



Koreen Barreras-Brown
 Loretta Benjamin-Samuels
 April Campbell
 Juan Carlos Chavez
 Tara Cooper
 Veronica Dujon
 Jennifer Duvall
 Teresa Ferrer
 Shadiin Garcia
 Tawnya Lubbes
 Marvin Lynn/Julie Esparza-Brown
 Cecelia Monto
 Rhonda Nese
 Janet Soto Rodriguez
 Cynthia Richardson,
 Chair
 Helen Richardson
 Tony Rosilez
 Carlos Sequeira
 Maria Dantas-Whitney
 Horalia Rangel

2019-20

Meeting Schedule

March 11, 2020
 May 13, 2020
 June 10, 2020

Educator Equity Advisory Group

Agenda - revised

January 29, 2020

1pm – 4pm

Salem-Keizer Public Schools - Lancaster Professional Center

Room LPC 101 or via Zoom at

<https://zoom.us/j/316887548>

(669)900-6833 US (San Jose)

Meeting ID: 316 887 548

New Resource: New Research Provides a Framework and Best Practices to Help Policymakers and Administrators Develop a Strong Early Childhood Workforce

<https://learningpolicyinstitute.org/press-release/new-research-provides-framework-and-b-practices-help-policymakers>

If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover

<https://teachplus.org/DisruptTeacherTurnover>

1:00 Welcome – Chair Cynthia Richardson

Introductions

Brief updates and announcements from members

1:30 OEEAG Business – Chair Cynthia Richardson

Approval of September 13, 2019 Retreat Minutes

Note new resource (increase our understanding of early learning workforce)

1:35 Educator Advancement Council Update – Shadiin Garcia

Staff changes

Update on Regional Educator Networks

Section 48 of the Student Success Act Proposal

2:35 Break

2:45 Oregon Teacher Scholars Program Update – Horalia Rangel

3:15 Senate Bill 13: Tribal History/Shared History Overview and Status – April Campbell and Shadiin Garcia

3:45 Topic Generation List Revisit (All) 20 min

Workplan

Ethnic Studies Curriculum

Audit Tools

Human Resources

Paid Residencies

✓ SB 13 Tribal Curriculum

4:00 Adjourn

9/13/19



Koreen Barreras-Brown

Loretta Benjamin-Samuels

April Campbell

Tara Cooper

Veronica Dujon

Jennifer Duvall

Teresa Ferrer

Tawnya Lubbes

Marvin Lynn/Julie Esparza-Brown

Cecelia Monto

Rhonda Nese

Bahia Overton

Cynthia Richardson,
Chair

Helen Richardson

Tony Rosilez

Hilda Rosselli

Carlos Sequeira

Maria Dantas-Whitney

OTSP Coordinator TBA

Educator Equity Advisory Group

September 13, 2019

9:00 a.m. – 3:00 p.m.

Members in attendance: Loretta Benjamin-Samuels (phone), April Campbell (phone), Jennifer Duvall, Teresa Ferrer, Tawnya Lubbes, Julie Esparza-Brown for Marvin Lynn, Cecelia Monto, Rhonda Nese (phone), Bahia Overton, Cynthia Richardson, Helen Richardson. (phone), Tony Rosilez, Hilda Rosselli, Carlos Sequeira, Maria Dantas-Whitney.

Retreat Notes

- 1) Chair Cynthia Richardson welcome attendees and facilitated introductions and updates.
- 2) OEEAG Business
 - a. Approval of June minutes Motion made by Tawnya Lubbes, seconded by Carlos Sequeira. Motion passes.
- 3) Update on Educator Advancement Council—Hilda, Tony
 - a. Hilda and Tony provided an update on the EAC and the relationship between the EAC and the OEEAG.
 - b. Lindsey Capps provided an overview of Sec 48 of the Student Success Act which requires the ODE and EAC to work with TSPC, HECC, and other partners to develop recommendations for the use of \$15 being held as part of the Student Success Act.
Discussion included ways to capture the voices of students with members offering suggested venues/groups to engage:
 - i. Cynthia--offered up 55 students
 - ii. Carlos--has a Youth Equity Council
 - iii. Bahia--offered up Student Voice
 - iv. Cecelia—could tap her students 10 hrs of volunteer efforts
 - v. Tawnya—students in the Oregon Teacher Pathway program
 - vi. Loretta—student group in PPS
 - vii. Teresa—OEA symposium focusing on teachers of color this year and how to bring in communities of color
- 4) 2019 Oregon Educator Equity Report—Members in attendance received their own hard copy of the 2019 report. A copy will be available to remaining members at a subsequent meeting.

Attached is an undated Presentation list with sign ups. Every member is asked to sign up for at least one presentation.

Hilda shared some suggestions to help shape the 2020 report:

- A way to show demographics more clearly for EPP completers. Any changes requiring legislation

2019-20 Meeting Schedule

November 13, 2019

January 22, 2020

March 11, 2020

May 13, 2020

June 10, 2020

- A critical review of the annual report and how data are presented to create more interactive and regionally sensitive data
- A student intern is needed to help analyze and portray data (for RENs, for legislator catchment zones) Hilda to talk with April

- 5) OEA Request for 2020 Annual Symposium—Teresa shared that the 2020 symposium is scheduled for March 14th and will focus on diversification of the educator workforce. More details will be provided as planning moves forward. She also shared updates on the OEA Equity Sparks and Aspiring Educators/Early Career Educator Retreat happening on Jan 31-Feb 1. There is also a collaboration between Oregon, Washington, and Hawaii on a grant to promote and support NB certification for educators of color.
- 6) Oregon Teacher Scholars Program--Hilda provided updates on the agreement with HECC and the search underway for the permanent OTSP coordinator. Attached please find a copy of the report provided by Lala accompanying this discussion. This year's applications will be reviewed by Bahia Overton and Teresa Ferrer.

Ideas for 2019-2020 OTSP Continuous Improvement include:

- Maybe listening sessions to shape the TeachInOregon website and statewide marketing campaign
 - Use a survey to determine what we want to know from Scholars and what they would recommend in terms of changes in the services provided
 - Use a survey of EPPs regarding the best time for scholarships and how to deal with varying lengths of programs.
 - Send scholars to Tribal Curriculum and Ethnic Studies workshops
- 7) 2019-20 Action Steps—Members generated lists of ideas relative to promoting each action step in this year's Educator Equity Report. Highlights shared included:
 - Common theme—Need for social media around recruitment that works to reach students. Ex: Pay \$10 on Instagram or Snapshot—targeting who you want to reach
 - Higher Ed partners need to host us on their campuses to share what we do and invite the local people from the area attend
 - Have someone younger on this committee who can speak to prospective candidates—maybe use interns.
 - Engage policymakers more--Have Cynthia request to have a hearing with Leg Committees with members from OEEAG
 - Same thing for HECC, school boards—reach out to school board chairs and cc superintendents
 - Focus on changing outcomes for students of color
 - Rethink how we hire people of color—how do the communities weigh in on who has the community support and the expertise. Put out a request for referrals to find individuals willing to help transform the system and weigh in on how candidates are serving their communities as well as review evidence of their contributions to the communities. Need to ask that question through the process. Invite them into the interview process.
 - We are lacking centralization of communities of color to reach out effectively to gain their insights and perspectives.
 - Use principles of trauma informed practices to guide listening sessions.

- Rather than host a listening session, seek an invitation to participate as listeners in existing sessions held by members of the community.
- Remember that for many of our communities, being listened to is more important than always being action oriented
- Ask who SDs partner with (Communities of Color) And who is overlooked
- Find ways to have panels who can share their stories with HR staff.
- Promote the use of questions asking for lived experiences that people bring to the jobs.
- Develop sample questions/guide and how to guide the process
- Use the term culturally open or some other term rather than “anti-biased”.
- Lane—example of HR directors around workforce—working on equity based hiring processes.
- Select a focus on HR this year for work by the OEEAG.

- 8) Advisory Group Work Plan—Members identified potential changes to the work plan for the 2019-2020 year.
- Engage more social media tools—develop a new tagline for OEEAG....Committed to... (Hilda to talk with Carlos about more social media strategies) Offer OTSP a small stipend to post on social media
 - Focus on Hiring Process: What does a good hiring process that we want to create look like. Develop How To guides and training components (Jennifer to share her HR manual) Offer training at OSPA in spring—engage with Marsha Moyer
 - Amplify promising practices across last 5 yrs of reports to focus on each element of the continuum

Other thoughts to consider this year:

- How do we improve the transition and handoff from CC to EPP
- How do we recruit Oregon's GED completers with a score of 164 or higher and holders of the Oregon Biliteracy Seal
- Addition of relevant items pertaining to teachers of color for the TELL 2020
- Consider M 98 opportunities for high school students interested in education—Experiences that are authentic and not just theoretical—barriers from EPP territorialism to Human Resources.
- Update list of EPPs engaged in higher ed/district partnerships
 - Grow Your Own
 - HS graduates
 - Paras and staff
 - Career changers
 - Paid residency programs
 - Robustness
 - How long in place
 - Markers of success
 - Number participating
 - Number completing
 -
- Future sustainability

- Particular emphases—CTE, Special Ed, Bilingual, STEM, Teachers of color, Rural, etc.
- Cadet programs
- Dual credit
- Other

9) Meeting logistics: Dates and times and topics were reviewed.

All meetings are from 1 to 4 PM.

Members are encouraged to send a surrogate if unable to attend.

Both face to face and phone line participation is arranged.

All meetings will be in Salem at the Salem Keizer School District Office located at 2450 Lancaster Dr NE, Salem, OR 97305.

- a. Nov 13, 2019-LPC 290
- b. Jan 22, 2020-LPC 101
- c. March 11, 2020-LPC 290
- d. May 13, 2020-LPC 101
- e. June 10, 2020-LPC 101

Topic Generation List (All) 20 min

SB 13 Tribal Curriculum

Ethnic Studies Curriculum

Audit tools

Human Resources

Paid Residencies

10) Group adjourned around 3PM.

9/13/19

2019-2020 Venues for Sharing the 2019 Educator Equity Report

Educator Equity Advisory Group members are expected to help submit proposals and present findings on the annual Educator Equity Report at conferences and meetings in Oregon throughout the year. Review the list below, check at least one meeting you already plan to attend and volunteer to be the lead presenter. Then check at least two other meetings at which you may be willing to co-present. Staff will develop a generic slide-deck with report highlights for you to customize and use. Staff will also provide copies of handouts for each meeting.

Your Name _____ Phone Number for Texting _____

Lead Presenter	Co-Presenter	Conference/Meeting	Date	Proposal Due	Location
Marvin?	Tony?	Educator Advancement Council	TBA	Work w/Hilda	Salem
Hilda Jennifer	Tawnya	Teacher Standards & Practices Com	Nov or Feb	Work w/Tony	Salem
Cecelia		Oregon Community College Assoc	Nov 6-8	Sept 23	Salishan
Hilda	Tony	State Board of Education	TBA	Work w/Hilda	Salem
Hilda		Oregon Advocacy Commission	TBA	Work w/Hilda	Salem
	Hilda	Higher Education Coordinating Commission in conj w/public EPP plans	Winter/Spring TBA	Work w/Veronica	TBA
	Tawnya	Oregon Association of Colleges of Teacher Education	TBA	Work w/Marvin	TBA
Cynthia		COSA Equity Conference	Sept 25, 2019	Next year	Salem
NA	NA	Teaching with Purpose Conference	Oct 11, 2019	No proposal call	Portland State
Hilda	Marvin	Oregon School Board Association	Already confirmed	Nov 15	Portland Marriott
???	???	Oregon Association of Black Educators	Jan 10/11th	????	
Cynthia	Tony	COSA OACOA, OASE, OASBO Conference	Jan 22, 25, 2020	Not posted yet	Salishan Resort
Tawnya		Oregon State Literacy Association	Feb 7- 8, 2020	????	
Lala Hilda		COSA/ASCD Preservice Conference	Feb 7, 2020	Not posted yet	Western Oregon University
Julie		Oregon Association of Latino Administrators	Feb 7- 8, 2020	Not posted yet	TBA
		COSA English Learners	Feb 7-8???		
Maria	Cecelia	Oregon Association of Teacher Educators	Feb 7, 2020	Not posted yet	Western Oregon University
Jennifer	Tony	Oregon School Personnel Association	April 19-21, 2020		TBA
Cynthia	Loretta	COSA Seaside Conference	June 24-26, 2020		Seaside Convention Center
Julie Carlos		COSA/ODE Teaching, Learning, and Assessment Conference	August	TBA	Eugene
April		Government to Government	Sept 2020		

9/13/19

Look into:

- Oregon Association of Black School Educators
- Centro Latino—Carlos will send info
- Black Parent Initiative---
- Immigrant Advisor—Markisha?
- Local chapter of NAACP—Cynthia
- APANO--Teresa

