



Reflective and responsive reform: Statewide efforts to diversify educator pipeline and practice

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TODAY

- Challenges
- National Efforts
- State Efforts
- Resources
- Discussion



Think about the teachers and leaders at the schools you attended.

Turn to the person next to you and tell them about all the teachers and leaders of color you had throughout school.

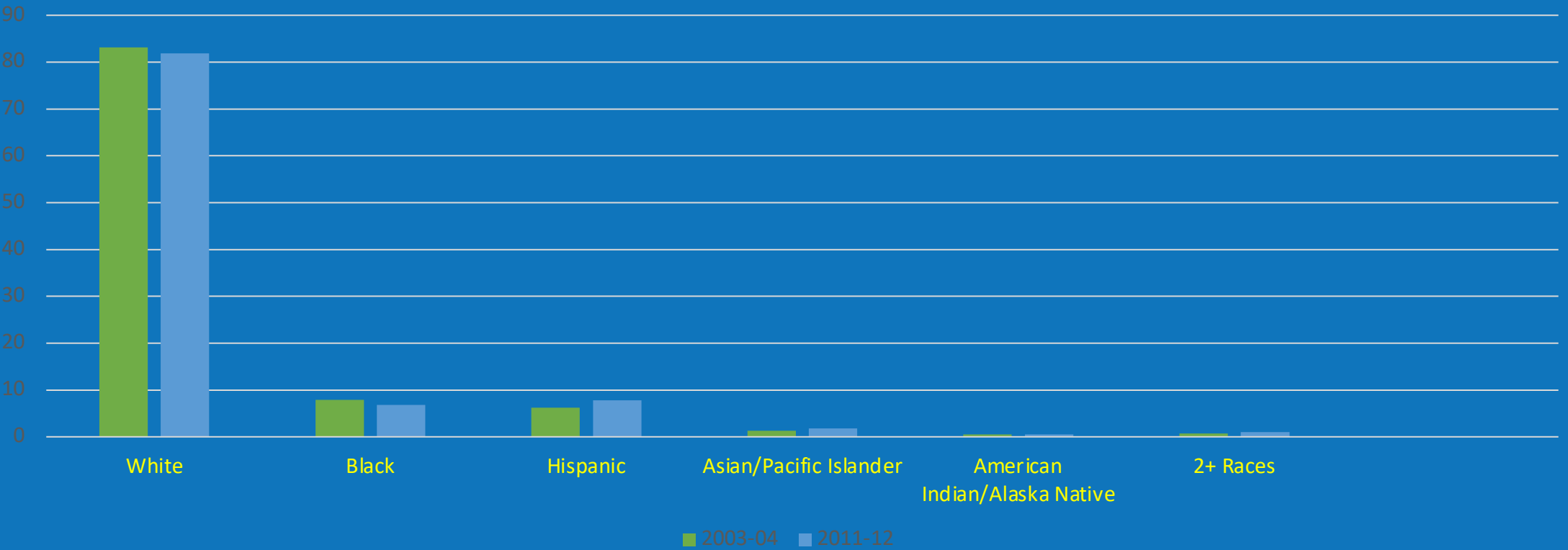
CENTERING THOUGHTS

- Children are indigenous to classrooms
- Willingness to change children, coupled with an unwillingness to change schools
(Shalaby, 2017)



