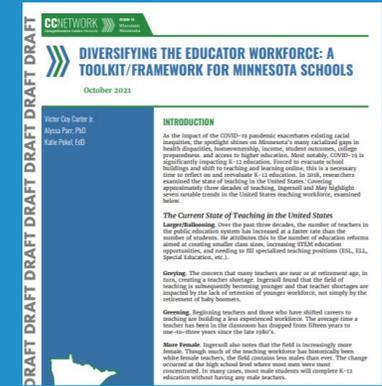


# Diversification of the Educator Workforce



Katie Pikel, EdD  
Victor Coy Carter Jr.  
Alyssa Parr, PhD





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

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

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



# Our Time Together

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



# Historical context: Brown v. Board

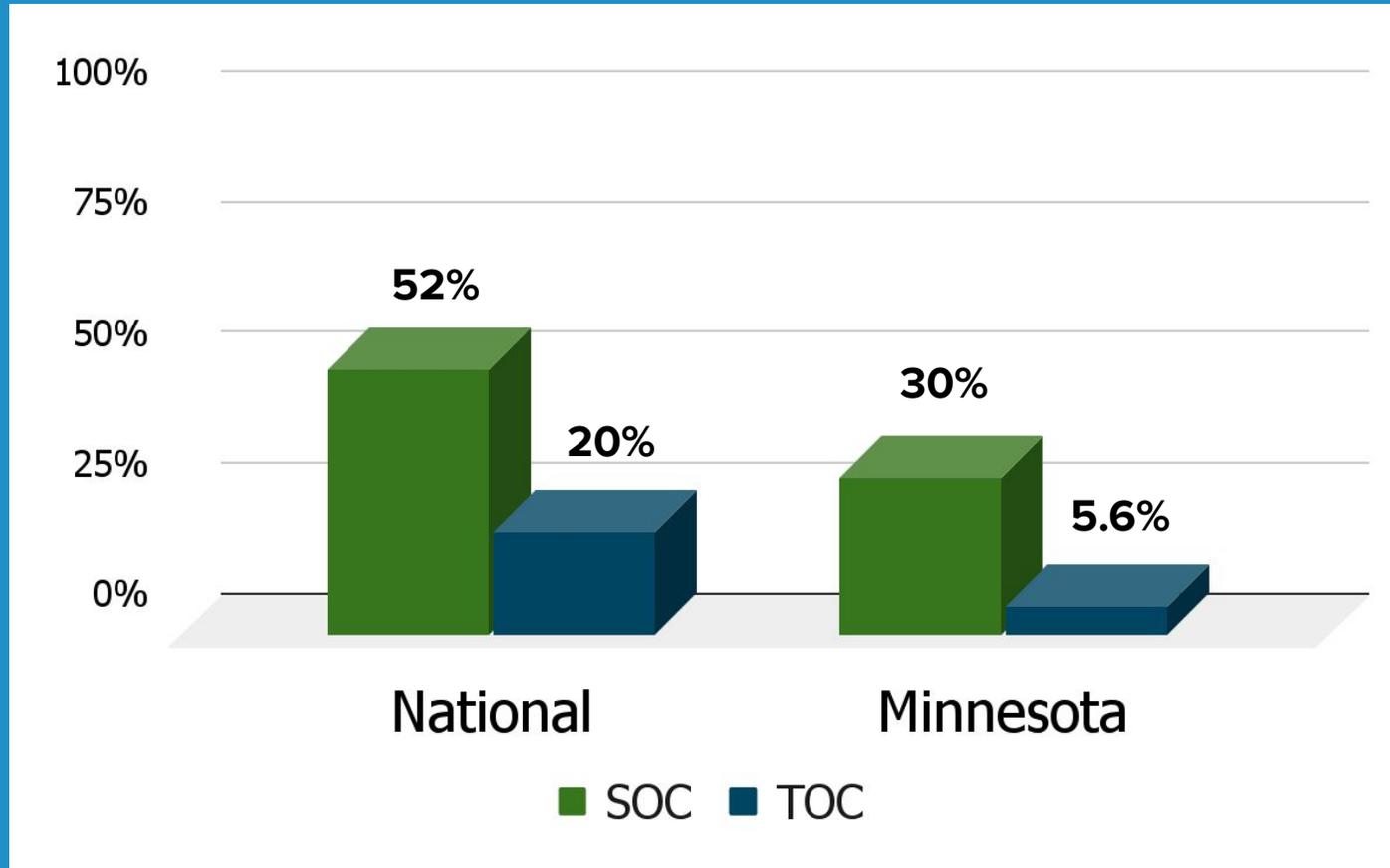
- Desegregation of schools led to the forced exodus of 38,000 Teachers of Color. <sup>1</sup>
- Nearly 90% of school Leaders of Color, in 13 southern and neighboring states were also forced from their jobs. <sup>2</sup>