DRAFT

Oregon Teacher Scholars Program Report on Activities 2018-19

Provided by Horalia Rangel

Scholarships Awarded

- 63 scholarships during the 2018-19 school year, \$5,000 each one
- Disbursed during Fall, Winter and Spring terms
- One donation of \$5,000 brought the number up to 63 awards
- At least one student in all 14 of Oregon's teacher licensure programs
- Portland State has the largest amount with 10 for Fall term

Networking

- Started a Facebook group for questions and invitations to conferences
- Students utilized each other as resources for the classroom
- Student networked with others as well as themselves during the conferences

Conferences & Job Fairs

- Invited scholars to attend over 11 professional development conferences around the state of Oregon
- Conducted meetings with the scholars after conferences
- Did questionnaires with students to see how we can improve and what Scholar's graduation plans
- Paid for admissions to conferences
- Paid for NEA student memberships to attend NEA conferences
- Staffed table at NW teaching for social justice conference and tabled at Portland job fair
- Introduced myself to HR officials from the school districts to gain contact information

Employment

- Invited students to Mid-Willamete Valley Job Fair
- Paid for admissions to Portland Job Fair
- Emailed school districts the resumes of our scholars seeking employment
- Provided scholars with videos that had interview tip
- Kept a log of employment obtained by our scholars

Promotion

- Visited 13 universities and met with the dean's of education to promote the OTSP (did not visit Southern Oregon University)
- Did students presentations to promote to ethnically or linguistically diverse students
Ordered OTSP promotional materials like: water bottles, notebooks, table banner, pens and ect.
- Presented to HECC, the Native American and Alaskan Advisory Group
- Made promotional flyers and spreadsheets of scholars information

Housekeeping

- Assisting students with award questions, conference questions, requirement questions for the scholarship
- Assisting university officials with questions regarding the program
- Registering students for conferences and coordinating places to meet
- Reporting to this group
- Meeting with Hilda to discuss what needs to be done

Report on Section 48 of the Student Success Act

Diversifying the Educator Workforce

December 2019



The report on Section 48 of the Student Success Act was produced by the Educator Advancement Council for distribution to Oregon state and federal legislators, public schools, school districts, education service districts and members of the public.

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Oregon Department of Education

Colt Gill

Director of the Oregon Department of Education

Carmen Xiomara Urbina

Deputy Director of the Oregon Department of Education

Educator Advancement Council

Dr. Shadiin Garcia

Executive Director

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Introduction

Section 48 of HB 3427 provides an opportunity to develop a comprehensive, statewide approach aimed at redefining teacher preparation, learning, and retention for educators of color in Oregon.¹

SECTION 48. (1) The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing:

- (a) Educator retention;
- (b) Educator diversity;
- (c) Mentoring and coaching of educators;
- (d) Participation in educator preparation programs; and
- (e) Educator scholarships.

(2) The department shall provide a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than January 15, 2020.

The aim of the proposed plan is to address the varied dimensions of educator advancement impacting the diversification of the educator workforce while attending to known barriers to systemic change that have consistently inhibited prior efforts and legislative investments. This plan proposes the three-pronged approach which aims to:

- (a) Dismantle barriers to teaching and administration due to systemic racism,
- (b) Support current initiatives through meaningful shifts in practice, and
- (c) Implement comprehensive systems marrying educator preparation and K12 support programs that can yield racially/culturally affirming environments.

Many states invest in current initiatives that are reported as useful by way of public discourse but rarely track their efficacy through a racial equity lens and analysis. One example of this type of program is a *grow-your-own (GYO)* initiative. GYOs while varied in structure across the state are initiatives that aim to support ethnically and linguistically diverse local students, paraprofessionals, and community members who are interested in teaching to pursue a licensure track and then return to their community. There is great integrity and intention within initiatives like these, yet there is little analysis of the impact of *grow-your-own* programs in the socio-cultural context of schooling and within the context of existing racism permeating our educational systems.² These initiatives also tend to function as a solitary mechanism rather

¹ Educators Equity Act [Minority Teacher Act of 1991]. 2015. ORS 342-433 to 342.449.

² Valenzuela, A. (2016). Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth. New York: Teachers College Press.

than nested in a larger ecosystem with other complementing initiatives. The recommendations in this proposal work to understand and thus dismantle systemic racism while honoring current work. Current initiatives are then able to have a greater impact, and can be more sustainable.

Current Situation

Educator recruitment, preparation, retention and advancement are far from seamless. While stakeholders in Oregon refer to these components as a *continuum* in name, they are functionally siloed.³ The bottom of Figure 1 illustrates two independent governance structures, the educator preparation programs (EPP) and K12 systems or local education agencies. While there are pockets of collaboration between EPPs and K12 systems, they are not widespread nor do they systemically tackle the deep-seated roots of racism. The disconnection between these two systems perpetuates systemic injustice for diverse educators and historically-underserved students in Oregon schools. Yet these systems provide the perfect opportunity and location to support deeper connections because they are the gateway to licensure and educator supports.



Figure 1.

There are some EPPs and school districts who are earnestly attempting to engage in culturally sustaining practices albeit inconsistently; unfortunately they often work independent of one another. For example, the Chemeketa Community College Education Program intentionally recruits and hires bilingual staff and focuses on community voice and cultural assets.⁴ While, per direction from [Senate Bill 13: Tribal History/Shared History](#), school districts across Oregon are engaging in professional learning on the Essential Understandings of Native Americans in Oregon and implementing the first-ever state required curriculum. However, there is not a systemic approach to create the conditions for the leaders of these institutions to pair, dock, exchange and learn in concert on both initiatives. This results in educators and students being forced to function in inconsistent and racially unaffirming environments. Deans, professors, K12 administrators, head start directors and teacher leaders are not working together regularly to deeply engage in interruptive practices that shift a system but rather resorting to actions that are “responsive” to the immediate need. This is not unique to EPPs and K12 systems. We are operating in systems with leaders who honorably work tirelessly, but are not supported in tackling deeper issue of racial inequities such as implicit bias and racial microaggressions. As a result, while merely responding to the immediate is honorable, it will not begin to dismantle

³ Chief Education Office (Jan 2018). *Educator Advancement Council: Implementation Report*. Salem, OR.

⁴ Educator Advancement Council (July 2019). *Oregon Educator Equity Report*. Salem, OR.

the systemic issues that have led to school systems' inability to successfully recruit and retain a diverse workforce.

Intended Outcomes

The current plan aims to develop a cohesive racially-affirming environment across Oregon's educator workforce continuum. In accordance with this aim and to establish culturally sustaining pedagogical practices across the state, the proposal will first create models of professional learning on race, equity and culturally sustaining pedagogy between EPPs and K12 systems. There is a dearth of culturally sustaining pedagogy in U.S. curriculum and instruction, generally, that magnifies the impact of existing opportunity and learning gaps for students of color and deprives all students of culturally appropriate learning opportunities.⁵ Educators of color and Indigenous educators are often disconnected from their curriculum and disempowered to work as instructional leaders who adjust what they teach to meet the needs and strengths of their diverse students.⁶ In order to dismantle the injustice inherent in this model of school it is imperative that the educator workforce continuum advance creativity, independence and instructional leadership by explicitly engaging culturally sustaining practices as a powerful policy lever.

However, applying *ethnic studies* or *multicultural education* curricula requires that educational leaders first clarify the meaning of "culturally responsive practices" by exploring the necessary knowledge, skills and dispositions related to such practices. This is challenging in existing systems because culturally sustaining pedagogy fails to permeate bureaucratic relationships between EPPs and Local Education Agencies (LEAs). In response, the charge is to redefine policies, structures and practices across EPPs and LEAs by investing in community-based, professional learning for ethnic studies, multicultural education and culturally sustaining pedagogy. For this reason, the EAC aims to facilitate professional learning on race, equity and culturally sustaining practices in partnership between EPPs and LEAs.

This work can result in systemic improvement to the culture of our education spaces and our ability to recruit, hire, retain and grow educators of color and Indigenous educators across Oregon. The Education Trust reported teachers of color are uneasy working in a system that perpetuates injustice and inequity in society. For example, research reports Black educators are often called to teaching to improve these injustices, but once serving in schools they are assigned disciplinary instead of leadership roles that do not recognize their content expertise.⁷ And in fact, "two qualitative studies recently released by The Education Trust found Black and Latino teachers feel disrespected and de-professionalized in their jobs, despite often exerting more emotional and actual labor than their colleagues."⁸ Networked and sustained professional learning on race, equity and culturally sustaining pedagogy for effective leadership can improve

⁵ Valenzuela, A. (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. New York: Teachers College Press.

⁶ Education Trust (September 2019). *If You Listen, We Will Stay*. Washington, D.C.

⁷ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

⁸ Shafer, L. (2019, January 7). The Experiences of Teachers of Color. Retrieved from <https://www.gse.harvard.edu/news/uk/18/06/experiences-teachers-color>.

the working environment for educators of color, Indigenous educators and White teachers alike. The following proposal applies a tiered approach to address Oregon’s educator workforce continuum so educators of color and Indigenous educators no longer feel trapped, but do feel empowered within a consistent racially-affirming environment in Oregon.

Tiered Approach

This section outlines the recommended proposal and initiatives. Appendix C outlines the aligned budget that details specific investment amounts for each of the initiatives listed in the tiered interventions below.

Tier 1: Dismantling Barriers

Tuition, supplemental living costs and standardized measures of teacher performance are a significant barrier to licensure attainment. Teacher candidates equipped with comprehensive preparation and standard licenses are two to three times more likely to stay in teaching than those receiving lesser training.⁹ In addition, diverse teacher candidates disproportionately fail the standardized licensure exams and these disparities are historically prompted by the bias innate in the exams. Section 48 of the SSA provides a mechanism by which the EAC, in partnership across the system, can make strategic investments to explicitly counteract and dismantle the barriers diverse teacher candidates face in completing educator preparation programs and transitioning into strong career pathways. The following are recommended investments that support racially and linguistically diverse teaching candidates towards transitioning into long-term careers as educational leaders in Oregon:

- **Oregon Teacher Scholars Program (OTSP).** Following the recommendations of the Oregon Educator Equity Advisory Group, the EAC will enhance the current OTSP initiative to mitigate cost barriers to licensure, preparation, job search and employment by investing in the sustainability of the OTSP. These funds may be used for costs such as, but not limited to, scholarships, administration, alumni networking activities and career search and advancement opportunities.
- **Oregon Administrator Scholars Program (OASP).** Working in concert with the Confederation of Oregon School Administrators (COSA), Teacher Standards and Practices Commission (TSPC) and the Higher Education Coordinating Commission (HECC), the EAC will invest start-up funds to launch the OASP. The role of the OASP is to support leadership preparation and pathways for racially, ethnically and linguistically diverse educators into administration and leadership roles across Oregon.
- **Multiple Measures of Teacher Performance.** In support of Oregon TSPC’s new strengths-based approach to measuring teacher candidate performance, the EAC will invest in key assessment policy levers that aim to diversify the teaching profession in Oregon. Specifically, the EAC will invest in a comprehensive program evaluation of the *holistic assessment model*, in which teacher candidates demonstrate competency across content areas within their endorsement areas. This model not only hopes to allow

⁹ Nguyen, T.D., Pham, L., Springer, M. G., and Crouch, M. (2019). The Factors of Teacher Attrition and Retention: An Updated and Expanded Meta-Analysis of the Literature (EdWorkingPaper: 19-149). Retrieved from Annenberg Institute at Brown University: <https://edworkingpapers.com/ai19-149>

students to show evidence of their expertise by removing exam requirements, which are typically biased to educators of color and Indigenous educators, but also empowers teacher candidates to leverage their unique experiences that will positively contribute to their students' future success. This would fund a group of stakeholders to:

- Develop an accreditation and licensure system that is racially affirming, is aligned to Oregon statutes and mandated curriculum and encourages the recruitment of diverse educators to close the diverse educator – student gap.
 - Review relevant research on Oregon's current assessment requirements and provide suggestions to ensure equal access to programs.
 - Review current OARs to ensure alignment to current Oregon statutes and mandated curriculum.
 - Identify strategies to support the establishment of non-biased policies within existing systems.
- **Mitigate Licensure and Assessment Costs.** Experts across the U.S. recommend that states support racially/ethnically and linguistically diverse teacher candidates by underwriting the costs of licensure and assessments. In coordination with TSPC, the EAC will fund costs of licensure and assessments for diverse teacher candidates in Oregon (e.g. ORELA and EdTPA).

