC): BLAC’s mission is to “promote and advocate for the career progression of Black leaders by providing training, mentoring, and networking opportunities. Which in turn will increase the number of Black leaders, the social capital of Black leaders, and create a community through which Black leaders can share best practices.”
- [Connecticut Association of Latino Administrators and Superintendents](#): This association supports the promotion and retention of Latino educators through their mission, which is “to foster quality and equitable public education for Latino Connecticut students as we seek to inspire, cultivate, develop, and support Hispanic/Latino educational leaders and

talent. Acting with urgency, we are committed to supporting the professional growth of Hispanic/Latino talent through professional learning and networking opportunities.”

- [Latinos for Education](#): “The first Latino-founded and led national organization solely dedicated to creating leadership pathways for Latinos in education. Our community of Latinos inside and outside of the education sector is being positioned to increase their influence and impact to serve Latino students and families.”
- [The Black Teacher Project](#): A program of the National Equity Project located in Oakland, California. The site includes a bibliography and links to research and resources.
- [Educators of Color Leadership Community](#): A project of the Puget Sound Educational Service District that gathers, trains, and mentors educators of color to create supportive environments in schools.
- [Educolor](#): A collective of advocates for equity in public education. Their website includes general [resource links](#), [higher education resource links](#), a newsletter, and monthly chat groups.
- [Where Are All the Teachers of Color?](#): A Harvard Ed. Magazine article about the barriers to keeping teachers of color in the profession.
- [Do Districts Really Want Black Male Teachers?](#): An article from Education Week that argues hiring but not supporting Black male teachers means schools don’t actually want them.
- [Through Our Eyes: Perspectives and Reflections From Black Teachers](#): A 2016 report summarizing findings and themes from focus groups with Black teachers.
- [If you listen, we will stay: Why teachers of color leave and how to disrupt teacher turnover](#): An Ed Trust and Teach+Plus September 2019 study outlining five challenges, five solutions, and what school, district, and state leaders can do.
- [Building Our Network of Diversity \(BOND\) Project](#): An organization “committed to advancing efforts to recruit, develop, support, and retain male educators of color at all grade levels within Montgomery County (MD) Public Schools.” The BOND Project provides professional enrichment, mentoring, scholarship, and fellowship activities in both their districts and across the country.

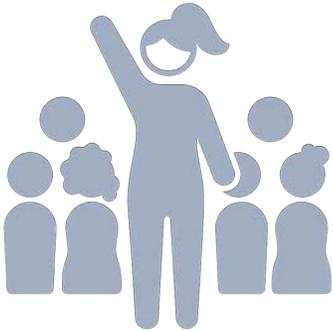
Strategies to consider

The strategies listed here are applicable to all stakeholders. For role or system-specific recommendations, please turn to page 20.

1. Pass specific legislation with concrete goals for hiring superintendents of color with concrete accountability mechanisms.
2. Create mentorship programs for aspiring educators and leaders of color.
3. Examine the role that salary discrepancy plays in the recruitment, hiring, retention, and advancement of educators of color.
4. Build the capacity of leaders to support, enhance, and create culture change, which creates buildings and communities where people want to work and want to stay.
5. Require best practices (like affinity groups) through state or district policy.

6. Build a website that serves as a hub for the region—such as Teach Connecticut—that provides personalized guidance for prospective educators, curates resources, connects educators, and promotes the spread of best practices across New England.
7. Require induction and mentoring programs for educators of color and report annually on the participation of such programs by district.
8. Launch a social media campaign that recognizes and celebrates the stories of racially, ethnically, and linguistically diverse educators. These could include personal essays and video vignettes that explore the reasons for becoming a teacher or the journey to becoming one.
9. Support the design and implementation of community engagement series to encourage reflecting on the past, voicing needs and concerns, informing action steps, etc.
10. Establish a student voice or statewide student council to connect existing groups of students and bring all student school board members together in one convening, as a possible policy entry point.

Strategies for Courageous Leaders by Sector



For real change to happen, we need education stakeholders from all relevant sectors to be courageous and committed to the work of diversifying our educator workforce. The strategies contained herein are designed with specific sectors in mind; that way, leaders can have tangible, actionable, and long-term steps they can take.



Strategies for Policymakers

Leaders in this category include elected state representatives—especially those serving on their legislature’s committee(s) that oversee education—as well as those elected or appointed to their state’s respective governing boards of education (pK-12 and higher education).

Cultivating an interest in becoming and educator

- Provide funding for a comprehensive, region-wide initiative to promote teaching as a profession.
- Allocate funding for programs that welcome, train, support, and hire racially, ethnically, and linguistically diverse people to become paraeducators and substitute teachers and then train and support them in obtaining teacher certification.
- Where elected and appointed policymakers have a responsibility around certification requirements, partner with racially, ethnically, and linguistically diverse communities to remove barriers to access.
- Connect with the schools within your district and find mutually agreeable times to visit and listen to students, staff, educators, administrators, and community members to understand beliefs and systems that turn people away from education.
- Ensure that career and technical education (CTE) education programs and pathways are sufficiently supported financially and leveraged in policy. Remove barriers to equitable access to pathway opportunities (some examples of this might include funding for grants, transportation, supplies, and access for all students).
- Allocate resources to require school districts to engage communities of color and multilingual communities in building pathways into teacher education programs.

Providing access to and supporting the completion of education preparation programs

- Remove barriers to accessing Pell Grants for adult education enrollees to participate in education courses leading to certification.
- Pass legislation requiring educators to participate in antiracist and anti-bias training; allocate funding for the training and to support schools and districts in their ongoing professional development.
- If the elected and appointed policymakers in your state are responsible for certification requirements, create a micro-credentialing or endorsement for culturally responsive teaching (either at the pre-service or inservice level).
- Allocate funding for districts to cover the cost for paraprofessionals to become certified teachers.
- Require annual reporting on the percentage of faculty and students of color in educator preparation programs.
- Require educator prep programs to conduct stakeholder surveys to evaluate the cultural competency of those who work with educator preparation candidates.
- Allocate funding to support partnerships between Institutions of Higher Education (IHEs), districts, and schools to provide experiences in K-12 schools for college students in their first two years.
- If elected and appointed policymakers in your state are responsible for certification requirements, allocate funding to cover the costs for candidates whose credentials require translation.