TEACHER POPULATION

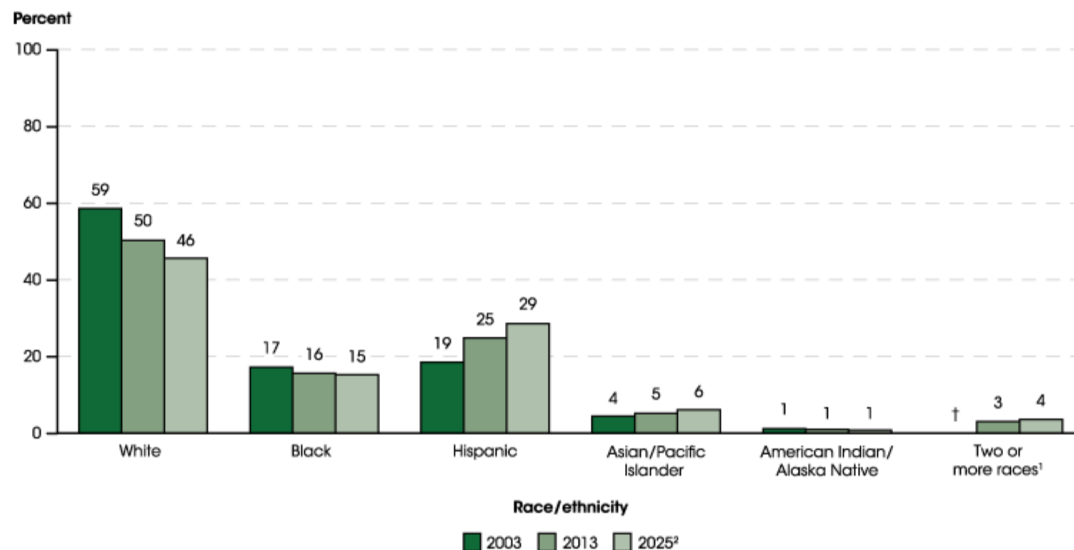
Teacher Race/Ethnicity 2003-04 & 2011-12



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987-88 through 2011-12; "Private School Teacher Data File," 1987-88 through 2011-12; and "Charter School Teacher Data File," 1999-2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015-16. (This table was prepared September 2017.)

STUDENT POPULATION

Figure 6.1. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ ethnicity: Fall 2003, fall 2013, and fall 2025



† Not applicable.

¹ In 2003, data on students of Two or more races were not collected.

² Projected.

NOTE: Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2003–04 and 2013–14; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2025. See *Digest of Education Statistics 2015*, [table 203.50](#).

Discuss with your neighbor:



What are some of the challenges you see to having many diverse students and few diverse teachers?

CHALLENGE: NEED GREATER RACIAL DIVERSITY IN TEACHER WORKFORCE

- All students benefit from being educated by teachers from a variety of different backgrounds, races and ethnic groups,
- Research shows minority students benefit from seeing teachers from their own racial and ethnic group



CHALLENGE:

ENSURE ALL TEACHERS DEMONSTRATE CULTURALLY RESPONSIVE PRACTICE

- Many teachers are inadequately prepared for supporting the learning of diverse students.
- Positive exposure to individuals from a variety of races and ethnic groups, especially in childhood, can help to break stereotypes, grow more comfort with differences, reduce unconscious implicit biases and lead to innovation and greater social-cohesion.