Tier 2: Redefine current initiatives

Today, we require educators of color and Indigenous educators to participate within systems that perpetuate existing structural racism. Many states invest in traditional models in order to strengthen and diversify their educator workforce, such as grow-your-own programs. Yet, research confirms predominantly White teacher candidate cohorts across EPPs and K12 systems reify structural racism through deficit-based narratives about diverse students, regardless of their experience studying culturally sustaining pedagogy. In part, these systems are attributed to a lack of diversity in teacher education altogether and standardized tests that disproportionately benefit White teacher candidates over those of color. As such, the EAC aims to redefine current initiatives, like grow-your-own pathways, with an explicit focus on excelling educators of color and Indigenous educators in Oregon. The following are recommended investments to strategically shift current initiatives to advance racially and linguistically diverse teacher candidates through Oregon's EPPs:

- **Grow-Your-Own (GYO).** The scope of Section 48 provides the EAC a unique opportunity to set new standards for Oregon's GYO programs. GYOs are excellent examples of retaining and fostering the talent and strengths of local potential teachers. They honor the importance of community members working within their own communities. However, while GYOs actively recruit a diverse population, experts in multicultural education explain GYO models typically adopt diversity, social justice and culturally sustaining practices in name only, instead of working in solidarity with the communities they seek to serve.¹⁰

¹⁰ Valenzuela, A. (2016). Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth. New York: Teachers College Press.

- The EAC will strategically invest funds to alter the fundamental goals of GYO models so their work operationalizes current culturally specific initiatives such as, but not limited to, the Tribal History/Shared History Curriculum, African American/ Black Student Success Plan, Oregon American Indian State Education Plan and English Language Learners Student Success Plan.
 - The EAC will also work to ensure funds also are available to GYOs that are inclusive of early learning educators who are **part** of the K12 system, working to ensure the pathways include high school to community college to 4 years and/or colleges of education.
- **Pilot at least two low-residency (online) anti-racist graduate level courses for educators.** There has been a sharp uptick of educators who have begun talking about racism, using antiracist language, and acknowledging their own complicity in perpetuating racism. And still, many educators are at a loss when it comes to adapting their own actions and pedagogical practices in order to live out the changes they want to be a part of. There are some EPPs who care deeply about this content, but need to see it modeled in a culturally sustaining context for educators currently teaching in the classrooms. This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place.
- **Support House Bill 3375.** The Oregon Educators Equity Act passed by the Oregon Legislature in 2015 requires each public teacher education program in the state prepare a plan for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in the original act. The state goal is the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district (ORS 342.437 as amended by HB 3375, Section 3, 2015). Further, the Higher Education Coordinating Commission (HECC) shall review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions, shall adopt the plans. The EAC will support the six public universities that offer EPPs in creating a community of practice that provides incentives for their institutions to support the work of their plans and their chosen areas of foci.

Tier 3: Systemic Reform

The critical change agent in this proposal is a focus on systemic reform and strategic improvements in applied professional learning aimed at achieving culturally and racially affirming environments across our educator preparation continuum. Focused communities of practice (CoP) engaged in professional learning for culturally sustaining pedagogy can address and prevent the harm of the existing structural racism and cultural marginalization in Oregon's

K20 schools. More specifically, these CoPs can identify, support and create optimal working conditions. The EAC, in accordance with Section 48 of the Student Success Act, will develop and invest in a system for mentorship, coaching and professional learning between EPPs and K12 systems. The investment in the Oregon CoP framework follows a nested model in which (a) EPP and K12 leadership (deans, administrators and teacher leaders) will receive two-to-one mentoring, (b) Leaders will engage in professional learning on race equity and culturally sustaining pedagogy, and (c) the staff and personnel at the EPP and K12 sites will also receive/have access to the race, equity and culturally sustaining pedagogy professional learning for their community-based needs and strengths (see Figure 3). This nested model intends to achieve a pragmatic organizational culture shift instead of a program for compliance. In addition, these professional learning offerings, consistent with



Figure 3.

systemic barriers. This is a deficit driven approach to mentoring that falsely assumes racially/ethnically and linguistically diverse educators are *incompetent or unskilled* and that is one of the reasons why our educator workforce is comprised of mostly White individuals. The CoP model outlined in Figure 2 applies an asset-frame to statewide mentorship by intentionally

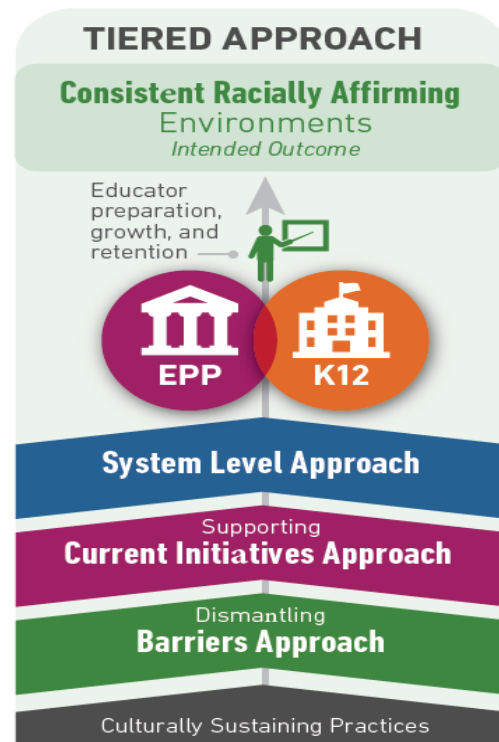


Figure 2.

creating conditions educators need to collaborate, improve and innovate on their practices, are supported by the coaching and technical assistance resources within the Student Investment Account of the Student Success Act. Funding supports for districts to participate can be braided. These learning spaces will align with culturally sustaining pedagogical approaches, innovative design and continuous improvement. Traditional mentorship models aimed at strengthening the diverse educator workforce place the burden of responsibility on teachers of color to grow and stay in systems that perpetuate structural racism and

engaging with leadership across siloed governance structures that span the educator career continuum. Figure 3 illustrates how this implementation model utilizes both individual, community, and site-based professional learning and mentoring approaches to shift the culture of schools so they mirror the racially/ ethnically, culturally and linguistically diverse educators we aim to support in Oregon.

The CoP model centers on a core group of executive and strategic leaders across EPPs and K12 systems. The CoP may consist of, but is not limited to, deans, academic officers, human resources, assessment and evaluation, federal programs and finance and operations leaders from university and community college EPPs and K12 systems. Appendix B provides more details about the requirements for each governance system included in the CoP and their commitments to the professional learning. Most notably, the K12 school district or locations must be identified as serving high percentages of emerging bilingual students, one of the focal students and family populations in the Student Investment Account.¹¹ This condition operationalizes linguistically diverse students as key assets in our communities and educator workforce.

Aligned with the broader theory of action presented earlier, the EAC will invest in the CoP model to achieve consistent racially affirming environments across and between EPPs and K12 systems. The goals of the CoP model are to develop environments that affirm diverse educators' race/ethnicity and culture in which educators of color and Indigenous educators are (a) able to be their authentic selves, (b) feel empowered as instructional leaders and pedagogical experts, and (c) see their own values mirrored in the values of their schools. While the budget addresses logistics, we have the flexibility to reduce the amount to CoPs to include incentives to participating districts e.g. credits and stipends for participation. The EAC will also work to ensure we work in partnership with teacher leadership initiatives across the state. Appendix A outlines an example of a proposed implementation schedule for 2020-2022, including the expected events for each level of engagement (i.e. mentoring meetings, community of practice and site-based professional learning). And finally, the EAC will fund the measurement of this leadership approach through a co-constructed research and design methodology grounded in relationship and equity practices.

Budget Summary

The initial year's budget creates the conditions for a successful two-year plan. Approximately half of the \$15 million budget will be utilized in 2020-2021. The remainder of the funds will roll over into the 2021-2023 biennium. We anticipate an additional \$30 million during the 2021-2023 cycle to strengthen the overall programming. ODE will submit a request to the 2020 legislature to reconcile the 2019-2021 biennial budget and establish permanent position authority for department operations.

¹¹ OR HB3427 | 2019 | Regular Session. (2019, May 24). *LegiScan*. Retrieved November 26, 2019, from <https://legiscan.com/OR/bill/HB3427/2019>

Appendix A – Example of a Community of Practice Implementation Schedule

The example implementation plan outlined here follows an academic year schedule from August 2020 to July 2022. Each member of the Communities of Practice (CoP) will receive 2:1 mentorship with an equity expert every other month, outlined in the first (or the mentor) column of Figure 4. In total, facilitators will implement 220 total hours of mentoring per CoP over the biennium. Column three outlines the professional learning schedule for the CoPs. The CoPs will engage in professional learning together six times per year, totaling 12 total PL opportunities across the biennium. Column four outlines the implementation schedule for the site-based professional learning occurring across the three site-types (i.e. EPPs, K12 school districts, and education service districts). The SBPL will stagger with the CoP PL. There will be five SBPL sessions for each site per academic year, for a total of 30 SBPL sessions over the biennium.

Year	Month	Mentor	CoP	SBPL
2020	AUG	10	1	-
	SEP	10	-	3
	OCT	10	1	-
	NOV	10	-	3
	DEC	-	-	-
2021	JAN	10	1	-
	FEB	10	-	3
	MAR	10	1	-
	APR	10	-	3
	MAY	10	1	-
	JUN	10	-	3
	JULY	10	1	-
	AUG	10	1	-
	SEP	10	-	3
	OCT	10	1	-
	NOV	10	-	3
	DEC	-	-	-
2022	JAN	10	1	-
	FEB	10	-	3
	MAR	10	1	-
	APR	10	-	3
	MAY	10	1	-
	JUN	10	-	3
	JUL	10	1	-
Total		220 Hrs	12 Hrs	30 Hrs

Figure 4.

Appendix B – Requirements for Community of Practice Participation

Who	How	What
• One of each program type (a) educator preparation program, (b) K12 district, and (c) ESD. • Priority given to K12 districts and schools with high percentages of emerging bilingual students. • Approximately 20 total participants per CoP.	• Consistent attendance at site-based, CoP, and mentoring events. • Annual equity assessments for strategic improvement. • Engagement in evaluation, reflection, and strategic planning for professional development and organizational learning.	• Evidence of existing buy-in or needs/strengths assessment outlining the readiness of the CoP to engage in organizational learning around race equity and culturally sustaining pedagogy. • Evidence of growth towards cultural and racially affirming environments across and between EPPs, K12, and ESD institutions.

Appendix C – Annotated Budget for Section 48 of the SSA

Tier 1. Dismantling Barriers				
Initiative	Description	Budget	% of Tier	% All
1.1 OTSP	Funds for the OTSP to mitigate the costs associated with scholarships, administration, alumni networking, and career advancement.	\$1,500,000	38	11
1.2 OASP	Investment for COSA, TSPC, and HECC to launch a leadership preparation and pathway program for diverse educators.	\$1,500,000	38	11
1.3 Multiple Measures	Invest in TSPC comprehensive program evaluation of the holistic assessment model.	\$500,000	13	4

1.4 Licensure and Assessment	Fund for TSPC costs of licensure and assessments for diverse teacher candidates in Oregon (e.g. ORELA and EdTPA).	\$500,000	13	4
Tier 2. Redefine Current Initiatives				
Initiative	Description	Budget	% of Tier	% All
2.1 GYO Redefined	Invest funds to alter the fundamental goals of GYO models so their work operationalizes current culturally specific initiatives and ensure funds also are available to GYOs inclusive of early learning educators who are part of the K12 system	\$5,000,000	77	35
2.2 Pilot anti-racism coursework	This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place and earn continued graduate credits.	\$1,000,000	15	7
2.3 Educators Equity Act House Bill 3375	The EAC will support the six public universities in creating a community of practice that provides incentives for their institutions to support the work of their plans and their chosen areas of foci.	\$500,000	8	3
Tier 3. Systemic Reform				
Initiative	Description	Budget	% of Tier	% All
3.1 Mentor Facilitation	Fund 220 2:1 (every other month) mentor meeting that can be virtual or in-person for the CoP participants at the cost of \$250 per meeting.	\$330,000	10	2
3.2 CoP Facilitation	Facilitation will be provided by an expert technical assistance provider. The facilitation will not exceed \$6,000	\$432,000	13	3

	per 6 full-day trainings per year for approximately 6 CoP.			
3.3 CoP Travel and Food (12)	Per diem for travel and food expenses not to exceed \$1,500 per trip, for 12 trips for 6 CoPs.	\$108,000	3	1
3.4 CoP Participant Travel	The 20 participants will be reimbursed for no more than \$100 each over the 12 days of trainings for each of 6 CoPs.	\$144,000	4	1
3.5 CoP Catering and Services	The cost of food and services for each day of training will not exceed \$1,000 for 12 trainings for each of 6 CoPs.	\$72,000	2	0
3.6 CoP Substitutes	The cost of providing substitutes will be covered, not to exceed \$235 per day. Assuming there are not more than three in each CoP for the 12 trainings.	\$50,760	1	0
3.7 SBPL Facilitation	Facilitation will be provided not to exceed \$3,000 per training for 30 days of 6 CoP trainings.	\$540,000	16	4
3.8 SBPL Travel and Food	Per diem for travel and food expenses not to exceed \$1,500 per trip, for 10 trips in each CoP.	\$90,000	3	1
3.9 SBPL Catering and Services	The cost of food and services for each training will not exceed \$1,000 for 30 trainings in each CoP.	\$180,000	5	1
3.10 Research and Evaluation	Invest in comprehensive research and evaluation plan to investigate the extent to which the CoP model achieves its aims, can inform future policy and practice, and can be scaled and applied across specific contexts.	\$1,000,000	29	7
3.11 Strategic Communications	Invest in strategic communications that will elevate the work of the EAC and CoP across the state and national levels.	\$450,000	15	3