Streamlining certification and licensure

- If elected and appointed policymakers in your state are responsible for certification requirements, shift away from narrow examinations such as for certification and toward alternative ways for candidates to demonstrate skills and competencies, such as portfolios, demonstrations, or expanded waivers.
- If elected and appointed policymakers in your state are responsible for certification requirements, implement full certification reciprocity across the region.
- If elected and appointed policymakers in your state are responsible for certification requirements, require streamlining certification requirements and making obtaining a license and endorsements clear.
- If elected and appointed policymakers in your state are responsible for certification requirements, create opportunities for groups of educators who may be displaced (from other countries) to become certified in your state.

Recruiting and hiring diverse educators

- Pass legislation to subsidize moving expenses for linguistically, ethnically, and racially diverse educators.
- Ensure all legislation has clear responsibilities for school boards and accountability mechanisms to ensure compliance.

- Pass specific legislation with hiring goals for educators and superintendents of color with clear and actionable accountability mechanisms for local districts to support compliance.
- Require school boards to participate in anti-bias training and to update their hiring policies and practices to be in alignment with statewide goals and requirements.
- Require the collection and reporting of demographic information of hired candidates and retirees from all schools and districts.
- Encourage, incentivize, and require the creation of professional learning networks for people making hiring decisions; members of these networks should share ideas, strategies, resources, and support while also engaging in anti-bias education.
- Allocate funding to create a position at the state education agency to support the diversification of the educator workforce, promote stronger collaboration across agencies, and support the development and sharing of resources.
- Incentivize, support, and require districts to design and implement a hiring plan for diversifying the educator workforce.

Supporting, retaining, and promoting diverse educators

- Pass legislation with targets for hiring superintendents of color and accountability mechanisms to ensure compliance.
- Pass legislation to increase funding for under-resourced schools to provide competitive pay to teachers and administrators.
- Commission a study to examine salaries for educators and administrators; disaggregate the data by gender, race, and ethnicity. Widely publicize the results.
- Require best practices for retaining diverse educators (like affinity groups) through state or district policy and allocate funding to support implementation.
- Pass legislation to mandate district induction and mentoring programs.
- Allocate funding to support a website serving as a regional online hub that provides supports and resources around becoming a teacher and advancing through a career in education.



Strategies for State and Education Agency Leaders

Leaders in this category include the chief state school officer (e.g. commissioner, secretary, state superintendent of education), their division or program leaders, and members of governors' staff with pK-12, higher education, or racial, ethnic, and linguistic diversity in their portfolios.

Cultivating an interest in becoming and educator

- Partner, advertise, support, or create efforts to develop a comprehensive, region-wide initiative to promote teaching and education leadership as a profession. Work to ensure that materials and resources are culturally responsive, readily available.
- Seek and advocate for funding and support to incentivize the creation and continuation of local or district programs to welcome, train, support, and hire people (including new Americans) to become paraeducators or substitute teachers and provide training, support, and programming to help them become certified educators.
- Highlight, share, or amplify stories of success and best practices about programs that support paraeducators of color and new Americans becoming certified educators.
- Highlight, share, or amplify stories of success about businesses that allow employees to spend time in schools. Consider developing state-wide partnerships with businesses that allow employees to spend time in schools.
- Partner with employers in your state to arrange school visits or shadowing of state education agency employees during days in schools.
- Provide funding and support to incentivize the creation and continuation of career and technical education pathways and programs focused on education.
- Highlight, share, or amplify stories of success and best practices around education pathways and education-focused career and technical education programs.
- Provide incentives and support to districts and career and technical education programs to encourage engaging with communities of color and multilingual communities around pathways into teacher education programs.
- Establish a statewide student council to bring together students to inform policy change and district improvements.

Providing access to and supporting the completion of education preparation programs

- Remove barriers to accessing Pell Grants for adult education enrollees to participate in education courses leading to certification.
- Require anti-racist training for all educators and provide funding, support, and resources around fulfilling the requirements.

- Create a micro-credentialing or endorsement for culturally responsive teaching (either at the pre-service or inservice level).
- Allocate funding for and support districts in covering the cost for paraprofessionals to become certified teachers.
- Require annual reporting on the percentage of faculty and students of color in educator preparation programs.
- Require anti-bias training for all teacher mentors (current educators who are supporting prospective educators), education faculty, sponsoring teachers, coaches.
- Require educator preparation programs to conduct stakeholder surveys of anyone who works with educator preparation candidates to gauge how they are doing with respect to cultural competency.
- Support partnerships between institutions of higher education, districts, and schools to provide experiences in K-12 schools for college students in their first two years.
- Eliminate the cost of translating certificates from credentialed candidates that require translations.
- Incentivize partnerships that support prospective educators of color between IHEs and LEAs; support and facilitate those partnerships.

Streamlining certification and licensure

- Shift away from traditional examinations (such as Praxis) as requirements for certification toward alternative ways for candidates to demonstrate skills and competencies, such as portfolios, demonstrations, or expanded waivers.
- Implement full certification reciprocity across New England.
- Streamline the process for certification and make obtaining certification, licensure, and endorsements easy and clear for those applying.
- Create opportunities for groups of educators who may be displaced from other countries to become certified educators in your state.

Recruiting and hiring diverse educators

- Subsidize moving expenses for linguistically, ethnically, and racially diverse educators .
- Ensure all legislation the state education agency proposes has clear responsibilities for school boards and accountability mechanisms to ensure compliance.
- Implement goals for hiring educators and superintendents of color with clear and actionable accountability mechanisms for local districts to support compliance.
- Provide resources, funding, training, pressure, accountability, and support to ensure that school boards participate in anti-bias training, rewrite hiring processes and procedures, and update hiring policies.
- Require the collection and reporting on demographic information of candidates hired and retirees from all districts and schools in your state.
- Encourage, incentivize, require, and support the creation of professional learning networks for people making hiring decisions in districts and schools; members of these networks

should share ideas, strategies, resources, and support while also engaging in anti-bias education.