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



# Racial demographics of students and teachers today



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



# Why diversify the educator workforce?

## Teachers of Color:

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



# How we developed the toolkit

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



# THEORY OF ACTION FOR DIVERSIFYING THE EDUCATOR WORKFORCE

## CULTURALLY RESPONSIVE SCHOOL LEADERSHIP

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

## CULTURALLY RESPONSIVE WORK ENVIRONMENT

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

## RECRUITMENT STRATEGIES

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

## RETENTION STRATEGIES

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

# Theory of Action



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

# Research Insights - Briefs

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

April 2021

### Table of Contents

- Theory of Action for Diversifying the Educator Workforce..... 2
- Trends in the State of Teaching in the United States and Minnesota..... 3
- Culturally Responsive School Leadership: A Review of the Research..... 6
- Culturally Responsive School Leadership Framework..... 9
- How Do Work Environment Conditions Affect Teachers of Color?..... 10
- Recruiting Teachers of Color: Evidence-Based Best Practices..... 13
- Retaining Teachers of Color: Evidence-Based Best Practices..... 15

Leaders across the state of Minnesota and nation proclaim to diversify the educator workforce. However, the reality nation less than 20% of teachers who teach a student population that 51% students of color are teachers of color (Ingersoll et al., 21 follows are a number of research briefs organized around a theory of action for diversifying the educator workforce. These briefs are to help leaders at the local, state, and national levels not only necessary, the 'Why', of diversifying the educator workforce, begin to gain a better understanding of the 'How'.

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

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



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

April 2021

Victor Coy Carter Jr.

As the impact of the inequities, the spot care, housing, and significantly impacted by buildings and shifting time to reflect on an examined the state approximately three years notable trends below in turn.

### The Current State

Larger Following Over the past three education system to students. He attributes creating smaller class sizes to fill spaces (etc.).

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

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

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

More Diverse Though the overall findings—as Ingersoll 40's to 50—year teacher and student students of color, y

Ingersoll, R. (2011). *The state of teaching in the United States and Minnesota*. Pennsylvania State University, 1-10.

## CULTURALLY RESPONSIVE SCHOOL LEADERSHIP: A REVIEW OF THE RESEARCH

April 2021

Victor Coy Carter Jr.

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

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

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

Minnesota also has a history of disproportionate discipline practices towards Black and brown students. The National Center for Education Research indicates that from 2011-14, approximately 2.6 million public school students, or 5% of the public-school population received one or more out of school suspension. Black students represented the highest suspended demographic, at approximately 13%, and of Black students, Black males were twice as likely than females to be suspended. The most recent Minnesota discipline data from 2017-18 indicates Black students are 30% of the K-12 student population and represent the highest

Tyack, D. B. (1971). *The one best system: A history of American urban education* (Vol. 95). Harvard University Press, 246.

Ingersoll, R. M., & May, H. (2012). "A few of the brightest, closest Mexican children": School segregation as a form of student racism in Oakland, California, 1900-1960. *Harvard Educational Review, 82*(1), 1-27.

Anderson, T. D. (2010). *The education of Blacks in the South, 1860-1935*. Univ of North Carolina Press.

National Center for Education Statistics. (2019). Indicator 15: Retention, Suspension, and Expulsion.



## HOW DO WORK ENVIRONMENT CONDITIONS AFFECT TEACHERS OF COLOR?

April 2021

Victor Coy Carter Jr.

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

## RECRUITING TEACHERS OF COLOR: EVIDENCE-BASED BEST PRACTICES

April 2021

Victor Coy Carter Jr.

Nationally, teachers of color are leaving the teaching workforce in Minnesota. This poses many negative effects on our public K-12 classroom. Classroom vacancies are necessary to be contributed by the predoctoral leadership of traditional K-12 schools. They are inclined to not to return to everyday classrooms.

- They have higher expectations for improved academic outcomes.
- They provide a unique environment outside of the school building.

Furthermore, the research indicates students of color, but also that and learning through a difference by offering curriculum from the importance of teachers of color to recruit more of them?

- Teachers of color are generally
1. Financial incentives such as forgiveness programs that
  2. State government mandating generally, these take the on teacher diversity or
  3. State-supported recruitment of color through pre-college and/or para-professional
  4. District recruitment and opportunities for professional
  5. Alternative certification options.