Expense Summary				
Initiative	Description	Budget	% of Tier	% All
Tier 1. Dismantling Barriers		\$4,000,000	100	29
Tier 2. Redefine Current Initiatives		\$6,500,000	100	47
Tier 3. Systemic Reform		\$3,396,760	100	24
Program and Staff Operations	To fund technical assistance and strategic leader and policy experts to achieve the paradigm shift outlined in this comprehensive, multi-tiered, statewide proposal	\$1,103,240	100	6
Total Budget		<u>\$15,000,000</u>		

Appendix D – A Brief Review: Research Evidence and Policy Implications on Diversifying the Educator Workforce

Ethnic/racial and linguistic diversity in the United States' educator workforce is a critical equity issue for education leaders. Decades of research evidence illustrate the positive impact of racial matching on academic, socioemotional, and disciplinary outcomes for diverse students, as well as similar improved social and learning gains for all, including White, students.^{12,13} Unfortunately, to-date diversity among US educators remains a consistent challenge. National data show that 51% of K12 students are students of color, but only 20% of teachers are teachers of color and only 23% are male.¹⁴ In addition, this challenge is compounded by the high turnover rates of teachers of color. Specifically, Black male teachers are leaving the educator workforce at higher rates than their peers.¹⁵ The turnover rate for teachers of color is 18.9%, compared to 15% for White teachers.¹⁶ As such, states must expand their focus beyond traditional methods for recruiting, employing, and retaining ethnoracial and linguistically diverse educators, towards (a) improving institutional relationships, (b) applying holistic approaches to hiring, and (c) reforming organizational culture so that educators of color and Indigenous educators are provided flexibility and empowered to be instructional experts and leaders.

Improving diverse educator recruitment starts with building strong connections and relationships. When stakeholders share common data and information about state and regional staffing of ethnoracial and linguistic diverse educators then schools and districts can determine how to improve the gap between diverse students and teachers.¹⁷ It is also useful for schools and districts to build and maintain consistent connections with educator preparation programs (EPP) and higher education institutions. These connections allow for cohesive, cross-institutional strategies aimed to enroll, grow, and employ educators of color and Indigenous educators in a community. For example, school districts can offer diverse educators financial incentives for teaching in high-poverty schools as a way to mitigate the greater college debt burden they

¹² Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute. Retrieved August 23, 2018, from

<https://learningpolicyinstitute.org/product/diversifying-teaching-profession>

¹³ Goldhaber, D., Theobald, R., & Tien, C. (2015). *The theoretical and empirical arguments for diversifying the teacher workforce: A review of the evidence* (CEDR Working Paper No. 2015-9). Seattle, WA: University of Washington Bothell, Center for Education Data & Research. <http://eric.ed.gov/?id=ED574302>

¹⁴ U.S. Department of Education, National Center for Education Statistics. (2017). Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987–88 through 2015–16. In *Digest of Education Statistics, 2017*. Retrieved August 22, 2019, from https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp?current=yes

¹⁵ Bristol, T.J. (Forthcoming). A Tale of Two Types of Schools: An Exploration of How School Working Conditions Influence Black Male Teacher Turnover. *Teachers College Record*.

¹⁶ Ingersoll, R., & May, H. (2016). Minority teacher recruitment, employment, and retention: 1987 to 2013 (Research Brief). Palo Alto, CA: Learning Policy Institute.

¹⁷ Education Trust (September 2019). *If You Listen, We Will Stay*. Washington, D.C.

experience when compared to their white peers.¹⁸ In addition, school and district leadership can focus on building personal relationships with students of color and Indigenous educators attending EPPs.¹⁹ These personal connections provide existing pathways for districts to recruit for positions well in advance and for potential candidates to gather information about a new job posting.

Holistic approaches to hiring educators of color and Indigenous educators can mitigate the structural barriers created by typical hiring practices in school districts. First, states and local education agencies can apply multiple measures, like performance-based assessments, to evaluate the qualifications of teacher candidates upon completion of EPPs and when being screened for a job posting. This holistic approach mitigates the bias that is innate in teacher candidate testing platforms and among hiring practices. Second, school districts can improve diverse educator applicant pools by posting positions early in the hiring timeline.²⁰ This is especially effective if there are strong interagency relationships already established. In addition, states and school districts can fund paid teacher residency programs, which are found to improve academic outcomes for their future students.²¹ Finally, to ensure more diverse teacher candidates are hired, school districts must explicitly oppose bias in hiring processes and actively improve culturally sustaining and racially affirming practices among human resource professionals through professional training and consistent expectations.²²

Historically, we've systemically failed diverse teacher candidates, educators, and student population by applying programmatic and disjointed policies and practices within states. For this reason, it is imperative that state and local education agencies enact intentional and pragmatic mechanisms that will build capacity and improve the professional climate and learning for ethnoracial and linguistically diverse teachers. Research literature indicates that a large portion of diverse educators leave the profession due to personal reasons and dissatisfaction. Furthermore, 81% of the diverse educators noting dissatisfaction as the reason for leaving their teaching position indicate they are specifically dissatisfied with the administration.²³ For this reason, it is imperative that district leadership consider the placement of diverse educators. District administration can evaluate the capacity of school leaders in creating a safe and racially

¹⁸ Bristol, Travis J., Javier Martin-Fernandez. (2019). The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for the Reauthorization of the Higher Education Act. (EdWorkingPaper: 19-93).

Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/czw4-4v11>

¹⁹ Ingersoll, R., & May, H. (2016). Minority teacher recruitment, employment, and retention: 1987 to 2013 (Research Brief). Palo Alto, CA: Learning Policy Institute.

²⁰ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute. Retrieved August 23, 2018, from <https://learningpolicyinstitute.org/product/diversifying-teaching-profession>

²¹ Bristol, Travis J., Javier Martin-Fernandez. (2019). The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for the Reauthorization of the Higher Education Act. (EdWorkingPaper: 19-93). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/czw4-4v11>

²² Chalkboard Project. (2017). TeachOregon: Lessons learned, promising practices, and recommendations for the future. Retrieved August 23, 2018, from https://chalkboardproject.org/sites/default/files/TeachOregon_ThreeYear_Mar2017_singl epg.pdf

²³ Ingersoll, R., & May, H. (2016). Minority teacher recruitment, employment, and retention: 1987 to 2013 (Research Brief). Palo Alto, CA: Learning Policy Institute.

affirming environment for diverse educators. In addition, they can build strategic professional learning that will build capacity within a school to support teachers of color and diverse students, as well. This requires that leaders spend time evaluating the degree to which a school system maintains structural racism or dismantles the systemic barriers and biases for diverse teachers. One notable strategy emerging from recent research is the need to decrease isolation for staff of color and Indigenous educators who often feel disconnected from advice, information, and capital building networks.²⁴ Overall, focusing on schools' organizational conditions and learning opportunities will improve the retention of diverse educators.²⁵



²⁴ Bristol, T.J. & Shirrell, M. (2019). Who is here to help me? The work-related social networks of staff of color in two mid-sized districts. *American Educational Research Journal*, 56(3).

²⁵ Ingersoll, R., & May, H. (2016). Minority teacher recruitment, employment, and retention: 1987 to 2013 (Research Brief). Palo Alto, CA: Learning Policy Institute.



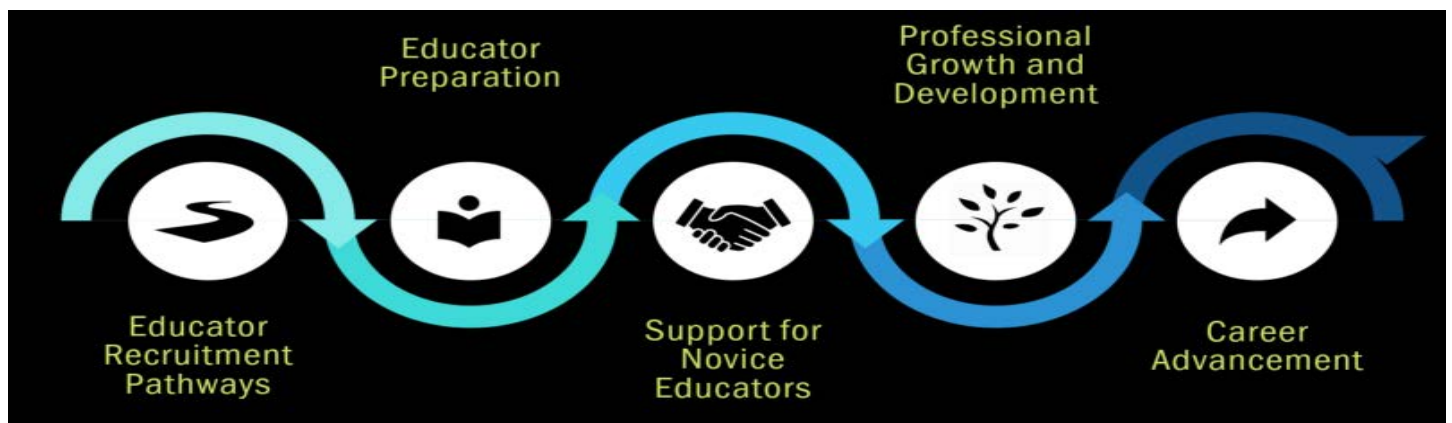
To learn more or sign-up for meeting notices, please visit:
<https://www.oregon.gov/EAC>

The Educator Advancement Council (EAC) is an innovative public/nonprofit partnership created by the Oregon Legislature through the passage of [Senate Bill 182](#) (2017) to support the public educator profession.

Mission: *The Educator Advancement Council empowers, supports, and diversifies Oregon's educator workforce through local, educator-led networks, and statewide resources to provide the quality teaching and learning Oregonians desire.*

Stance: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

How will it work? Utilizing Educator Advancement Funds and EAC support, the state's investment is organized through 10 Regional Educator Networks consisting of school districts, ESDs and partners working together to identify and solve common system problems, using approaches that best fit their strengths, learning what works as they go and refining their approaches before they spread and scale. The system will not organize around a solution, program or an initiative, but rather around improving systems of support along the educator advancement continuum using an equity lens:



Why is this different than past education initiatives? This investment is aimed at redesigning and/or transforming systems along an educator's career. The goal: empower local educators, along with community, students and families to reimagine new systems that can grow, diversify and honor the educator workforce; provide meaningful supports for new teachers, keep all teachers engaged in meaningful, effective and lasting learning. If the profession is transformed so will the students' experiences, including being rooted in belonging, culturally sustaining and holistically engaging.

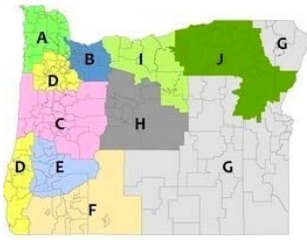
- Elevate and understand the root causes deeply to identify variations that need correcting.
- Identify system change ideas.
- Test the changes in various contexts.
- Measure, monitor, learn and adjust implementation of changes as they scale.



The EAC is comprised of 21 directors including six Oregon teachers, three administrators as well as agency directors, higher education, community, tribal and government leaders along with three non-voting directors. The directors meet monthly and all meetings are open to the public.