- Incentivize, support, and require districts to design and implement a hiring plan for diversifying the educator workforce.
- Provide resources and supports for districts around hiring racially, ethnically, and linguistically diverse candidates such as audit tools, sample policies, exemplars, templates, hiring guides, and retention recommendations.
- Create a position at the state education agency to support the diversification of the educator workforce, promote stronger collaboration across agencies, and support the development and sharing of resources.
- Work at the state level to support changes to district collective bargaining agreements regarding new district hiring policies.
- Develop and share resources, guidance, and best practices around expanding job postings to be seen by more people and targeted toward racially, ethnically, and linguistically diverse audiences.
- Support the development of a cross-state platform for posting district and school job openings.

Supporting, retaining, and promoting diverse educators

- Support legislation with targets for hiring racially, ethnically, and linguistically diverse superintendents; put accountability mechanisms in place to ensure compliance from districts and communities.
- Create, promote, and support mentorship programs for racially, ethnically, and linguistically, diverse aspiring educators and leaders.
- Study and make publicly available any pay gaps between racially, ethnically, and linguistically diverse educators and their peers.
- Provide support, resources, and training for leaders around culture change and creating buildings and communities where people want to work and stay.
- Provide support, resources, and best practices around creating and facilitating affinity groups in schools and districts.
- Collaborate with neighboring states to share resources and practices to diversify the educator workforce.
- Create and mandate state and regional induction and mentoring programs specifically for racially, ethnically, and linguistically diverse educators.
- Create a state-wide recognition series specifically highlighting the work of ethnically, racially, and linguistically diverse educators. Could include video vignettes with people's stories of becoming educators.
- Provide support and resources for district and community engagement events allowing communities to reflect on their past, voice needs and concerns, and create action steps.



Strategies for Building & District Leaders

Leaders in this category include educators with primary responsibility for overseeing the implementation of all programming in a school or district—especially decision-making with respect to the recruitment, hiring, supervision, retention, and promotion of educators.

Cultivating an interest in becoming and educator

- Advocate for, support, and participate in a region-wide effort to promote careers in teaching and educational administration.
- Establish partnerships with community organizations and institutions of higher education that provide training to become paraprofessionals in the local district.
- Create pathways in your school or district for paraprofessionals and new Americans to become certified educators.
- Create and strengthen education pathways and within middle schools, high schools, and career and technical education programs.
- Ensure equitable access to education career K-12 career and technical education pathways.
- Engage communities of color and multilingual communities in building pathways into teacher education programs.

Providing access to and supporting the completion of education preparation programs

- Advocate for removing barriers to accessing Pell Grants for adult education enrollees to participate in education courses leading to certification.
- Advocate for antiracist and anti-bias training for all educators.
- Support the participation in antiracist training of all personnel involved in supervising educator preparation candidates.
- Advocate for the creation of a micro-credentialing or endorsement for culturally responsive teaching (either at the pre-service or inservice level).
- Work with state leaders, local and state policymakers, and higher education leaders to pay the costs associated with paraprofessionals becoming certified teachers.
- Advocate for educator preparation programs to annually report on the percentage of faculty and students of color in their programs.
- Require anti-bias training for all teacher mentors (supporting prospective educators), education faculty, sponsoring teachers, and coaches.
- Advocate for the completion of annual surveys of educator preparation programs by their stakeholders on indicators of progress related to cultural competency.

- Participate in annual surveys of progress for all educator preparation programs with whom the district partners.
- Partner with institutions of higher education to provide K-12 classroom experiences for college students in their first two years in your school and district.
- Advocate for eliminating the cost of certificates from credentialed candidates that require translations.
- Partner with local colleges to develop and implement mentorship programs.

Streamlining certification and licensure

- Advocate for shifting away from traditional examinations (such as Praxis) as requirements for certification toward alternative ways for candidates to demonstrate skills and competencies, such as portfolios, demonstrations, or expanded waivers.
- Advocate for implementing full certification reciprocity across the region.
- Advocate for streamlining and making obtaining a license and endorsements easy and clear.
- Advocate for or create opportunities for groups of educators who may be displaced (from other countries) to become certified.

Recruiting and hiring diverse educators

- Advocate for legislation to subsidize moving expenses for linguistically, ethnically, and racially diverse educators. Allocate local resources to do the same, where possible.
- Establish local district policies that outline district and board responsibilities and commitments to state recruitment, hiring priorities, and measures.
- Engage school boards, districts, and school leaders in anti-bias training, rethinking hiring processes and procedures, and updating hiring policies.
- Collect demographic information about hired candidates and retirees; send this information to the state.
- Support the participation of hiring decision-makers in professional learning networks that facilitate the sharing of ideas, strategies, resources, support and provide professional development in key areas such as anti-bias education.
- Design and implement a hiring plan for diversifying the educator workforce with stakeholders in your community.
- Advocate for the creation of a position at the state education agency to support the diversification of the educator workforce, promote stronger collaboration across agencies, and support the development and sharing of resources.
- Broaden hiring practices to build a larger and more diverse pool of candidates, including posting openings on regional or cross-state platforms that have wider reach.
- Expand partnerships with institutions of higher education to create more formal and informal ways to share the lived experience of educators of color. Develop and share resources based on these experiences.

Supporting, retaining, and promoting diverse educators

- Adopt and work toward the achievement of statewide goals for increasing the number of superintendents of color.
- Broaden hiring practices to build a larger pool of candidates; build mentorship and support systems to attract diverse candidates.
- Promote and connect leaders to mentorship and support organizations.
- Participate in studies that examine the role that salary discrepancy plays in the recruitment, hiring, retention, and advancement of educators of color.
- Train school leaders in equity and antiracist practices.
- Establish affinity groups and support their implementation.
- Join regional networks to share thinking about diversifying the educator workforce resources and practices.