### What does the research say is

Federal Contribution to Recruitment From a federal perspective, the prominent mechanism for recruitment efforts that are government can provide additional recruitment efforts that are as follows:

1. Villegas, Ana Maria, & Irvine, J. J. (2010). *Teacher Education and the Diversity of Color and How to Overcome Current Barriers*. International Center for Education, 1-10.
2. Villegas, Ana Maria, Irvine, J. J., & Lantieri, L. (2010). *Teacher Education and the Diversity of Color and How to Overcome Current Barriers*. International Center for Education, 1-10.



## RETAINING TEACHERS OF COLOR: EVIDENCE-BASED BEST PRACTICES

April 2021

Victor Coy Carter Jr.

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

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

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



Anderson, J. (1988). *The Education of Blacks in the South, 1860-1935*. University of North Carolina Press.

Walters, V. (1990). *Their Highest Potential: An African American School Community in the Segregated South*. University of North Carolina Press.

Ingersoll, R. M., & May, H. (2012). *Recruitment, Retention and the Minority Teacher Shortage*. Consortium for Policy Research in Education.

Carver-Andrews, D. J., Castro, E., Cho, C. L., Pothamer, E., Richmond, G., & Phelan, B. (2015). *Changing the Narrative on Diversifying the Teaching Workforce: A Look at Historical and Contemporary Factors That Inform Recruitment and Retention of Teachers of Color*. *Journal of Teacher Education, 46*(1), 6-12.

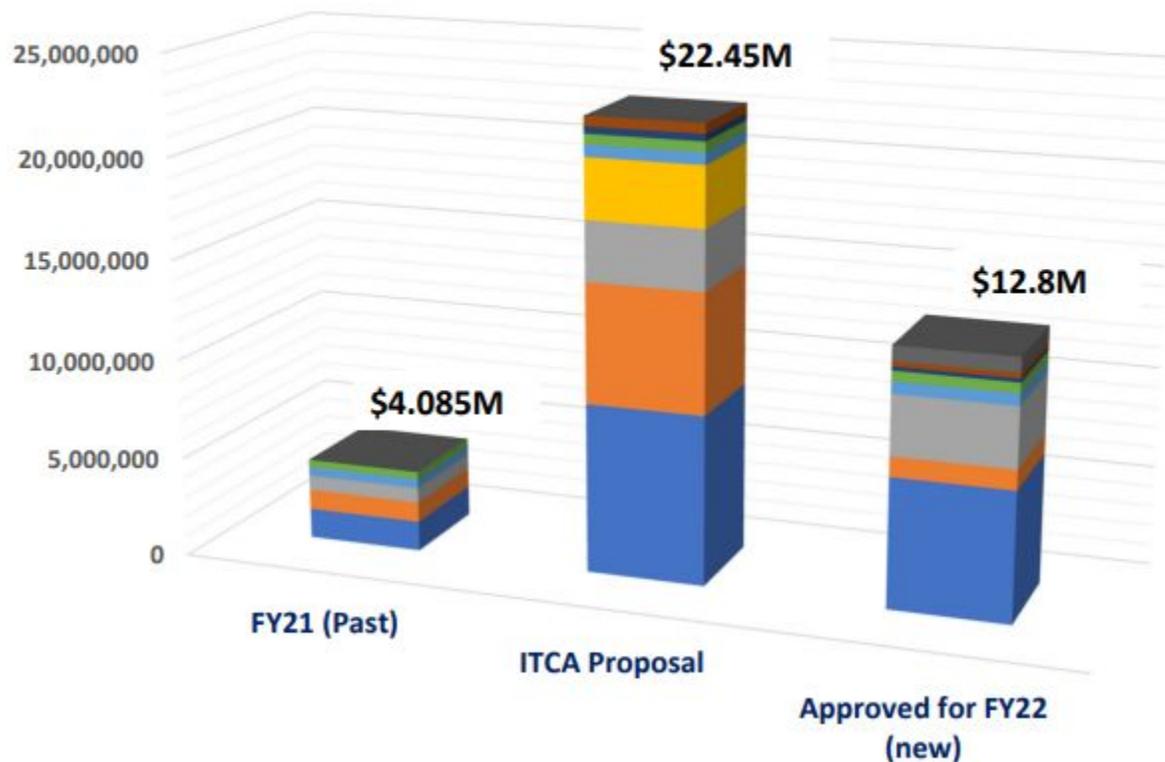
Gist, C. D. (2018). *Human Resource Development for Racial/Ethnic Diversity: Do School Systems Value Teachers of Color? Advances in Developing Human Resources, 20*(1), 145-158.

Druffel, C. (2010). "People as technology" conceptual model: Toward a new value framework for strategic human resource development. *Human Resource Development Review, 9*, 48-71 as cited in Gist, C. D. (2018).