Each student deserves
effective teachers and
leaders



TWO NATIONAL APPROACHES

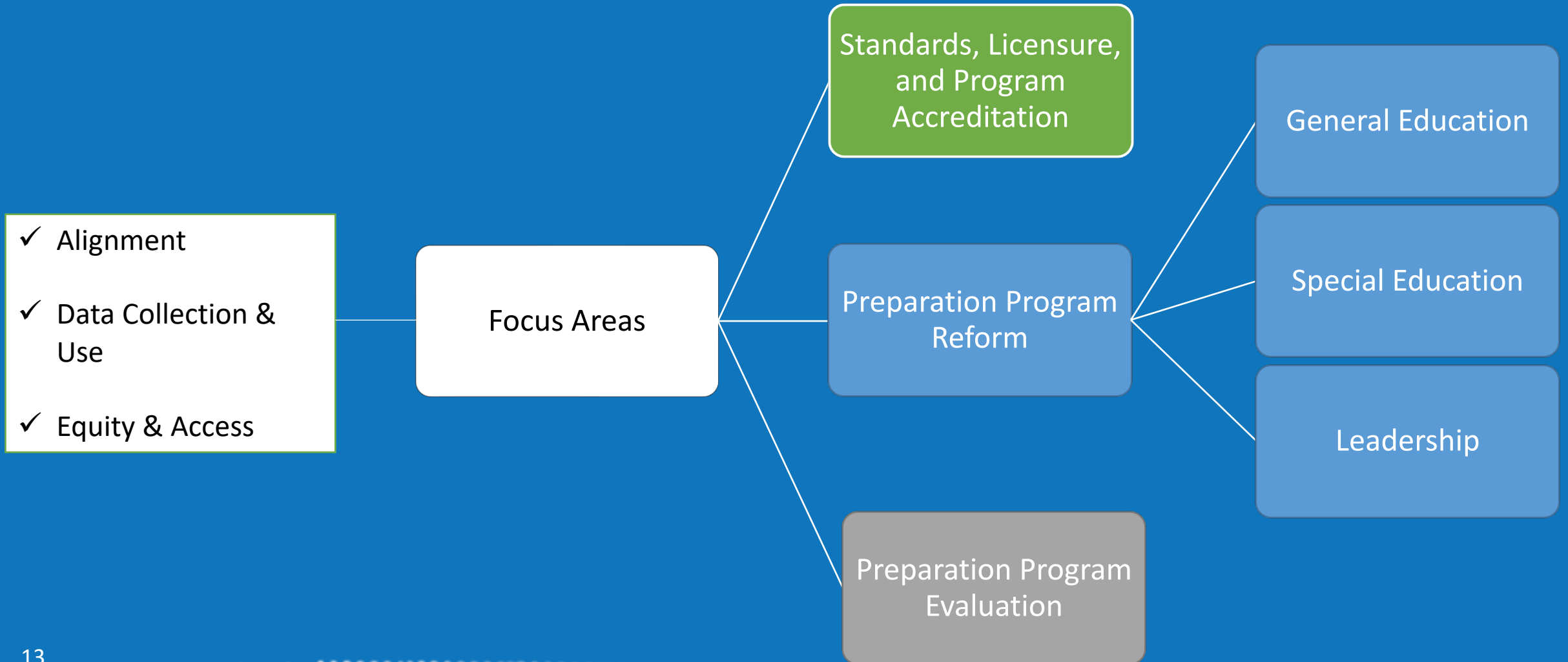
- Collaboration for Effective Educator Development Accountability and Reform -CEEDAR Center
- Diverse and Learner Ready Teacher Initiative- DLRT

COMPREHENSIVE PIPELINE & SYSTEMS APPROACH



DATA

CEEDAR CENTER



CCSSO's Diverse and Learner Ready Initiative

- 9 states, 2 goals:
 - Increase the racial diversity of the teacher workforce to reflect the racial diversity of K12 students
 - Ensure all teachers, regardless of race, demonstrate culturally responsive practice
- State Policy Levers— preservice space
 - Licensure
 - Ed prep program approval
 - Data collection, analysis and reporting

Colorado Approach



Context:

- CDE (2017). Teacher Shortages Across the Nation and Colorado: Similar Issues, Varying Magnitudes;
- A finding: mismatch between the diversity of the overall student population and that of the teacher workforce;
- Teachers not prepared to address the needs of culturally and linguistically diverse students in their instructional practices