Strategies for Teacher Leaders

Leaders in this category include all teachers, in particular those with formal roles as members of school or district leadership teams, whose voices and perspectives are shared and included in decision-making.

Cultivating an interest in becoming and educator

- Advocate for, support, and participate in a region-wide effort to promote teaching and educational administration as professions.
- Advocate for the development of partnerships that provide training to become paraprofessionals.
- Join and advocate for affinity groups for educators of color that include and promote pre-service and paraeducators.
- Support and serve as a mentor or advisor to candidates of color.
- Seek out opportunities to include the perspectives of people of color in the curriculum and in school programming, and seek support from outside organizations where necessary.
- Support and encourage student participation in education career pathways.
- Build relationships with students; identify barriers to access and interest in education and work to remove them.
- Advocate for engagement with communities of color and multilingual communities around pathways to teacher education programs.

Providing access to and supporting the completion of education preparation programs

- Advocate for removing barriers to accessing Pell Grants for adult education enrollees to participate in education courses leading to certification.
- Advocate for antiracist and anti-bias training for all educators.
- Support the participation in antiracist training of all personnel involved in supervising educator preparation candidates.
- Advocate for the creation of a micro-credentialing or endorsement for culturally responsive teaching (either at the pre-service or inservice level).
- Advocate for educator preparation programs to annually report on the percentage of faculty and students of color in their programs.
- Advocate to require anti-bias training for all teacher mentors (supporting prospective educators), education faculty, sponsoring teachers, coaches.
- Advocate for the completion of annual surveys of educator preparation by their stakeholders on indicators of progress related to cultural competency.
- Participate in annual surveys of progress for all educator preparation programs with whom the district partners.

- Advocate for partnerships and opportunities for college students in their first two years to have experiences in your school or district.
- Partner with local colleges to develop and implement mentorship programs.
- Create, join, or advocate for affinity groups for educators of color that include and mentor prospective educators.

Streamlining certification and licensure

- Advocate for shifting away from traditional examinations (such as Praxis) as requirements for certification toward alternative ways for candidates to demonstrate skills and competencies, such as portfolios, demonstrations, or expanded waivers.
- Advocate for implementing full certification reciprocity across the region.
- Advocate for streamlining and making obtaining a license and endorsements easy and clear.
- Advocate for opportunities for groups of educators who may be displaced (from other countries) to become certified.

Recruiting and hiring diverse educators

- Advocate for legislation to subsidize moving expenses for linguistically, ethnically, and racially diverse educators .
- Advocate for and support districts participating in state recruitment and hiring initiatives.
- Participate in the review and revision of recruitment and hiring processes, procedures, and policies.
- Support the collection and reporting of demographic information of hired candidates and retirees.
- Advocate for the creation of professional learning networks for people making hiring decisions; members of these networks should share ideas, strategies, resources, and support while also engaging in anti-bias education.
- Support and participate in the design and implementation of a district plan to diversify the educator workforce.
- Advocate for the creation of a position at the state education agency to support the diversification of the educator workforce, promote stronger collaboration across agencies, and support the development and sharing of resources.
- Advocate for the inclusion of educators and community members of color on hiring committees.

Supporting, retaining, and promoting diverse educators

- Support the adoption of a statewide goal for increasing the number of racially, ethnically, and linguistically diverse educators.
- Participate in mentor programs, support organizations, or affinity groups for people of color.

- Advocate for the examination of the role that salary discrepancy plays in the recruitment, hiring, retention, and advancement of educators of color.
- Train school leaders in equity, antiracist, and anti-bias practices.
- Join regional networks to advocate for diversifying the educator workforce, as well as the sharing of resources and best practices.



Strategies for Community Leaders

Leaders in this category include individuals who represent and lead organizations or networks that advocate for the inclusion and incorporation of views of education stakeholders.

Cultivating an interest in becoming and educator

- Lead, partner, advertise, and support efforts to develop comprehensive, region-wide initiatives to promote teaching as a profession. Work to ensure that materials and resources are culturally responsive and accessible.
- Advocate for and support the creation and continuation of programs that welcome, train, support, and hire racially, ethnically, and linguistically diverse people to become paraeducators and substitute teachers; train and support these people in obtaining teacher certification. Support the success and identification of candidates by partnering with school districts to provide services such as childcare, grants, transportation, etc.
- Reach out to school district, building, or classroom leaders about partnering with businesses to create opportunities for their employees to spend time in schools. Support such partnerships and provide training and resources to ensure they are productive and positive experiences for all involved.
- Advocate for education career K-12 career and technical education programs and pathways. Support student success through advertising opportunities and supporting access for all students, particularly those who are racially, ethnically, and linguistically diverse.
- Engage with racially, ethnically, and linguistically diverse communities around pathways to teacher education programs; partner with schools, districts, and institutions of higher education to remove barriers to those programs.

Providing access to and supporting the completion of education preparation programs

- Advocate for removing barriers to accessing Pell Grants for adult education enrollees to participate in education courses leading to certification.
- Insist that the district provides antiracist and anti-bias training for all educators; partner with schools and districts to provide antiracist and anti-bias training for educators.
- Partner with institutions of higher education in the creation of a micro-credentialing or endorsement for culturally responsive teaching (either at the pre-service or inservice level).
- Provide information and public resources around the cost to becoming a certified educator. Support and advocate for states and districts to pay the cost for paraeducators to become certified teachers.
- Advocate for educator preparation programs to conduct stakeholder surveys of anyone who works with their candidates to gauge how well they are being trained in cultural competency. Partner with preparation programs, partner schools, and others to regularly review the data and improve cultural competency.

- Support partnerships between institutions of higher education, districts, and schools to provide experiences in K-12 schools for college students in their first two years.
- Facilitate partnerships and mentorship opportunities between current and prospective racially, ethnically, and linguistically diverse educators.

