

# Report on Section 48 of the Student Success Act

## Diversifying the Educator Workforce

December 2019



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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.<sup>1</sup>

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.<sup>2</sup> These initiatives also tend to function as a solitary mechanism rather

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

<sup>2</sup> 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.<sup>3</sup> 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.

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.<sup>4</sup> 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

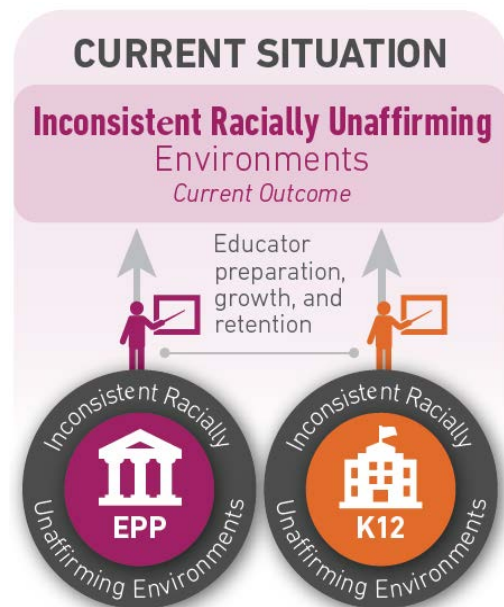


Figure 1.

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

<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup> 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."<sup>8</sup> Networked and sustained professional learning on race, equity and culturally sustaining pedagogy for effective leadership can improve

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

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

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

<sup>8</sup> 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.<sup>9</sup> 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

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<sup>9</sup> 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.<sup>10</sup>

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<sup>10</sup> 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

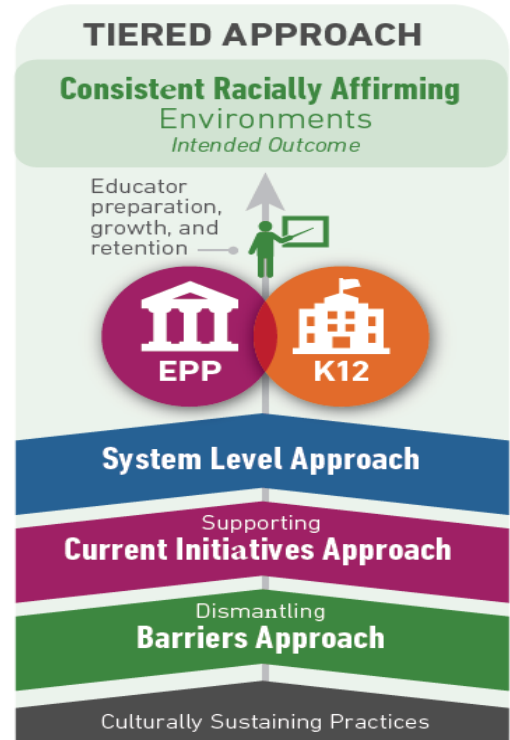


Figure 2.



Figure 3.

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 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

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.<sup>11</sup> 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.

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<sup>11</sup> *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
<ul style="list-style-type: none"> <li>• One of each program type (a) educator preparation program, (b) K12 district, and (c) ESD.</li> <li>• Priority given to K12 districts and schools with high percentages of emerging bilingual students.</li> <li>• Approximately 20 total participants per CoP.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent attendance at site-based, CoP, and mentoring events.</li> <li>• Annual equity assessments for strategic improvement.</li> <li>• Engagement in evaluation, reflection, and strategic planning for professional development and organizational learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Evidence of growth towards cultural and racially affirming environments across and between EPPs, K12, and ESD institutions.</li> </ul>

## 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
<b>Tier 2. Redefine Current Initiatives</b>				
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
<b>Tier 3. Systemic Reform</b>				
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.<sup>12</sup><sup>13</sup> 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.<sup>14</sup> 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.<sup>15</sup> The turnover rate for teachers of color is 18.9%, compared to 15% for White teachers.<sup>16</sup> 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.<sup>17</sup> 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

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<sup>12</sup> 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>

<sup>13</sup> 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>

<sup>14</sup> 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](https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp?current=yes)

<sup>15</sup> 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*.

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

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

experience when compared to their white peers.<sup>18</sup> In addition, school and district leadership can focus on building personal relationships with students of color and Indigenous educators attending EPPs.<sup>19</sup> 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.<sup>20</sup> 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.<sup>21</sup> 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.<sup>22</sup>

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.<sup>23</sup> 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

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<sup>18</sup> 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>

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

<sup>20</sup> 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>

<sup>21</sup> 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>

<sup>22</sup> 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](https://chalkboardproject.org/sites/default/files/TeachOregon_ThreeYear_Mar2017_singl epg.pdf)

<sup>23</sup> 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.<sup>24</sup> Overall, focusing on schools' organizational conditions and learning opportunities will improve the retention of diverse educators.<sup>25</sup>



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<sup>24</sup> 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).

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