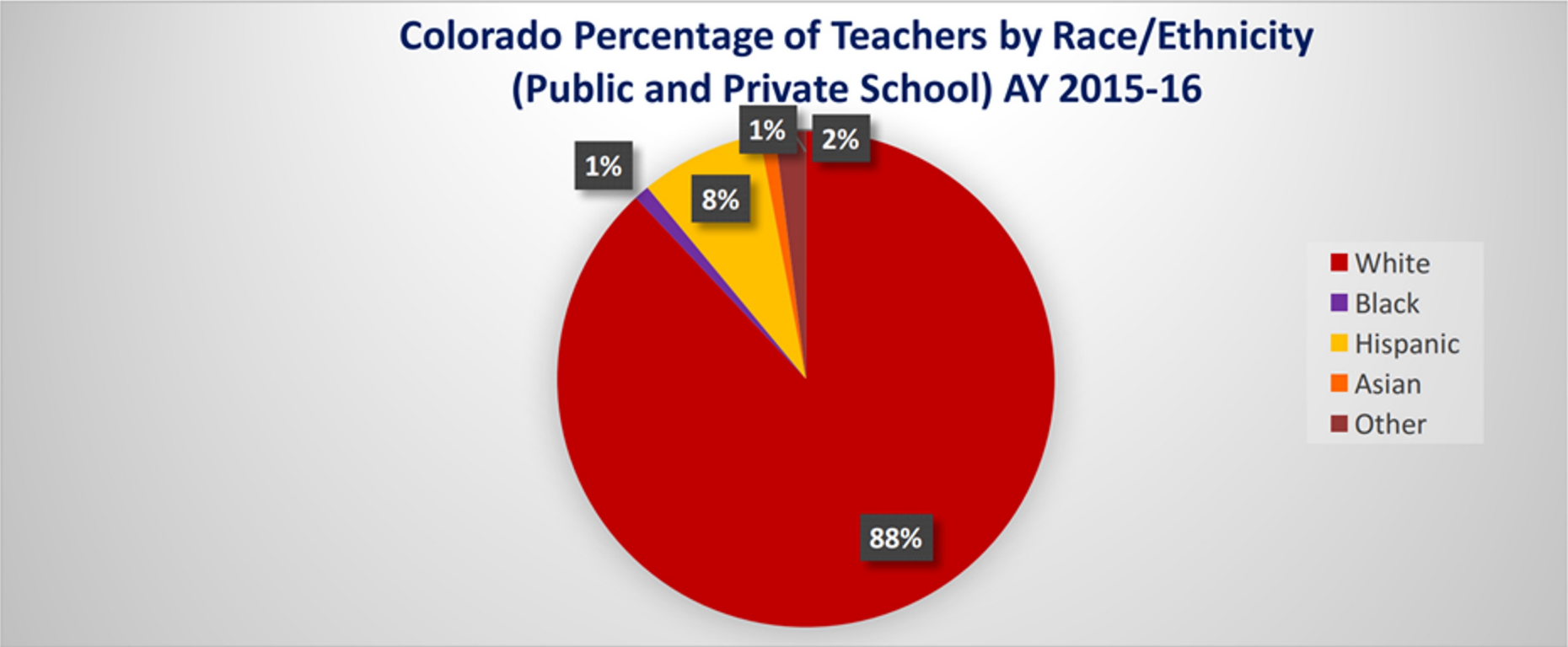


Proportion of minority students in CO: 43%

Proportion of Teachers by Race/Ethnicity: 12% (National: 18%)



Figure 11



Source: Colorado Department of Education, 2016-17 Teachers by Ethnicity/Race and Gender.

CO State Level Effort: DLRT



- Pre DLRT effort: For Colorado Kids: Diversifying the Colorado Educator Pipeline (Educator Pipeline Strategic Implementation Team, Draft 2017)
- CCSSO's DLRT National Initiative has managed to encourage the state to pay specific attention to the challenges, which has led the state to systematically identify minority recruitment strategies employed in a variety of settings that have been proven to be more effective;
- Colorado had been working on encouraging the teaching professionals to be culturally responsive, pressured by the Department of Justice. The DLRT initiative has helped validate and thus further encouraged policy changes that is making tangible impacts.

CO Theory of Action for Goal 1- DLRT



If the State of Colorado creates opportunities for diverse candidates entering the education profession by:

- promoting multiple pathways into education as a career, including early career awareness and grow your own programs;
- developing a statewide Diverse Educator Alliance focused on support for diverse educator candidates and statewide district and EPP-based culturally responsive systems

Then we will elevate the profession and recruit, attract, and retain an increased diverse educator workforce that is highly effective and purposefully reflective of our students population.



- Does your state have similar awareness of and/or eagerness to solve an urgent issue related to diversifying teacher pipeline and practices?
- Are there already grass roots efforts that could leverage support from the state or vice versa?

CO Theory of Action for Goal 2- DLRT



If the State of Colorado promotes culturally relevant and responsive instruction for our diverse population of students by:

- ensuring our pre-service and core content teachers have knowledge, skills, and efficacy around culturally responsive practices; and
- curating and enhancing accessibility of culturally responsive resources and support to our educational leaders.

Then we will increase the number of learner-ready teachers and provide all students access to a meaningful, dynamic educational experience for postsecondary and workforce success.