Streamlining certification and licensure

- Advocate for shifting away from traditional examinations (such as Praxis) as requirements for certification toward alternative ways for candidates to demonstrate skills and competencies, such as portfolios, demonstrations, or expanded waivers.
- Promote the implementing full certification reciprocity across the region.
- Advocate for streamlining and making obtaining a license and endorsements easy and clear.
- Provide and publicize resources explaining certification requirements in many languages and engage racially, ethnically, and linguistically diverse communities in understanding and accessing those resources.
- Engage communities of displaced educators in understanding requirements and in becoming certified. Partner with districts and institutions of higher education to facilitate that process.

Recruiting and hiring diverse educators

- Advocate for legislation to subsidize moving expenses for linguistically, ethnically, and racially diverse educators from other states.
- Ensure that any new legislation you propose or support has clear and consistent accountability mechanisms and designates clear authority for ensuring it is implemented fully.
- Support school boards, teachers, and administrators with anti-bias training and in rethinking hiring processes, procedures, and policies.
- Insist upon the collection and reporting of demographic information of hired candidates and retirees in schools and districts. Publicize that data and work to help support districts, schools, and candidates in the interview and hiring process.
- Encourage and support the creation of professional learning networks for people making hiring decisions; members of these networks should share ideas, strategies, resources, and support while also engaging in anti-bias education. Provide resources, support, and training to ensure that the networks are productive, helpful, and meet their intended outcomes.
- Partner with schools and districts to share job postings and publicize open positions at schools and districts with racially, ethnically, linguistically diverse communities.
- Support and participate in the design and implementation of a district plan to diversify the educator workforce.

Supporting, retaining, and promoting diverse educators

- Connect and support engagement of community members and district leaders around changing the culture of schools and districts to ensure they are places where people want to work and live.
- Partner with districts and institutions of higher education to support mentorship between current and future racially, ethnically, and linguistically diverse educators.
- Provide resources and support around affinity groups.
- Partner with state education agencies across the region to develop support and resources around becoming a teacher and advancing through a career.
- Create spaces and facilitate opportunities for schools and communities to reflect on past practices, voice needs and concerns, and plan steps to support racially, ethnically, and linguistically diverse communities.



Strategies for Higher Education Leaders

Leaders in this category include state higher education executive officers (e.g. system and campus presidents and chancellors) and the leaders of colleges and programs that provide educator preparation programming and oversee certification and licensing.

Cultivating an interest in becoming and educator

- Advocate for, support, and participate in a region-wide effort to promote teaching and educational administration as a profession.
- Partner with school districts to support training and certification.
- Encourage and support employees to spend a day in school.
- Partner with career and technical education centers and school districts to ensure seamless transitions between education career K-12 career and technical education centers and pathways and higher education programs.
- Partner with high schools around dual or concurrent enrollment opportunities and ensure that credits transfer and build toward credentials.
- Build partnerships with school districts and communities of color and multilingual communities to create pathways into teacher education programs.

Providing access to and supporting the completion of education preparation programs

- Support the removal of barriers to accessing Pell Grants for adult education enrollees to participate in education courses leading to certification.
- Require, design, and provide antiracist and anti-bias training for all educator preparation faculty, staff, and candidate field-based supervisors.
- Advocate for the creating of a micro-credentialing or endorsement for culturally responsive teaching (either at the pre-service or inservice level).
- Partner with others to design and facilitate the implementation of a micro-credentialing or endorsement for culturally responsive teaching (either at the pre-service or inservice level).
- Support and advocate for districts paying the cost for paraprofessionals to become certified teachers.
- Advertise broadly the full cost to become a certified teacher through all of the programs and pathways at your institution.
- Annually report the percentage of faculty and students of color in educator preparation programs.
- Require anti-bias training for all teacher mentors (supporting prospective educators), education faculty, sponsoring teachers, coaches.
- Conduct stakeholder surveys of anyone who works with educator preparation candidates to gauge how they are doing with respect to cultural competency.

- Partner with districts to provide college students paid experiences in K-12 to expose them to teaching.
- Advocate for eliminating the cost of certificates from credentialed candidates that require translations.
- Partner with local districts to develop mentorship programs.

Streamlining certification and licensure

- Advocate for shifting away from traditional examinations (such as Praxis) as requirements for certification toward alternative ways for candidates to demonstrate skills and competencies, such as portfolios, demonstrations, or expanded waivers.
- Review existing skills and competencies expected of all candidates and ensure they are free of cultural and racial bias.
- Support the development and submission of multiple forms of evidence candidates can provide to demonstrate they have met their program's expectations.
- Partner with states' certification offices to ensure that programs meet all reciprocity requirements.
- Partner with state certification offices to simplify and streamline the licensing procedures.
- Partner with local and state agencies to offer programming and supports to educators who may be displaced from other countries to become certified.

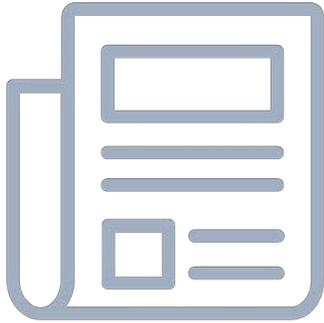
Recruiting and hiring diverse educators

- Advocate for legislation to subsidize moving expenses for linguistically, ethnically, and racially diverse educators from other states.
- Advocate for and support districts participating in state recruitment and hiring initiatives.
- Develop and share resources to inform and support district efforts to review and revise recruitment and hiring practices.
- Advocate for the collection and reporting of demographic information of hired candidates and retirees.
- Advocate for and support the creation of professional learning networks for people making hiring decisions; members of these networks should share ideas, strategies, resources, and support while also engaging in anti-bias education.
- Support the design and implementation of a district plan to diversify the educator workforce.
- Share resources such as audit tools, sample policies, exemplars, templates, hiring guides, and retention strategies with districts.
- Advocate for the creation of a position at the state education agency to support the diversification of the educator workforce, promote stronger collaboration across agencies, and support the development and sharing of resources.
- Expand partnerships with districts to create more informal and formal ways to share the lived experience of working in specific districts. Develop resources and models for what this looks like in practice.