Educator Advancement Council Directors (2019-20)

- **Chair:** Belle Koskela, High School Teacher and Instructional Coach, David Douglas School District; K12 Educator
- **Vice Chair:** Don Grotting; Superintendent, Beaverton School District; School District
- Paul Andrews, Superintendent, High Desert ESD; Education Service District
- Miriam Calderon, Early Learning System Director; Oregon Early Learning Division
- Ben Cannon, Executive Director; Higher Education Coordinating Commission
- Lindsey Capps, Senior Education Policy Advisor; ex-officio; Oregon Governor's Office
- Christy Cox, Senior Program Officer for Early Childhood Development, Ford Family Foundation; Nonprofit Organization
- Colt Gill, Director; Oregon Department of Education
- Mark Girod, President, Oregon Association for Colleges of Teacher Education; Professional Education Program
- Bill Graupp, Vice Chair, North Marion School Board; School Board Member
- Marvin Lynn, Dean, Graduate School of Education, Portland State University; Educator Preparation Program
- Susan McLain, State Representative; Oregon House of Representatives, ex-officio
- Michele Oakes, Mentor Program Coordinator, Bend-LaPine School District; K12 Educator
- Martha Richards, Executive Director, James F. and Marion L. Miller Foundation; Philanthropic Organization
- Susan Roebber, Federal Programs Teacher on Special Assignment, Lincoln County SD; K12 Educator
- Anthony Rosilez, Executive Director; Teacher Standards and Practices Commission
- Laura Scruggs, 8th Grade Teacher, Springfield School District; Middle School Teacher
- Amanda Squibb, Executive Director of Friends of the Children- Klamath Basin; Community-based Organization
- Nicholas Viles, Education Specialist, Confederated Tribes of Siletz Indians; Tribal Representative
- Melissa Wilk, 1st Grade Teacher, Glide School District; Elementary School Teacher
- Matt Yoshioka, Director of Curriculum, Instruction & Assessment, Pendleton School District; K12 Administrator
- Vacant Seat: Early Learning Provider or Professional
- Vacant Seat: High School Teacher



Regional Educator Networks



Name of the Regional Educator Networks		REN Coordinator	Contact information
A. Northwest Regional ESD REN	 Northwest Regional Education Service District	Mariana Zaragoza	mzaragoza@nwresd.k12.or.us
B. Clackamas/Multnomah ESD Educator Advancement Partnership	 Multnomah-Clackamas REGIONAL EDUCATOR NETWORK	Erin Gardenhire	egardenhire@clackesd.k12.or.us
C. Lane ESD, Linn Benton Lincoln ESD REN	 Regional Educator Network ★ Lane ★ Linn ★ Benton ★ Lincoln	Tracy Conaghan	tconaghan@lesd.k12.or.us
D. Willamette ESD and South Coast ESD REN	 REN WESD & SCESD REGIONAL EDUCATOR NETWORK	Charlotte Pecquex	Charlotte.pecquex@wesd.org
E. Douglas ESD REN	 DOUGLAS EDUCATION SERVICE DISTRICT LISTEN • LEARN • LEAD	Debbie Price	Debbie.price@douglasesd.k12.or.us
F. Southern Oregon REN	 SOESD Southern Oregon Education Service District	Heidi Olivadoti	Heidi_olivadoti@soesd.k12.or.us
G. Eastern Oregon REN	 EASTERN OREGON REN REGIONAL EDUCATOR NETWORK	Jennifer Martin	Jennifer.martin@malesd.org
H. High Desert ESD REN	 High Desert Education Service District	Catherine Halliwell-Templin	Catherine.halliwell-templin@hdesd.org
I. Columbia Gorge ESD REN	 COLUMBIA REGIONAL EDUCATOR NETWORK	Gabrielle Deleone	gdeleone@cgesd.k12.or.us
J. Oregon Trail REN	 OREGON TRAIL REN	Caitlin Russell	Caitlin.russell@imesd.k12.or.us

Timeline



- Fall 2019: RENS Announced following RFAs
Hire REN Coordinator
- Oct 2019 – Jan 2020: Coordinating bodies begin design process
- April – May 2020: Write and submit plans for EAC revision approval
- June 2020: Funds released
- June 2020 – July 2021: Implement and test
- June 2021: Deadline for spending first block of funds

Collaborative Research and Design

"Assume that effective change takes time."
- Michael Fullan

1. Hire REN coordinator
2. Set up coordinating body
3. Design process
4. Write plan
5. Plan submitted to EAC for approval
6. Potential time for revisions
7. Once approved, funds released

EAC Team and Contact Information



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NEWS

DECEMBER 10, 2019: FOR IMMEDIATE RELEASE

Contact: Barbara McKenna, 202-798-5595, bmckenna@learningpolicyinstitute.org

New Research Provides a Framework and Best Practices to Help Policymakers and Administrators Develop a Strong Early Childhood Workforce

Two studies create a through line from children to practitioners to policy, describing the essential skills required for young children to be kindergarten ready, the skills educators need to teach them, and effective policies and practices for early educator preparation.

[Preparing a Diverse, High-Quality Early Childhood Workforce: Promising Models](#)
[Early Childhood Essentials: A Framework for Aligning Child Skills and Educator Competencies](#)

Access to high-quality early childhood education is critical to children's development and readiness for kindergarten, and this, in turn, requires a highly prepared and stable early childhood workforce. Yet, expectations for early childhood teachers are typically low, preparation quality varies greatly across the nation, and educators often struggle to attain credentials and degrees in a timely manner. Currently, there is insufficient focus on what's being done well and how those practices can be replicated to strengthen the workforce pipeline.

Two new studies from the Learning Policy Institute (LPI) help policymakers and practitioners understand what is needed to develop a diverse, high-quality early childhood workforce. The first provides a framework for thinking about the skills and competencies educators need to support young children. The second describes innovative and affordable higher education pathways that help educators build these competencies and suggests recommendations for policy.

To address the essential skills that children need to learn early in life and the core competencies educators must master to teach and care for them well LPI produced [Early Childhood Essentials: A Framework for Aligning Child Skills and Educator Competencies](#). The framework provides a baseline of knowledge to help decision-makers think critically about how to improve the early learning programs they oversee. It lays out the interrelated, essential skills children need to develop early in life to succeed in school—cognitive, social-emotional, physical, language and literacy, and mathematical and scientific reasoning—and the associated essential competencies and foundational conditions within and surrounding the classroom that early educators should have to help children develop these skills successfully.

[*Promising Models for Preparing a Diverse, High-Quality Early Childhood Workforce*](#) shines the spotlight on three model programs that recruit and prepare educators to teach in programs serving children birth to age 5 in California—a state that is actively considering investments to further develop its ECE workforce. Each offers its own distinct approach to preparing racially, ethnically, and linguistically diverse cohorts of current and aspiring educators. But they all make preparation affordable and accessible for diverse students, offer foundational knowledge in child development, and provide sustained, mentored classroom experience. Early childhood educators graduate from these programs well-prepared to create engaging, inclusive, and developmentally grounded learning environments and effectively reach and teach diverse learners. The programs are:

- The Family Child Care Apprenticeship: An innovative pilot project designed to increase the qualifications of family childcare providers through coursework paired with on-the-job training and support.
- Skyline College’s Education/Child Development Program: A community college-based program with a focus on preparing a range of students working towards an associate degree or Child Development Permit through a supportive, hands-on learning community and early teaching experience in a campus lab school.
- EDvance at San Francisco State University: A pathway program supporting early educators earning a bachelor’s degree, especially those from groups historically underrepresented in higher education.

Researchers examine these successful approaches alongside insights gained from policies enacted at scale in New Jersey—which rapidly increased the number of credentialed early educators—to surface valuable guidance for policymakers and practitioners nationwide seeking to ensure that all children have teachers who meet high standards and who reflect the racial, ethnic, cultural, and linguistic diversity of young children and their families.

“High-quality early learning experiences build the foundation that sets children up for success in school and life, but currently few systems are designed to enable educators to achieve the competencies needed because of relatively low standards for preparation, poor compensation, and lack of investment in professional supports,” said LPI President and Stanford Professor Emeritus Linda Darling-Hammond. “Taken together, these reports draw a clear line from the needs of children in the learning setting to the necessary preparation and supports early childhood educators need to the state and local policies and practices that lay the groundwork for their development and implementation.”

Preparing a Diverse, High-Quality Early Childhood Workforce is authored by Madelyn Gardner, Hanna Melnick, Beth Meloy, and Jessica Barajas. Read the full report and brief [at this link](#).

Early Childhood Essentials is authored by Beth Meloy and Abby Schachner. To read the full report, fact sheet, and infographic [visit this link](#).

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About the Learning Policy Institute

The Learning Policy Institute conducts and communicates independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, the Institute seeks to advance evidence-based policies that support empowering and equitable learning for each and every child. Nonprofit and nonpartisan, the Institute connects policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.



*If You Listen,
We Will Stay:*

Why Teachers of Color Leave
and How to Disrupt Teacher Turnover

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If You Listen, We Will Stay:

Why Teachers of Color Leave and How to Disrupt Teacher Turnover

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EXECUTIVE SUMMARY

This report was written to examine the problems teachers of color face as they navigate the profession and to explore the experiences of staff in schools that intentionally attempt to retain faculty of color. There were two modes of inquiry utilized to collect data. First, teachers of color participated in focus groups and answered questions about their experiences in the workforce and what schools, districts, and states could do to keep them in the field. Second, researchers conducted case studies in schools and districts that were selected for their intentionality around retaining teachers of color.

For the focus groups, *five challenges* emerged that teachers of color face in the workforce:

- 
- 1) *They experience an antagonistic work culture that leaves them feeling unwelcome and/or invisible.*
 - 2) *They feel undervalued because they take on more than their fair share of responsibility but are not recognized or compensated for the work that they do.*
 - 3) *They feel that they are deprived of agency and autonomy in their schools because of an inability to tailor their teaching to the population of students they serve.*
 - 4) *They feel that they are navigating unfavorable working conditions, which lack the supports needed for them to grow as professionals.*
 - 5) *They bear the high cost of being a teacher of color, which takes a toll on them financially and psychologically.*

In the case studies, *five solutions* emerged that could keep teachers of color in the workforce:

- 
- 1) *Schools should be places that culturally affirm teachers of color, i.e., where the goals and values of the school match up with the goals and values of the teachers.*
 - 2) *Schools should be places that affirm a teacher's humanity and racial identity allowing teachers of color to feel free to be their authentic selves.*
 - 3) *Principals should create schools where they empower and invest in teachers, i.e., by providing pathways to leadership, informal and formal opportunities for mentorship, and the freedom to tailor teaching to the population of students in the classroom.*
 - 4) *School leaders should place a premium on building a schoolwide family where it's easy to build relationships, find a mentor, and hold each other accountable.*
 - 5) *District leaders need to make retaining teachers of color a priority by emphasizing methods of compensation for the extra work these teachers take on, and prioritizing hiring and placement of teachers of color to build cohorts and reduce isolation.*

What school, district, and state leaders can do to retain teachers of color:

- 
- 1) *Value teachers of color by providing loan forgiveness, service scholarships, loan repayment incentives, and relocation incentives for teachers coming into the field.*
 - 2) *Collect and disaggregate data (by race/ethnicity) on teacher recruitment, hiring, and retention.*
 - 3) *Invest in the recruitment, preparation, and development of strong, diverse leaders committed to positive working conditions for a diverse workforce.*
 - 4) *Empower teachers of color by ensuring that curriculum, learning environments, and work environments are inclusive and respectful of all racial and ethnic groups.*

“Windows and mirrors ... students should be able to see mirror images of themselves leading classrooms. But if they’re students of color, they just get windows and are constantly seeing other people.”

– High School Principal, East Coast

This principal recognizes the importance of having a racially diverse teaching faculty and is working to retain teachers of color at his school — and for good reason. Countless studies show that teachers of color matter for all students, and especially for students of color.¹ Yet, the proportion of teachers of color in the workforce continues to lag far behind the share of students of color in schools across the nation. Today, 51 percent of students in U.S. public schools are students of color,² but just 20 percent of teachers are teachers of color.³

Schools, districts, and states have made gains in hiring teachers of color in recent years. In fact, teachers of color are now being hired by schools at a higher rate than White teachers.⁴ But the issue that continues to challenge schools and districts is how to retain these teachers once they enter the classroom: Teachers of color are now also *leaving* the workforce at a higher rate than White teachers.⁵ This has not always been the case. In the late 1990s, teachers of color and White teachers left schools at relatively similar rates. But by the early 2000s, teachers of color started leaving the classroom at higher rates than their White counterparts — 15 percent for White teachers and close to 19 percent for teachers of color.⁶ So, while we know we still need to bring more teachers of color into the field, we must avoid masking another barrier to diversifying the teacher workforce — not doing enough to make teaching a profession attractive enough for teachers of color to want to stay in it.

While every step in the teacher pipeline (preparation, recruitment, hiring, induction, and retention) has its importance, this report focuses largely on the retention of teachers of color. Why? First, there is a dearth of scholarship on this topic. Second, it does not matter how many teachers of color join the field if school, district, and state leaders do not do the work to retain them. Teacher turnover hits districts hard; in urban districts for example, the cost to hire a new teacher exceeds \$20,000.⁷ However, the impact on districts pales in comparison to that on students. Replacing teachers reduces continuity in the classroom, and, especially in high-turnover schools, filling empty slots with inexperienced or underqualified teachers has a negative impact on student learning.⁸ Simply put, schools cannot hire their way out of this issue. Without a dual focus on recruitment and retention, students across the country will continue to lack access to the diverse teaching workforce they deserve.

Recruiting teachers of color only gets them into the building. We must pay equal, if not more, attention to their retention to make long-lasting change in the diversity of the workforce. This is why [Teach Plus](#) and [The Education Trust](#) set out to build upon [prior work](#) to learn why teachers of color are leaving schools, what teachers of color believe would help solve the turnover problem, and what promising practices and strategies exist in schools and school systems that are intentionally working to retain teachers of color.