Progress Being Made:

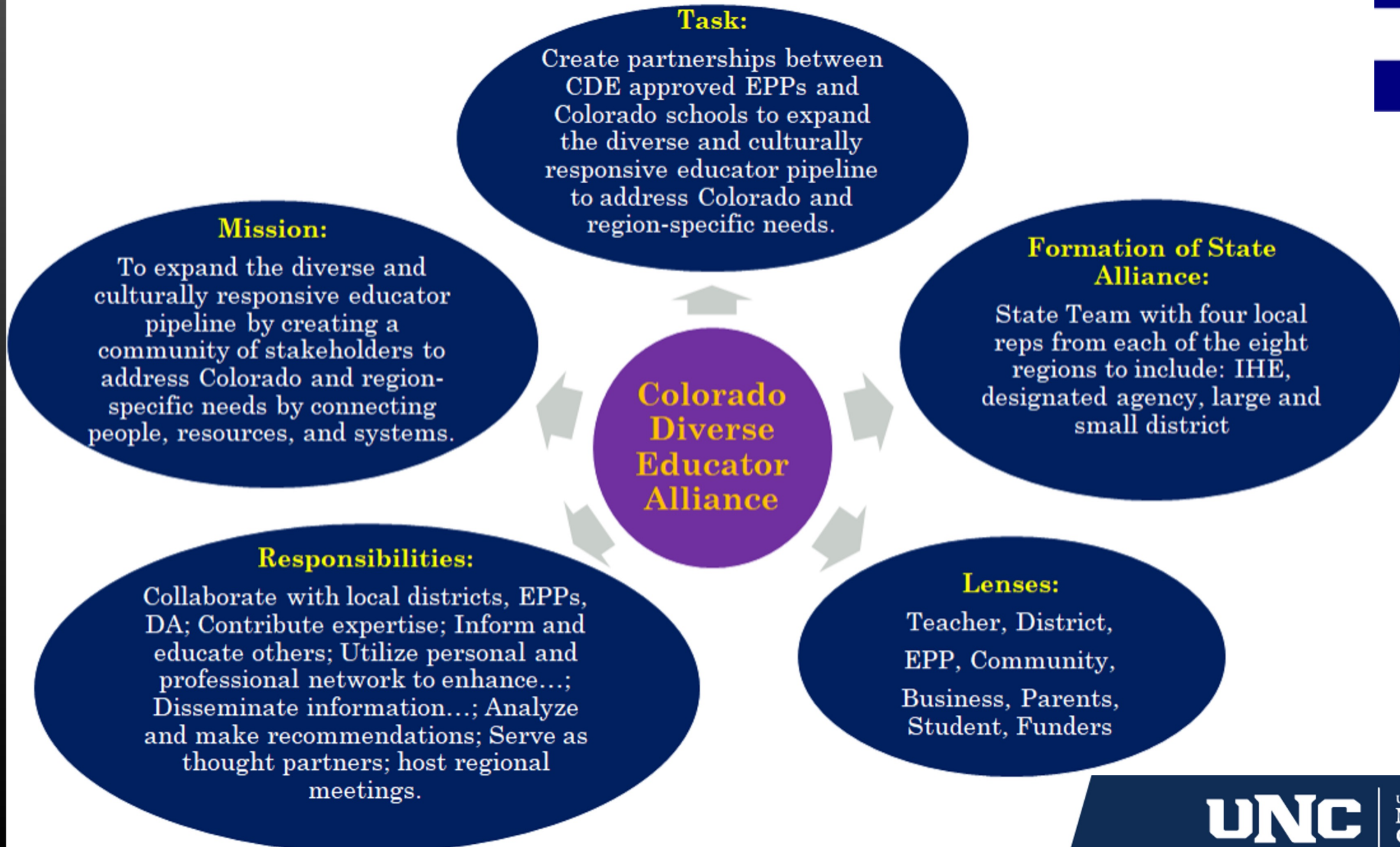


Recruitment of Diverse Teachers

- 2017: For Colorado Kids: Diversifying the Colorado Educator Pipeline (draft)
- 2018: DLRT Colorado Diverse Educator Alliance was formed:
- Work in progress

Cultural Responsiveness in Practice

- Prior to 2018: The internal need of CO student population with external pressure from the DOJ
- 2018: The launch of the English Language Learners Educator Preparation Requirements





- Is there any potential for your state to form a coalition or alliance?
- Who would be the members with the commitment and resources (human, financial, etc.)