Supporting, retaining, and promoting diverse educators

- Support the adoption of a statewide goal for increasing the number of racially, ethnically, and linguistically diverse administrators.
- Advocate for the hiring of candidates of color who complete administrator preparation programs requirements in districts across the state they serve.
- Promote and support the participation in mentorship programs for administrators of color for both aspiring and current leaders.
- Support the examination of the role that salary discrepancy plays in the recruitment, hiring, retention, and advancement of educators of color.
- Train faculty in equity and antiracist practices.
- Advocate for and support the creation of affinity groups for educators of color.
- Join regional networks to share ideas and questions about diversifying the educator workforce resources and practices.

Conclusion



There is no shortage of ideas about how to increase the number of racially, ethnically, and linguistically diverse teachers and administrators in our region's schools. Admittedly, many of the strategies we outline in this report are not new. In fact, schools and districts across New England and the country are indeed making inroads to diversify the education workforce. What we hope we have conveyed in our report, though, is that we will not be able to make a significant difference unless leaders from all sectors employ a strategic and comprehensive approach and implement recommendations in all five phases of an educator's career trajectory. Equally important is the need for leaders to have the moral courage to lean in, recognize, and publicly acknowledge the historical costs and

harms embedded in our past practices, and adopt an antiracist approach to this work.

Implementing the strategies we have outlined will not be easy. It will require resolve, collaboration, and innovation—ingredients we know are aplenty within the diverse community that spreads across New England. We call on leaders to utilize their influence and authority to act now so that the education system in which we operate cultivates an interest in the profession, ensures educators are well prepared and licensed, recruits and hires without bias, and retains and promotes teachers and administrators. Doing so will result in a dramatic increase of racially, ethnically, and linguistically diverse educators in our region's schools. Our students and our communities need them—now more than ever.

Appendix A. Research, Reports, and Related Resources Consulted by the Task Force

Cultivating an Interest in Becoming an Educator

- [Identifying Evidence-Based Practices for Recruiting, Training, and Retaining a Diverse Educator Workforce](#): A website with resources and strategies published by the Regional Educational Laboratory Program (REL Northwest).
- [Paving the Way for Latinx Teachers: Recruitment and Preparation to Promote Educator Diversity](#): From New America, “This report—one of the first focused solely on pathways into teaching for Latinx individuals—explores how Latinx teachers typically enter the profession and the barriers they face along the way. This report profiles three Latinx-focused pathways into teaching that are attempting to reduce those barriers, reflects on key findings, and offers recommendations for policymakers and practitioners.”
- [Diversifying the Educator Workforce: Learning What Works from Washington State](#). A blog post summarizing a statewide gathering of key stakeholders that showcases several promising strategies, including key lessons from successful grow your own preparation programs in Washington state.
- [The State of Teacher Diversity in American Education](#): A research brief that demonstrates the impact of teachers of color on the performance of students and on the effect of reducing implicit bias among all students.
- [Why America Lost so Many of Its Black Teachers](#): An article from The Economist that describes how desegregation decimated the professional class of Black educators.

Providing Access to and Supporting the Completion of Educator Preparation Programs

- [Identifying Evidence-Based Practices for Recruiting, Training, and Retaining a Diverse Educator Workforce](#): A website with resources and strategies published by the Regional Educational Laboratory Program (REL Northwest).
- [Paving the Way for Latinx Teachers: Recruitment and Preparation to Promote Educator Diversity](#): From New America, “This report—one of the first focused solely on pathways into teaching for Latinx individuals—explores how Latinx teachers typically enter the profession and the barriers they face along the way. This report profiles three Latinx-focused pathways into teaching that are attempting to reduce those barriers, reflects on key findings, and offers recommendations for policymakers and practitioners.”

Streamlining Certification and Licensure

- [Identifying Evidence-Based Practices for Recruiting, Training, and Retaining a Diverse Educator Workforce](#): A website with resources and strategies published by the Regional Educational Laboratory Program (REL Northwest).
- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#): This publication from the Learning Policy Institute offers an analysis of the barriers to recruiting and retaining teachers of color and suggests ways to build retention, develop supportive pathways into teaching, and create proactive hiring strategies, among others.
- [Paving the Way for Latinx Teachers: Recruitment and Preparation to Promote Educator Diversity](#): From New America, “This report—one of the first focused solely on pathways into teaching for Latinx individuals—explores how Latinx teachers typically enter the profession and the barriers they face along the way. This report profiles three Latinx-focused pathways into teaching that are attempting to reduce those barriers, reflects on key findings, and offers recommendations for policymakers and practitioners.”
- [Potential Testing Barriers for Teacher Candidates of Color](#): From REL Northwest, this study “summarizes and synthesizes some of the research literature on certification exams, examining whether their benefits outweigh the costs of losing diverse candidates (Goldhaber & Hansen, 2010).” Specifically, this study addresses three main questions:
 - ◆ How well do certification assessments predict the effectiveness of teachers?
 - ◆ Why do a lower percentage of candidates of color pass teacher certification assessments than White candidates?
 - ◆ How can colleges of education support candidates of color to pass teacher certification assessments at a higher rate?

Recruiting and Hiring Diverse Educators

- [Identifying Evidence-Based Practices for Recruiting, Training, and Retaining a Diverse Educator Workforce](#): A website with resources and strategies published by the Regional Educational Laboratory Program (REL Northwest).
- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#): This publication from the Learning Policy Institute offers an analysis of the barriers to recruiting and retaining teachers of color and suggests ways to build retention, develop supportive pathways into teaching, and create proactive hiring strategies, among others.
- [The State of Teacher Diversity in American Education](#): This 2015 report from the Albert Shanker Institute provides a comprehensive overview of the challenges and reasons behind our nation’s minority teacher shortage and profiles several large U.S. cities. The report also spotlights several promising programs and offers policy recommendations for federal, state, and local leaders.