# Current Minnesota Funding

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

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



- GYO
- Mentorship & Retention
- American Indian Teacher Preparation
- Come Teach in MN bonuses
- Black Men Teach

- CUGMEC
- Equitable School Enhancement Grants
- "Intro to Teaching" Concurrent Enrollment
- Teacher Recruitment Marketing Campaigns

TOCAIT Group  
<https://www.tocaimn.com>

- [Overview of Funding Sources](#)



# Strategies

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



# Contract Changes

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

## Problem:

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

## Solutions:

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



# Paraprofessional Seniority Credit

## Osseo



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

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



# Ed MN Recommended Contract Language

## 1. Unrequested leave of absence

### **Optional: carve-out protections**

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

### Possible additional carve-outs

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

## 2. Seniority

### **Optional: Teachers enrolled in a Grow Your Own Program**

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



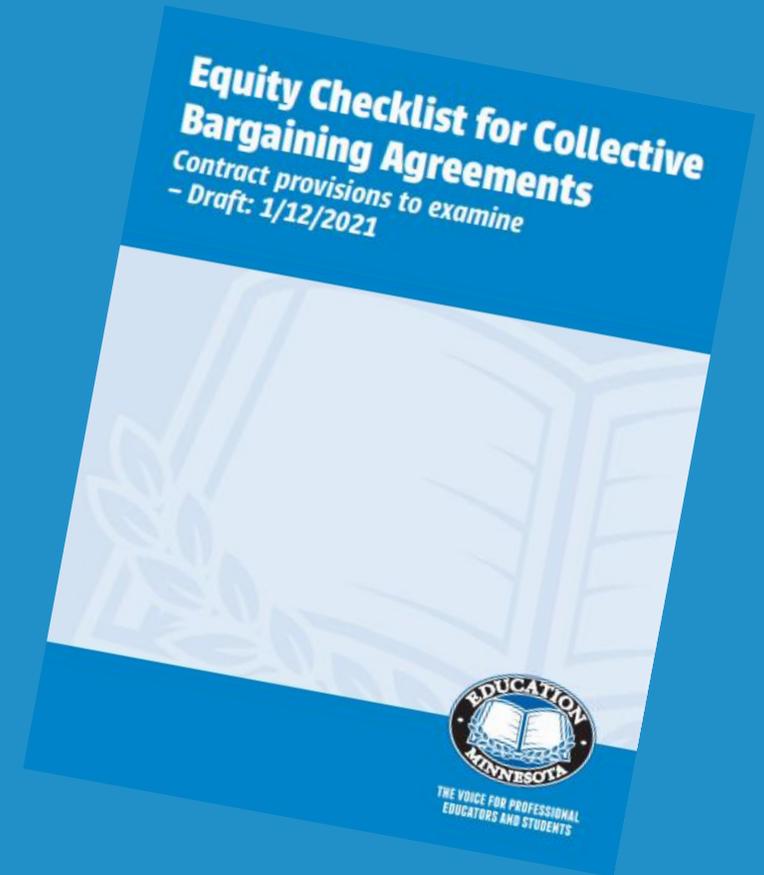
# Ed MN Collaboration with your locals

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

*Available at:*

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

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



# Grow Your Own

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

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

## Problems

1. Certification exams and teacher quality metrics



## Solutions

1. Test preparation and exam stipends

2. Economic barriers



2. Scholarships and loan forgiveness



# Apprentice Teachers

## *Spring Lake Park*



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



# Pathway to Leadership

*Anoka Hennepin  
Minneapolis*



**ANOKA-HENNEPIN SCHOOLS**  
A FUTURE WITHOUT LIMIT



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



# Financial Incentives

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

## Problems

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



## Solutions

1. Adjustic metric to acknowledge performance, time employed in under-resources/underserved school<sup>3</sup>
2. Student loan forgiveness, housing stipends, childcare stipends, and other monetary incentives that decrease the financial burden of teaching on TOC

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

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

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



# California Teacher Housing

## The Teacher Housing Act of 2016

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

## Assembly Bill 1157

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



# Affinity Groups/Mentoring

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

## Problems

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



## Solutions

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



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

# Affinity Groups/Mentoring



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



# Alternative Licensure

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

## Problems

1. Some lead to Tier 1 ‘unprotected’ licenses



## Solutions

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

2. Cost Transparency



2. Secure state funding

# At the building... on a Tuesday

- Check culture of the building – is it welcoming or unintentionally hostile?
- Your own comfort in talking about race
- Who are the mentor(s)
- Partnership with Universities on student teacher placement



# Items for Discussion

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





Center for  
Applied Research and  
Educational Improvement

UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>®</sup>**

The content of this publication was developed under a grant from the Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 10 Comprehensive Center at Wisconsin Center for Education Research (WCER), Center for Applied Research and Educational Improvement (CAREI), and Education Analytics (EA) under Award #S283B190048. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.