ABOUT OUR FOCUS GROUPS AND CASE STUDIES

Teach Plus and The Education Trust, nonprofit organizations committed to equity in education and to improving outcomes for our most underserved students, jointly collected the data discussed in this report. The first part of our investigation involved listening to current teachers of color via focus groups* led by classroom teachers participating in the Teach Plus [Policy Fellowship](#). Participants included 88 teachers who identify as Black or Latino across five states. Teachers shared their perspectives on the reasons for high turnover; strategies that schools, districts, and states can use to improve the retention of teachers of color; potential professional development topics to improve the retention of teachers of color; and their own experiences and career plans.

The second part of our investigation used a case study approach to surface issues as well as promising and best practices for retaining and supporting teachers of color. Here, we used a convenience sample of two district offices, three traditional public schools, and two public charter schools in various East Coast and Midwest locations. For the case studies, we asked district officials, principals, teachers, and other school leaders about what's being done to retain teachers of color and how their efforts could be replicated across the country.⁹

**Focus groups were administered across several states by Teach Plus Policy Fellows and alumni, including: Idalmi Acosta, Patrick Albano, LaNeá Austin, Bridget Bones, Violeta Cerna-Prado, Olivia Corya, Karina Gensicke, Shonterrio Harris, Daniel Helena, Erica Marlaine, Shareefah Mason, Elizabeth Ojeda-Jiménez, Fernanda Pierre, Keisha Rembert, Yadeale Tamru, Shontoria Walker, Dominicca Washington, Gregory Williams Jr., Corey Winchester, and Haley Wing-Suttle.*



LISTENING TO TEACHERS, PRINCIPALS, AND OTHER LEADERS

In this report, the voices of teachers and school leaders highlight the problems teachers of color face in the workplace, affirming previous Ed Trust research.¹⁰ These voices, however, also highlight district- and school-level practices that have proven effective in addressing those problems and helping to retain teachers of color.

In the focus groups, *five challenges* emerged that teachers of color face in the workforce:

- 1) *Experiencing an antagonistic school culture*
- 2) *Feeling undervalued*
- 3) *Being deprived of agency and autonomy*
- 4) *Navigating unfavorable working conditions*
- 5) *Bearing the high cost of being a teacher of color*

From our case studies, we identified *five solutions* (four school-based and one district-based):

- 1) *Create culturally affirming school environments*
- 2) *Affirm teachers' humanity and racial identity*
- 3) *Empower and invest in teachers*
- 4) *Build a schoolwide family*
- 5) *Have a district priority related to retaining teachers of color*

The perspectives and experiences of the educators we listened to lead to *four recommendations* for state, district, and school leaders to do to disrupt the culture of teacher of color turnover plaguing the profession today:

- 1) *Value teachers of color by providing loan forgiveness, service scholarships, loan repayment incentives, and relocation incentives for teachers coming into the field.*
- 2) *Collect and disaggregate data (by race/ethnicity) on teacher recruitment, hiring, and retention.*
- 3) *Invest in the recruitment, preparation, and development of strong, diverse leaders committed to positive working conditions for a diverse workforce.*
- 4) *Empower teachers of color by ensuring curriculum, learning environments, and work environments are inclusive and respectful of all racial and ethnic groups.*

These recommendations may seem straightforward, but the voices of educators shared in this research make it clear how difficult they are to put into practice. Yet, as illustrated in our case studies, *it is possible to do so.*



PART ONE:

WHY ARE TEACHERS OF COLOR LEAVING?

Experiencing an Antagonistic School Culture

Teachers of color report that their fellow educators, leaders, and other staff often perpetuate unfavorable, even antagonistic, school cultures and climates where they do not feel welcome, much less included.

Teachers of color often encounter workplaces where they feel silenced and overlooked for growth and development. This feeling of invisibility can be a consequence of working in a school where there is a negative culture and/or climate, i.e., one where teachers of color say they experience bias, or see no representation of people of color in leadership positions at the school or district level, or perceive a lack of investment in students of color from administration.

One teacher said, *"In my experience, there is some implicit bias when it comes to contributing to ideas. I share ideas and they get shut down, but my White peers share the same idea and it is celebrated and implemented. It discourages me. In the classroom, students also see this bias and tend to respond to White authority."*

As one Black teacher explained, they feel that school administrators do not value their input as much as White teachers, yet they feel they are expected to *"...handle it all. The assumption that we represent or understand all other Black people and students."* This teacher continued with, *"Emotionally, it is harder to see students who look like me struggle, while higher up administrators didn't seem to truly care."*

Such experiences are in direct conflict with the identity of teachers of color and undermine their connection to the school. Instead of their identity being an asset, it serves as a factor pushing them out of the profession.¹¹

Feeling Undervalued

Teachers of color express feeling less valued than White teachers in their schools.

Teachers of color also feel that at the same time they are being marginalized, they are being asked to take on greater responsibilities and roles because they often share (or are perceived to share) similar demographic backgrounds with their students. This echoes findings from previous Ed Trust research in this area. They believe that their administrators underappreciate their work, particularly the additional work they take on. For example, one Black teacher said, *"The cultural funds of knowledge of teachers of color are generally undervalued, and under-leveraged by White administrators or teachers."*

Ultimately, teachers of color express that they navigate a workplace that renders their identity, skills, and contributions to the school invisible. They deal with these experiences every day and have to operate in a space where they don't belong.

To the Point

ULTIMATELY, TEACHERS OF COLOR EXPRESS THAT THEY NAVIGATE A WORKPLACE THAT RENDERS THEIR IDENTITY, SKILLS, AND CONTRIBUTIONS TO THE SCHOOL INVISIBLE.

Being Deprived of Agency and Autonomy

Instead of being uplifted through opportunities for leadership and advancement, teachers of color find themselves deprived of agency and autonomy in their schools.

Teachers of color report feeling disconnected from the curriculum they are assigned to teach and disempowered to approach their pedagogy in a way that is creative and meaningful for their students. Moreover, they are uneasy with being part of an educational system that perpetuates societal inequities. The focus groups also uncovered similar findings to research about teachers of color leaving the field due to a lack of autonomy.¹²

One teacher said, *"I feel like the curriculum and the way we continue to educate our students is not changing and as a result, teachers of color feel trapped in a system. As an individual of color, I often feel as if I am not always able to make the changes I want as I am forced to operate within a system that seems unwilling to change. Furthermore, I also feel policed as an individual of color. I have to appease the dominant culture in regards to the way I communicate with my students, the way I dress, the assignments I choose to implement in the classroom."*

Indeed, teachers of color feel unable to create their own approach to the content or even adjust it so it resonates with the population of students. They are subject to many rules and policies imposed by school and district leaders that discourage creativity and classroom independence. The autonomy teachers of color seek is not just complete freedom to do whatever they want to do in the classroom. Their wishes are more targeted. Teachers of color want to make sure that their students [see themselves](#) represented in the curriculum and in classroom materials. They want the freedom to use more culturally relevant tools to connect with their students at greater depth. One teacher summed it up like this: *"In other words, the freedom to*

teach in our own ways is being taken away from us, and we are expected to teach a certain way that takes away from our individuality."

Navigating Unfavorable Working Conditions

Often the schools in which teachers of color work lack sufficient supports and professional learning opportunities and are lacking in resources.

Teachers of color report that their schools lack structural or resource supports as well as the professional supports they need for continued growth in their career. In one response, a teacher said, *"I think the number one factor in retaining a teacher past five years is support. I think schools need to do a better job of mentoring young teachers, and with respect to teachers of color, pairing them up with other teachers of color would be ideal."*

Another teacher said, *"As a former special education teacher, I left the classroom partly because of the lack of support provided for educators. While I was also pursuing other ambitions, the inequity of resources made it easier for me to make up my mind. Teachers of color need appropriate specific resources to deal with issues we may face: lack of opportunities for vertical growth, personal poverty, and mental health."*

Teachers of color, therefore, face a lack of resources or supports on two levels. Not only are they generally teaching in schools and areas that are traditionally under-resourced,¹³ they are also asked to take on additional responsibilities without having access to the resources they need to meet those responsibilities.

Bearing the High Cost of Being a Teacher of Color

Teachers of color experience relatively higher costs of their profession when compared with others. These costs can be psychological and financial.

The last theme that emerged from the focus groups is about how teachers of color perceive their choice of profession to come with burdens that White teachers may not experience. These include family situations, societal and cultural inequities, and higher expectations. For example, one teacher said, *"Teachers of color typically come from families that do not have financial means to supplement the lack of pay from teaching..."*

Another teacher said, *"The difference in my opinion is generational wealth. [As a new teacher,] I barely made \$35,000 before taxes. This as a first-generation college student was not enough to live on especially while also helping my family, which many people of color have to do. Whereas a lot of my friends who are White pocketed salaried money because they were able to get help from parents."*

But this "burden" isn't merely a financial one. One teacher said: *"Many teachers of color come into the profession with the fact in mind that most of*

the students they are serving identify with them, whether it be through shared experiences or because they too are members of a community of people of color. This puts teachers in a position to become more than just educators to support the students they serve, leading to a burnout at a much faster rate." Teachers of color are often in the minority among school staff. If the professional community is not intentional about honoring and supporting the unique challenges a teacher of color experiences, teachers are left feeling dissatisfied.

Throughout our focus groups, we heard from teachers that their identity as a person of color comes with added responsibilities, or "costs" that they have to contend with and that are powerful factors that may push them out of the profession. In fact, many of the teachers of color who participated in our focus groups said that they had or were considering leaving teaching, creating a sense of urgency to our research and a need for the field to not just learn why teachers of color are leaving, but to surface practices and policies that create the kinds of schools and districts that don't just welcome teachers of color but nurture them.

More resources on the "high cost of being a teacher of color" :

Our Stories, Our Struggles, Our Strengths

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Feb 14, 2018 by Ashley Griffin

Perspectives and Reflections From Latino Teachers

America is experiencing a diverse, cultural shift and the teaching workforce is lagging behind. While Latino students make up 16 percent of the U.S. student population, and that percentage is growing rapidly, just 8 percent of the nation's teachers are Latino. And although greater numbers of Latino teachers are entering the classroom, they, like other teachers of color, are leaving the profession at higher rates than their White counterparts.

Our Stories, Our Struggles, Our Strengths explores the challenges of Latino teachers, who are:



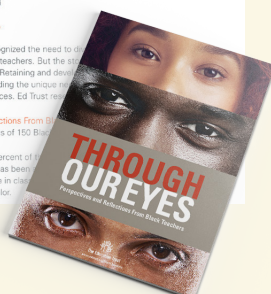
Through Our Eyes: Perspectives and Reflections From Black Teachers

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Nov 3, 2015 by Ashley Griffin and Hillary Tackie

Federal, state, and district leaders have recognized the need to diversify the teaching workforce. But the reality is that many are already working to recruit diverse teachers. But the reality is that many are already working to recruit diverse teachers. But the reality is that many are already working to recruit diverse teachers. But the reality is that many are already working to recruit diverse teachers.

Through Our Eyes: Perspectives and Reflections From Black Teachers is a collection of essays by Black teachers that explores the challenges Black teachers face in the classroom and the impact of these challenges on their teaching practice.



The invisible tax on teachers of color



Mount Vernon Woods Elementary School kindergarten teacher Cynthia Walker guides her future charges during the orientation for incoming students and their families on May 3, 2015. (Tim Nigam/Fairfax County Times)

By John King
May 15, 2016

PART TWO:

**HOW CAN WE GET
TEACHERS OF
COLOR TO STAY?**

Create Culturally Affirming School Environments

Principals working to retain teachers of color in their schools say one of the first things they do is address the culture of the school. They want to ensure that their vision for the school aligns with teachers' personal values and beliefs. Largely, teachers are motivated by seeing their students succeed and grow, both in and out of the classroom. And this seems especially true for the teachers of color we spoke with. A focus on students, what students need, and students' connection to the community and society at large resonate deeply with teachers of color.

To retain teachers of color, leaders tap into teachers' desires to impact students beyond test scores. Some of the most effective principals know it takes more than a high GPA and a top score on a standardized test to be a successful adult, so they focus on the whole child. They also understand that teachers of color want to impact students' social and emotional learning and help develop students into change agents in their communities once they leave school.

One participant expressed, *"And there's just that, like, common ground where I feel like everyone is here to change life trajectories, not just to get the scores, not just to do this, but to make sure our kids are academically, socially, emotionally, and behaviorally sound and productive human beings in life, and not just a 29 on the ACT."*

One of the principals we talked to said his goal is for students to develop a sense of duty to the community. He said, *"What we're promoting is that you leave [this school] and serve in your community. If you decide to move to Idaho, great. But if you stay in [this community], we expect you to lead and serve. Whatever it is, that you have the idea 'I lift as I climb.'"* The sense of community and investment in students keeps teachers of color in the school because it

matches their personal investment in their students.