Supporting, Retaining, and Promoting Diverse Educators

- [Recruitment, Retention, and the Minority Teacher Shortage: A](#) study from the University of Pennsylvania that discusses recruitment and turnover trends in hiring and retaining teachers of color through 2009.
- [Identifying Evidence-Based Practices for Recruiting, Training, and Retaining a Diverse Educator Workforce](#): A web page with resources and strategies published by the Regional Educational Laboratory Program (REL Northwest)

Additional Supporting Research

- [The Long-Run Impacts of Same-Race Teachers. IZA](#) Institute of Labor Economics. A study that concludes that “Black students randomly assigned to a Black teacher in grades K-3 are more likely to graduate from high school and more likely to enroll in college than their peers in the same school who are not assigned a Black teacher.”
- [Mirrors for Latinx Students: Attracting and Retaining Latinx Teachers in Massachusetts:](#) A report developed in partnership between Latinos for Education, Amplify Latinx, and the Massachusetts chapter of the Association of Latino Administrators and Superintendents. The report notes that while Latinx represent 21% of K-12 students in Massachusetts, they represent only 3% of all teachers and administrators. The report outlines four key recommendations to attract and retain Latinx educators.
- [Our Stories, Our Struggles, Our Strengths: Perspectives and Reflections From Latino Teachers:](#) By Education Trust, this collection of important insights and ideas is part of a series of focus groups conducted with Latinx teachers. It provides an array of recommendations for valuing and supporting Latinx teachers and several recommendations for recruiting and retaining them.
- [Center for Black Educator Development:](#) National Advocacy and support organization works simultaneously to cultivate pathways to teaching, provide professional learning, develop pedagogy that is culturally-informed, and promotes “local, state, and federal interventions that support educational equity, teacher diversity, and pedagogy built on the foundation of traditional Black teaching principles and practices.”
- [Educator Diversity Report:](#) A comprehensive report released in December 2019 with data, an outline of current challenges, recommendations, and other resources prepared by the New York State Education Department and submitted to the governor and legislature of New York.
- [A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.](#) This Learning Policy Institute report analyzes evidence of teacher shortages, as well as national and regional trends in teacher supply and demand. It includes an examination of the current context and provides a variety of policy recommendations regarding approaches to recruitment and retention.

Appendix B. Acknowledgments

The New England Secondary School Consortium would like to thank the members of the Task Force on Diversifying the Educator Workforce for sharing their time, expertise, heart, vulnerability, and their deep thinking throughout the months of task force meetings and in writing this report. It is because of their collective commitment that this report was born, and it is through their collective impact that the educator workforce across New England will become increasingly racially, ethnically, and linguistically diverse. This work we are engaged in together is not, and was not, easy but it matters deeply to the students of New England and to the success of the region as a whole. It would not have been possible in any way without the members of this task force bringing their whole selves to this work.

Jess DeCarolis and Ventura Rodriguez served as co-chairs of this task force. Their thoughtful and courageous leadership set the foundation for the work of the task force and the creation of this report. In many ways, they are the model for courageous leaders everywhere who want to engage in this work. We are deeply grateful for everything they have brought to this process.

We would also like to extend our sincere appreciation to all of the people and organizations that made it possible for the members of the task force to participate in this process over the last several months and to the team at the Great Schools Partnership for their convening and facilitation of this task force. This report would not have been possible without the support of our funders, the Nellie Mae Education Foundation.

Appendix C. Task Force Process

In May of 2019, the NESSC Leads—the staff members in each state agency in New England who lead the work of the New England Secondary School Consortium (NESSC)—met to decide on the priority areas for the 2019-2020 year of work together. The NESSC Leads conversation was facilitated by the Great Schools Partnership support team. The conversation centered around identifying work that was both critical to improving student achievement and increasing educational equity, and that would be improved and accelerated through a collaborative effort. Diversifying the educator workforce was immediately selected as a topic that fit those qualifications. Additionally, the NESSC Leads determined that a task force structure would be the best way to collectively work on diversifying the educator workforce. Below is the formal charge that the NESSC set for the Task Force on Diversifying the Educator Workforce.

Our Charge

Building upon several ongoing state-level strategies, this task force will:

1. explore current state and regional strategies that have significantly increased the diversity of the educator workforce;
2. determine strategies most likely to be successful in New England states and most impactful to tackle collectively;
3. create a list of these strategies along with advice for implementation;
4. work within respective states to identify promising strategies to explore, debate, and potentially adopt in practice and policy; and
5. publish a document with proposed strategies and commitments captured.

Timeline

Spring 2019	NESSC Leads determined priorities for the 2019-2020 year, identifying diversifying the educator workforce as a high-leverage topic that would be particularly important to explore together through a regional task force.
July - August 2019	<p>Each NESSC state identified and secured participation from 3-8 leaders in diversifying the educator workforce in their state to participate in the task force.</p> <p>Jess DeCarolis, Division Director at the Vermont Agency of Education and Ventura Rodriguez, Senior Associate Commissioner at the Massachusetts Department of Elementary and Secondary Education were identified as co-chairs of the task force.</p> <p>The co-chairs and GSP coordinating team collected best practices, research, and policies regarding regional, state, and local strategies to diversify the educator workforce.</p>