Teachers of color also have a keen understanding of what students of color will face after graduation, and they want them to be fully prepared. In addition to emphasizing strong content knowledge and commitment to the community, teachers of color value schools that are structured so that students graduate with a strong racial identity. One principal said, *"Positive racial identity has to be an important part of how we approach the work. Like how are students looking at themselves, when we look at all the studies of the negative imagery that they're going to get and how they're being told, this is who you are, these are the constructs, and all those things. So ... what are all the things that we can do to just help them develop a positive racial identity, because we felt like that was one of the best things to undergird whatever it is that they want to do in life."* Teachers cannot build a strong racial identity in their students if they don't have one themselves. So, working in an environment where expressing one's racial identity is important helps retain teachers of color.

Working in a culturally affirming environment also gives teachers of color the opportunity to connect course content to real-life issues happening in the community or across the country. In one example, a teacher spoke about facilitating conversations about the water crisis in Flint, Michigan, and tying it to the advocacy that students can have in their own community. This teacher said, *"So how do we take this moment and make it impactful and really bring it to our students? So, it could be something as small as organizing a water drive and seeing a truck full of water [and having the conversation about what's happening in Flint, MI], because... these things happen in Black neighborhoods. And if it could happen there, it could happen here."*

To the Point

ULTIMATELY, WE FOUND THAT ONE OF THE MOST IMPORTANT FACTORS TO RETAINING TEACHERS OF COLOR IS TO CREATE AN ENVIRONMENT THAT IS INTENSELY FOCUSED ON THE BEST INTERESTS OF STUDENTS.

Discussing real-life issues with students gives teachers of color the chance to express their own passions and commitments. And teaching courses on issues related to the lived experiences of underserved communities allows teachers to have an even deeper investment in the type of learning happening in the school. One principal who saw the need for a course on social justice in his school said, *"Kids deserve to be able to take a course, because we know what they're going to be bombarded with outside of the school walls. ... We know what they're going to have to consume in the air about their self-worth and their identity. And so, anything we can do to kind of help with a shield and tools to navigate society, we're going to do that."* These examples show how a commitment to the holistic development of students creates an atmosphere that supports teacher of color retention.

While it's important to demonstrate a commitment to students of color and their success outside of school, it is also important for a school's overall values to align with those of their teachers of color. In our conversation with leaders and teachers, we found that teachers of color stay in schools that have a commitment to equity, social justice, and the dismantling of racism — issues that are not necessarily widely discussed or taught in many public schools. The commitment to these values starts with the school leaders.

Principals noted that the school leader has to be aware of what mindset they bring to the table, because it trickles down to teachers and students. The school culture has to be one where staff truly believe in the

promise of students of color. And that starts with the principal. One principal said, *"I would advise leaders to be really aware of their language and realize that you are messaging constantly, and if you really haven't changed your mind about what you think is possible for Black and Brown kids, your teachers will tell."*

Principals also create a space where they feel comfortable engaging all staff, regardless of race, in discussions about how racism and systemic oppression show up in language choices. One principal described a conversation he had with a White teacher: *"So I had a teacher that was consistently describing interactions with students who he struggled with as aggressive moments, and so we were able to talk to him about the language and the word choice that he was using. 'Are you using the word "aggressive" because it's a Black boy in front of you?' ... It was something he wasn't even aware of, so just making it more in the forefront of a lot of our White teachers' minds and their language, which then makes the community more inclusive for everybody."*

The commitment to equity and justice for students is established by more than just informal conversations. Part of the school's culture is set by staff intentionally using professional development sessions to have uncomfortable conversations about race, social justice, and navigating bias. One principal said, *"We really are focused on having weekly professional learning community opportunities for teachers to get together and to improve their craft and to talk about instruction and having space in that area to talk about social justice issues, to talk about cultural relevancy,*

to examine even [as] educators of color . . . our own biases and to address that." In one of the schools we visited, the principal implemented a formal way to have these conversations by creating "cultural proficiency seminars."

These seminars are mandatory and occur weekly in 45-minute sessions. The teachers have candid conversations about race and bias in their school and have the space to work through discomfort in a safe environment.

Ultimately, we found that one of the most important factors to retaining teachers of color is to create an environment that is intensely focused on the

best interests of students, i.e., their academic, social, emotional, and professional growth. It also helps if teachers' values align with those of the administration and the school overall. One administrative team member said, *"So for me, being a Black woman stepping into that [dean of discipline] role and realizing that on a weekly basis I was suspending so many of my Black boys for things that I thought deserved a conversation. I was fortunate enough to be in an environment with [a principal], where I could say, 'Hey, I get that this may be [the code of conduct], but this is something that we need to change, that would be best for our boys.'"*



Affirm Teachers' Humanity and Racial Identity

The principals in our case studies are deliberate about creating a space for their teachers to be their authentic selves, meaning teachers have the freedom to be themselves both as individuals and as people of color. Just like students, teachers often are expected to leave “who they are” at the door of the school. They are expected to be just a teacher, devoid of all of the things that make them who they are. However, we talked with principals who celebrated teachers’ humanity and racial identity. One said, *“I’ve met so many people over the past 25 years who don’t feel like they can be — we didn’t call it ‘authentic self’ before. It was just like ‘be you, be yourself.’”*

For teachers of color, finding comfort in being one’s authentic self comes partly from having administrators of color. The same way that students of color benefit from teachers of color, our participants noted the value of administrators of color. One teacher said, *“I think it’s hard, at times, in education, where you find that it’s predominantly White, and the majority of supervisors are White. I think that there are times that you don’t feel as safe or you don’t feel heard.”*

In our conversations, we also heard from teachers who felt they can be “unapologetically Black” or were proud to work at a school that celebrates their racial identity. When discussing why she stays, one teacher said, *“And so that is what I think keeps me and the students engaged in the school because you, again, can be Black authentically every day, and to celebrate it in every type of way — in the classrooms, with teachers, with the content we’re teaching every day, and also with the celebrations we have as well, all for the culture and totally all-out Black.”*

In practice, affirming racial identity can look a number of different ways. But in our case studies, we found two distinct ways in which principals do this, i.e., by creating environments where teachers feel comfortable to express themselves both in the way they dress and the way they wear their hair.

Teachers have the freedom to be themselves because they can wear clothing that affirms their culture. One teacher said, *“Because you have a culture, an environment that invites that welcomes that, and doesn’t shun that. And again, I can only think of my experiences. I’ve been in places where I couldn’t even wear a T-shirt that says ‘I’m Black and I’m Proud’ because I knew I was going to get a call that said, ‘Someone is uncomfortable with that T-shirt.’”*

Another said, *“I had an Issa Rae shirt on: ‘I’m Rooting for Everybody Black.’ And I know in other spaces, I probably wouldn’t be able to wear that without someone saying something.”*

And another said, *“So I went out and got shirts, because I’m like, I could wear it and so now it was a thing of, like, let me go get these shirts. You know what I mean? And it’s actually funny because when I wear it outside, my Black excellence shirts, and all these other kids and people were reading it. So it’s like, where can you go and feel comfortable doing it?”*

In one school, wearing clothing that is culturally affirming takes the form of a building-wide initiative called “Woke Wednesdays,” where teachers and students demonstrate their commitment to consciousness and social justice by wearing certain shirts, all black, or other types of clothing to demonstrate solidarity.



Teachers and leaders also talked about hair as an example of racial identity affirmation. For Black people especially, hair is often a topic of conflict and stress. For years, they have had to alter their hairstyles and texture to assimilate into the culture of corporate America — short close-cropped hair for men and straight hair for women. Moreover, Black women, especially, have struggled to adhere to Eurocentric beauty standards that deem long, straight hair as the ideal. More recently, however, Black people are wearing their hair in its natural state and in styles that allow them to express their culture. And in the schools we visited, teachers and leaders feel comfortable to wear their hair in ways that align with their identity. For example, one leader was in the process of transitioning her hair into dreadlocks, and she felt comfortable to be herself through the process instead of hiding her hair under a wig. She said,

"Yeah. It means that I can be in the process of trying to lock my hair and look crazy right now and it's OK."

Teachers also feel free to engage with their students around issues of Black hair. Teachers of color feel validated in knowing that they can be there for their students when they have their own issues with their hair. One teacher expressed, *"It means that we now have young ladies who have cut off their hair and who are going natural, and we make sure that they know that they are absolutely beautiful when they do so."* Another expressed, *"I guess a smaller thing would be, a lot of times now I get students that come to me regarding their hair, like, 'Oh, can you fix my hair for me?' or whatever. Whereas when I worked in other schools where there were White teachers, they would look at them and, you know, like, 'I don't know what to do with her hair.'"*

Support, Empower, and Invest in Teachers

In a profession where people of color often feel the weight of racist and oppressive school and district policies daily, school leaders who want to retain teachers of color see it as their responsibility to be a support system for teachers of color. This means securing resources for teacher growth, such as professional development (PD) opportunities. It also means assessing teachers' needs and developing sessions that reflect them. One principal revised the entire PD plan for the school to address the needs that teachers expressed over the course of the year. He said, *"So, once we saw that those were trends, we sat down and scrapped everything that we planned on doing for a summer PD and then scrapped what professional development for the entire school year would look like, to make sure that we're feeding our staff and we're giving them what they want. I think that goes a long way in showing them that your feedback is actually valued, taken into consideration, and then implemented. And they've seen it immediately, and I think that's crucial."* Hearing what the teachers want for PD and reacting shows them that the administration is invested in their growth.

School leaders also show their investment by encouraging and supporting teachers to go to conferences that resonate with them as people of color. For example, teachers of color in multiple schools we visited were interested in attending the Black Male Educators' Convening in Philadelphia; so, principals across those schools sent groups of their teachers to that conference. We heard other instances of principals supporting teachers' continuous growth: *"There's a National Council of Teachers of Mathematics. Do you want to go? So you should go. We will pay for you to go."* Being intentional around professional development meant principals prioritized items in their budget. One principal said, *"I keep a*

certain amount of the budget aside for conferences. You can go to a conference. I realize that professional development opportunities in the district are very slim, but ASCD may be a great conference."

Lastly, teachers recognize how important opportunities for growth are and appreciate them. Professional development experiences help them to remain in the profession. *"One of the things I appreciate is that there's always room for growth. I think that my school has done a good job of providing those opportunities for growth."*

As principals prioritize professional development, they also have to be deliberate about how they spend scheduled time for in-school sessions. Time for PD should be for more than just curricula and classroom management. The school leaders we talked to also saw a need to address issues that relate to race, teacher-student relationships, and social justice. For example, those leaders facilitated intentional conversations about bias, racism, and relationships among all of their staff to support their development. One principal said, *"Well, in the district, three years ago, maybe longer, we switched to... having intentional PDs to develop our staff and to open up conversations that needed to be opened up and help a lot of staff learn how to have those conversations, but also to get people to reflect on their own self and then think about themselves as an educator and think about our school."* We learned that these meetings function as a way for ALL teachers to reflect on their own lives and explore how race, equity, and justice play a role in their teaching. These meetings and PD sessions happen regularly, and while they improve teachers' craft they also help break down barriers among staff to create a safe and welcoming community for all teachers.

Addressing the causes of bias and racism in the school building gives teachers of color a space to be themselves, but also to have White teachers as

To the Point

THE SPACE TO TAKE INITIATIVE AND ADVOCATE ON STUDENTS' BEHALF DEEPENS A TEACHER'S INVESTMENT IN THE SCHOOL AND MAKES IT MORE LIKELY A TEACHER WILL STAY.

partners in the fight for equity and justice for their students. One principal explained, *"But there's a difference between me correcting you when you say something that's offensive because ... I hear it and I know what you're saying, and me sitting you down and saying, 'Look, let's just talk about what it means to have biases and to understand that as humans, whatever neighborhood and area you're raised in, certain things you may have to overcome and work through. And in order to overcome and work through them, you have to face them head on.'"*

Perhaps most important to empowering teachers of color is to build their confidence and capacity to do their best work for the students. According to one principal, his main responsibility is to *"try to remove barriers so that you can run faster, be more effective, be more efficient."* One of the first ways school leaders empower their teachers is by encouraging them to advocate for their students. Teachers are the closest to students, so they see the effect of school and district policies on students, first hand. The space to take initiative and advocate on students' behalf deepens a teacher's investment in the school and makes it more likely a teacher will stay.

Teachers also are empowered by being able to assume leadership roles in the school where they see a need.

This doesn't mean that teachers self-assign titles. But it does mean that principals do not feel the need to exert control over all aspects of the school, and that they embrace distributive leadership models. This is what we saw in our participating schools. One principal said, *"There are so many principals that I know who have egos. They want kids to stay in their places. They want teachers to stay in their place. And for us, it's the exact opposite. You know, we want you to stay in a place that you build, that you create. Your place is how you envision your place."*

Teachers of color benefit directly from this kind of philosophy because they have the space to approach administration and call out issues with the school and advocate for change. One teacher spoke about how he and his colleagues *"have the freedom to really approach any of our vice principals and discuss something that we have a problem with, especially when it comes to teaching our students, because we know our students, we know our families, and we bring our data or our argument to the table. And it's really, it's nothing where, OK, you've got to fill out this form and do this, that, and the other. It's like an open-door policy in the administrative office here."* Here, even if teachers of color don't have a leadership title, they are again more connected to the school and invested in the school's success.