October 10, 2019	VIDEO CONFERENCE CALL #1 During the first meeting, the task force met via Zoom to outline the problem and process. Participants were introduced to best practices collected by GSP, invited to add practices or policies, and tasked with reading these materials in preparation for the first in-person meeting.
October 23, 2019	IN-PERSON MEETING #1 The task force met for the first time in-person and invested time in building our community and understanding the story of each of the New England states. We also began to identify themes and promising practices.
October 30 -November 17, 2019	GSP staff and co-chairs created minutes and summaries from the first meeting and brought together initial promising practices. We also continued to refine the process moving forward.
November 18, 2019	VIDEO CONFERENCE CALL #2 GSP staff and task force co-chairs brought forward initial summaries and promising practices for feedback and tuning.
November 19 - December 18, 2019	GSP staff and co-chairs worked together to incorporate feedback into a second draft of promising practices and to create an agenda for the second in-person meeting.
December 19, 2019	IN-PERSON MEETING #2 The task force met and continued to build their community. They worked both as in-state teams and across states to edit, draft, and refine the promising practices, framework, and structure of the report.
December 20, 2019 - January 12, 2020	GSP staff and co-chairs worked to combine all of the feedback into one draft, make edits and changes that had garnered consensus, and plan the final in-person meeting.
January 13, 2020	IN-PERSON MEETING #3 The task force met and continued to build their community. The bulk of the meeting was spent as a whole group coming to consensus on the grounding principles of the report and finalizing the report structure and framework.
January 14- March 15, 2020	GSP staff, co-chairs, and task force members worked virtually to create drafts of the report, provide feedback, and incorporate feedback into a complete draft and final framework.
April 28— May 29, 2020	STATE TEAM DRAFT FEEDBACK VIDEO CONFERENCE CALLS A series of six separate hourlong sessions with each state's delegation was held during the spring to gather task force members' feedback on the completed draft.
June 26, 2020	GSP staff and co-chairs reviewed the final draft, which was approved for final publication.
August 18, 2020	Final report was published.

Appendix D. Task Force Members

Connecticut Members

- **Dr. Sam Galloway**, Director of Talent Management, Bristol Public Schools
- **Dr. Terrell Hill**, Assistant Superintendent of Human Resources, Windsor Public Schools
- **Dr. Madeline Negrón**, Chief Academic Officer, Hartford Public Schools; President, Connecticut Association of Latino Administrators
- **Christopher Todd**, Talent Office Bureau Chief, Connecticut State Department of Education
- **Kim Wachtelhausen**, Education Consultant, Talent Office of Connecticut State Department of Education

Maine Members

- **Barbara Benjamin-McManus**, Academic Language and Science Teacher, Lewiston Public Schools
- **Daniel Chuhta**, Deputy Commissioner, Maine Department of Education
- **Emily Doughty**, Educator Effectiveness Coordinator, Maine Department of Education
- **Ángel Loredó**, Director of Higher Education and Educator Support Services, Maine Department of Education
- **Page Nichols**, Chief Innovation Officer, Maine Department of Education
- **Gail Senese**, State Director of Adult Education, Maine Department of Education
- **Julia Trujillo Luengo**, Director, Office of Economic Opportunity, City of Portland
- **Jason C. Libby**, Postsecondary and Educator Preparation Coordinator, Maine Department of Education

Massachusetts Members

- **Meagan Comb**, Director of Educator Effectiveness, Massachusetts Department of Elementary and Secondary Education
- **Ramon De Jesus**, Director of Diversity Development, Cambridge Public Schools
- **Marianela De La Cruz**, Program Manager, Lawrence Working Families Initiative
- **Shay Edmond**, Associate Commissioner, Massachusetts Department of Elementary and Secondary Education
- **Allison Little**, Assistant Commissioner for P-16 Alignment & Outreach, Massachusetts Department of Higher Education
- **Takeru Nagayoshi**, 2020 Massachusetts Teacher of the Year, New Bedford Public Schools
- **Ventura Rodriguez**, Senior Associate Commissioner, Massachusetts Department of Elementary and Secondary Education

New Hampshire Members

- **Loretta L. C. Brady, Ph.D.**, Director, Requity Labs, Psychology Department, Saint Anslem College
- **Barrett M. Christina**, Executive Director, New Hampshire School Boards Association
- **Becky Forrestall**, Director of Governmental Relations, New Hampshire School Boards Association
- **Ashley Frame**, Education Consultant, Office of Academic and Professional Learning, New Hampshire Department of Education
- **Aaron Hughes**, Title III Director, New Hampshire Department of Education
- **Dr. Nicole Leapley**, Member, Manchester School Board

Rhode Island Members

- **Colleen Callahan**, Professional Issues Director, Rhode Island Federation of Teacher and Healthcare Professionals
- **Dr. Jeannine E. Dingus-Eason**, Dean, Feinstein School of Education and Human Development, Rhode Island College
- **Carlton Howard**, Chief Impact Officer, Equity Institute
- **Mary Keenan**, Education Specialist, Rhode Island Department of Education
- **Jason Midwood**, Director of Strategy and Development, Central Falls School District
- **Katya M. Rodriguez**, Director of Impact & Evaluation, Equity Institute
- **Liz Russillo**, 2020 Rhode Island Teacher of the Year, Smithfield High School

Vermont Members

- **Xusana Davis**, Executive Director for Racial Equity, State of Vermont
- **Jess DeCarolis**, Division Director, Personalization & Flexible Pathways, Vermont Agency of Education
- **Martha Deiss**, Proficiency-Based Learning Team-Global Citizen Specialist, Vermont Agency of Education
- **Flor Diaz Smith**, Vice Chair, Washington Central Unified School District
- **Erin Maguire**, Director of Equity, Diversity, and Inclusion, Essex-Westford School District
- **Caitlin Steele**, Director of Teaching and Learning, Addison Central School District

Great Schools Partnership Members

- **Duke Albanese**, Senior Policy Advisor
- **Ian Bassingthwaighte**, Communications Specialist
- **Mark Kostin**, Associate Director
- **Sarah Linet**, Policy Specialist
- **Gwen Merrick**, Project Associate
- **David Ruff**, Executive Director
- **Don Weafer**, Senior Associate

The New England Secondary School Consortium (NESSC) is a regional partnership of state education agencies, leaders, and educators that promotes forward-thinking innovations in the design and delivery of secondary education across New England. All six New England states—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont—work together to close persistent achievement gaps and promote greater educational equity and opportunity for all students.

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