Lastly, teacher autonomy in the classroom is paramount. School leaders who are intentional about retaining teachers of color allow teachers to use their discretion in how they teach their classes (materials, projects, course content). One principal said that they've *"been very deliberate and focused on trying and allowing teachers to be very creative in how they teach. One of the things we say all the time is 'We do school different here.' So, we have textbooks, and we have all the materials. But then a teacher will say, 'I really want to teach from The Hate U Give. I read it; it's a great book.' Bought 30 copies. We bought Pushout. We actually bought Pushout to be a book that we would read together, the staff, but one teacher really took to it. So, he uses it with his class."*

Teachers we spoke to recognized this effort from their principals, saying they could go to their principals and get materials ordered for their classes without using their own money. In an environment where classroom materials can be attached to controversial political debates, teachers of color appreciate having leaders that will invest in materials that are relevant to their students' lives. A teacher expressed, *"if you can come to your leader and say, 'Listen, I need this book,' and she goes, 'Okay, what is it? Got it,' and she knows it's a book that's going to awaken our kids — it's a scary thing to go to an administrator and you ask them a question and they tell you no, and it's something that you really want."*

Mentor Teachers of Color and Build a Schoolwide Family

Successfully empowering teachers and meeting their needs through professional development does not happen without a commitment to fostering strong relationships between teachers, students, and administrators. When we talk about school climate and culture, it is clear that what is important for students is also important for teachers. In order for teachers of color to feel safe and like they belong, they have to build a strong relationship with the people they interact with daily. Building those relationships fosters trust. And in our case studies, we found that to be true. Principals realized that relationships are extremely important for teachers of color and building a family atmosphere among staff is foundational to retaining teachers of color. Principals noted that they've *"been very deliberate in finding opportunities to really build relationships amongst the staff. ... I tell them all the time, 'You're going to have hard days, and there are going to be days when the children wear you out. And the only reason why you come to school is because you know your colleagues need you. So, let's do those team-building activities.'"*

Several teachers talked about the importance of a family-like culture. One teacher said, *"A lot of us are friends outside of school, hang with each other, do things outside of school. So just that family connection that I have here is truly important to me."* Another teacher said, *"I know, for me, the reason why I've been here so long is because of the family here at [this school]."* And another teacher said, *"We've done some off-site PDs, some just fun escape kind of things, just to try to build up a sense of community so that when you're having those hard moments and you just don't think you can anymore, someone is there that says,*

To the Point

IN AN ENVIRONMENT WHERE CLASSROOM MATERIALS CAN BE ATTACHED TO CONTROVERSIAL POLITICAL DEBATES, TEACHERS OF COLOR APPRECIATE HAVING LEADERS THAT WILL INVEST IN MATERIALS THAT ARE RELEVANT TO THEIR STUDENTS' LIVES.

'We still can and we still need to.'

Administrators build relationships with their staff by being responsive, transparent, and communicating effectively. One principal talked about intentionally scheduling time with his staff to talk and build a rapport. He said, *"Like [teacher] and I, when school is over we're getting coffee. As soon as Ramadan's over, we're just going to go get coffee. No agenda. You're one of the leaders in this building, you touch many of the teachers, you are a pillar of the retention... Let's connect, you know?"*

We also recognized that teachers see themselves in the students and their parents. And teachers of color can see the commitment to people who look like them in how the school accommodates students and families of color. For the principals we spoke with, it was paramount for all teachers and staff to welcome all people and treat everyone entering in the building with respect. How you view or treat students shows what you think about people who look like them. One example, though it did not come up in this study, is whether or not leaders in schools with large populations of English learners commit to providing translators for families when welcoming parents into the building. Without providing families and students of color with what they need, how can the school support teachers of color?

There are benefits to creating a familial school culture, but there are potential pitfalls too. One principal remarked, *"Because we can be a dysfunctional family that often has led to complacency and comfortability ... And so it then becomes a blurry line of, this being a safe space for you, true, but this is also your job. This is also a learning environment. At the end of day, this is a business too, and you need to behave as such."*

There has to be lines drawn where people can be comfortable to be themselves and free to interact with one another but still be professional. As one principal said, *"I spoke to the whole professional aspect, the familial aspect, and how I have to really help people to understand professionalism."*

Building strong relationships creates many formal and informal mentorship opportunities for teachers. Informally, when teachers feel a familial bond with a colleague, they feel comfortable enough to go them and talk through issues they are having. Teachers talked about the importance of having that opportunity to talk to more veteran teachers. One teacher said, *"When you're coming in and you're new, you're dealing with a lot of things. And just someone you can just go to, not just when it deals with the academic part, but just even like if you're having a bad day."*

And the issues teachers face may not be solely in the classroom. For someone who is new to an area,

it may be important just to know where to get the best food, go to church, or find a good hair stylist or barber. *"Where do you go and get a fairly decent lunch? If you don't have someone to tell you, the hospital is probably the best place to go, into their cafeteria, because all of the pizza places aren't the greatest. So, things like that help make life easier. And so, we're going to work on how to pair people up next year with somebody who's been in the building and kind of knows those things to kind of help out."*

This point is especially important in schools and districts where there are fewer teachers of color. These teachers will need many more opportunities to engage with teachers who look like them, teach similar content, and who have probably experienced some of the same struggles (feeling undervalued, antagonistic work culture, lack of autonomy) that a novice teacher will go through over the course of their career. One teacher responded, *"I've been there, when I've been the only person of color. I'm originally from the state of Oklahoma, so there's a lot of opportunities for me to be the only person of color, whether it's in class, whether it's at the job. So, it's intentional for me to say, 'Let me help you navigate these spaces.'"*

Formally, the principals at these schools have found a number of ways to incorporate mentorship into

teachers' jobs. The mentoring serves to acclimate teachers to the school culture as well as offer strategies to help them navigate the profession. There were a number of examples where leaders and teachers spoke about mentorship opportunities for new teachers and how they impacted teachers of color. *"We do something, leader to leader, for our new staff that comes in: They're assigned someone, a veteran teacher in the building, so this person can serve as a resource."* In another instance, the mentorship opportunity was part of the new hire onboarding: *"We did two and a half days onboarding with the new teachers. That's when they came in, we kind of gave them a feel for what the culture was."*

Lastly, it's important to note that it's not enough to simply pair novice teachers with veteran teachers — those pairings have to be done thoughtfully. For example, partnering teachers based on shared content areas can help with issues relevant to what happens inside the classroom. But those aren't the only issues with which teachers of color struggle. When teachers experience bias, stereotyping, and racism, it requires a partner teacher who can help with those problems because they have experienced them first hand. Principals we talked to recognized this: *"We are strategic about picking who that veteran staff member is that is assigned to that person, and we actually have a system where they are required to do a certain*

To the Point

DISTRICTS CANNOT PLACE TEACHERS OF COLOR ON AN ISLAND, LEFT TO NAVIGATE THE WORKFORCE WITHOUT COLLEAGUES WHO HAVE SIMILAR EXPERIENCES AND BACKGROUNDS.

number of check-ins.”

Have a District Priority Related to Retaining Teachers of Color

In order to make lasting change, we found that the district has to make retaining teachers of color a priority. One issue is compensation. Although it is not exclusively an issue for teachers of color, having flexibility in compensation came across in our conversations about retaining teachers of color. Another issue is being intentional about where teachers are placed.

To improve compensation transparency issues, one charter network leader talked about making the compensation matrix publicly available so teachers can see exactly how much pay they will receive for various activities. For responsibilities like coaching or after-school coordination, teachers know exactly what kind of compensation is attached to the activity. She said, *“We actually will share with people — and when I say people I mean the entire organization — here’s the grid of, if you want to be an after-school program leader, here’s how much you’ll make an hour.”*

The commitment of teachers of color to their students stretches beyond the classroom walls, but their pay typically doesn’t reflect all of the work they do for their students. That invisible tax, the extra work and burdens teachers of color take on, should not be just a part of the daily grind of the profession; it needs to be monetized and compensated. In one school, we found that the principal used a creative way of compensating teachers for going above and beyond the call of duty. The principal said, *“Because we believe it’s a skill. It’s not just magic. There’s a particular skill that you bring to the table. I’m acknowledging this skill set that you have. So, I see you, and I want to compensate you for your work.”*

This attention and approach to compensation is particularly important because teachers of color tend to have to take on a lot more financially than others would.¹⁴ Our case studies mirrored what teachers said in the focus groups. As one principal expressed, *“Because I think in our community, like we are ... responsible for more than just ourselves, right? So, I have my salary. I’m a second-, third-year teacher. I’m responsible for grandma. I may be responsible for sister. I may have to help out younger siblings. I want to give things to my students.” ... “And when you look at all the studies of Black and Brown folks tend to be one step away from falling behind and being in poverty all over again. It’s not different [for teachers].”* Critically, the principal understands this, and the district affords him the autonomy in his school budget to make these kinds of flexible compensation decisions for his teachers.

The other thing that the district can do is to intentionally recruit teachers of color and make sure they are not the lone teacher of color in a school. Past research highlights the challenging experiences of isolation for teachers of color who are the only person of color on staff.¹⁵ Districts cannot place teachers of color on an island, left to navigate the workforce without colleagues who have similar experiences and backgrounds. It’s simple: Teachers of color need people who look like them. As one teacher said, *“I think about it like a domino effect. Black teachers often need other Black teachers. If Black teachers at my school are leaving, I’m less anchored to that spot.”*

Districts have to honor the fact that schooling cannot be separated from the larger context of history and its impact on people of color today. Placing cohorts of teachers of color together in schools can be a beginning step in setting up an environment where they feel welcomed and accepted for who they are, especially in schools where they may be few in number. Intentionality is the best word to sum this up. One principal said, *“I think just really being intentional... and like saying this is a priority, and so when we’re looking to fill positions, like I’m going to look at the best candidates. And I’m going to push our HR department to find me teachers of color.”*



4 THINGS THAT SCHOOL, DISTRICT, AND STATE LEADERS CAN DO TO RETAIN TEACHERS OF COLOR

School, district, and state leaders can disrupt toxic and repressive systems and replace them with welcoming, empowering, and racially affirming spaces for teachers of color. It may not be easy, but it can be done. Here are four recommended actions that state, district, and/or school leaders can take to improve the retention of teachers of color.

1)

Value teachers of color by providing loan forgiveness, service scholarships, loan repayment incentives, and relocation incentives for teachers coming into the field. Compensation is important for all teachers, and it is not just relegated to teacher pay. The research shows teachers of color take on more responsibilities inside and outside of the classroom that often go unrecognized. Therefore, school districts should provide additional financial compensation for expanded duties and responsibilities (e.g., mentorship, translation, etc.), promotional opportunities, and recognition. This would ease the financial burden that teachers of color face as they navigate the profession.

2)

Collect and disaggregate data (by race/ethnicity) on teacher recruitment, hiring, and retention. Data should be publicly available and user-friendly. Not only will this data reveal shortages in demographics, but it will also identify areas with greatest potential to transform school climates. School climate and exit interview data should also be collected and disaggregated to fully explore teachers' experiences in schools with support and professional development. There is no way of knowing the perceptions of teachers without asking them about their experiences. With this data, leaders should identify and rectify racial bias in interactions among educators through professional development and ongoing training in cultural competence, racial equity, and unconscious bias. Surveys of teachers should also examine their experiences with race and racism, which would improve school teaching conditions that play a role in the retention of teachers of color.

3)

Invest in the recruitment, preparation, and development of strong, diverse leaders committed to positive working conditions for a diverse workforce. Committed and invested leaders are a key component to diversifying the teacher workforce. This means leaders at all levels must reflect on one's understanding of race and racism and engage with how race influences their work. Without an understanding of how racism and systemic oppression play a role in the schooling institution, it's impossible to address the needs of teachers of color. This starts with creating a school culture that nurtures, welcomes, and makes teachers of color feel like they belong. It also means creating the space for teachers of color to be their authentic selves both as human beings and as people of color. Affirming their cultures in the school will also allow teachers of color to build strong, positive relationships with other teachers, their students, and administrators.

4)

Empower teachers of color by ensuring curriculum, and learning and work environments are inclusive and respectful of all racial ethnic groups. This means giving teachers the autonomy to tailor their instructional practices and curricula and make them relevant to the students they serve. It is equally important for district and school leaders to eliminate racial barriers to leadership opportunities, including serving on district advisory committees, teaching advanced courses, and mentoring new teachers. Professional learning and development opportunities should be focused explicitly on issues of equity, inclusion, and anti-racism. Leaders can create support networks for teachers of color that provide mentorship, camaraderie, and professional development. Finally, leaders should create a space for teachers to advocate for themselves and their students. By routinely seeking formal and informal opportunities to check in with their teachers about what's working and what's not, leaders can ensure every person in the building feels like they belong and can thrive.

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