Evolving Effort on Diversifying Teaching Force



Focus on Teachers of Colors:

- Not just a recruitment issue: impossible to narrow the gap immediately due to many and various factors;
- Retention plays a crucial role
 - What challenges do teachers of color face once in the teaching profession?
 - What drives teachers of color out of the teaching profession and how we collectively contribute to the practices that result in unsuccessful retention of teachers of colors?
 - How did some teachers of color manage to stay and grow?
- Two convenings are being planned by the CO Diverse Educator Alliance

Effort on Cultural Responsiveness in Practice



Legislation:

- 2018: The launch of the English Language Learners Educator Preparation Requirements:
<http://www.cde.state.co.us/educatortalent/eledprep>

Support

- EPPs reaching out to districts via CDE system:
<http://www.cde.state.co.us/educatortalent/elpdprograms>
- Districts reaching out to EPPs:
- CEEDAR Involvement: Cross Walk of CEEDAR elements and new ELL teacher quality standards.

CLD – CEEDAR Crosswalk: an example



	Course	Evidence/Outcomes	CEEDAR IC Essential Elements
5.12 Quality Standard I: Educators are knowledgeable about CLD populations			
5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.			AI-3.1 Consider transferability of literacy skills for student literate in first language. AI-3.2 Provide students with bilingual programs when possible (including intervention in language of instruction). AI-3.3 In English-only instruction, primary language support is useful. FSP-1.4 Consider the concerns, ideas, and cultural resources of parents.
5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.			MSP-3.1 Consider multiple variables when explaining ELs' lack of progress. MSP-3.2 Collaborate with qualified educational professionals. MSP-3.4 Monitor short- and long-term progress, and more frequently with ELs experiencing difficulty. MSP-3.5 Support teacher judgment regarding the performance of ELs with multiple and consistent documented examples of progress over time.



Effort continues: No conclusion



A Framework for Enhancing Culturally Responsive Teaching in the Teacher Education Curriculum

Developed by: Dr. Nichelle C. Robinson

The University of Mississippi



The University of Mississippi

Year 1 Goals and Objectives:

GOALS	OBJECTIVES	FACULTY ACTIVITIES	STUDENT ACTIVITIES
Goal 1: Increase faculty understanding and use of culturally responsive pedagogy	Obj 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy Obj. 2: Introduce faculty to best practices for culturally responsive teaching Obj 3: Review Courses and integrate culturally responsive practices through programs.	Expert talk on implicit bias. Expert talk on creating an identity safe and culturally responsive learning community. Expert talk on culturally responsive evidence-based practices. IC training with faculty developing graduate courses by CEEDAR experts.	



Year 1 Goals and Objectives continued

GOALS	OBJECTIVES	FACULTY ACTIVITIES	STUDENT ACTIVITIES
Goal 2: Increase program graduate's skill in using culturally responsive practices	<p>Obj 1: Provide opportunities for program graduates to learn culturally responsive practices.</p> <p>Obj 2: Increase program graduates' skill in using culturally responsive practices.</p>	Teacher education faculty developed 5 graduate diversity courses to be used for an emphasis area in diversity for the specialist degree program.	<p>-Workshop on implicit bias with topic expert.</p> <p>-Workshop on addressing sensitive topics of diversity with expert from <i>Facing History and Ourselves</i>.</p> <p>-Chamber music performance that explores diversity through chamber music, <i>Of Ebony Embers</i> (explored the <i>Harlem Renaissance</i>).</p> <p>-Special viewing and discussion of <i>Hidden Figures</i> movie in partnership with the School of Engineering, Center for Inclusion, and Student Activities Association in the Grove.</p> <p>-Video chat discussions filmed with undergraduate and graduate students about their diversity experiences (<i>Multicultural Moments</i>).</p>



Year 2 Goals and Objectives

GOALS	OBJECTIVES	FACULTY ACTIVITIES	STUDENT ACTIVITIES
Goal 1: Increase faculty understanding and use of culturally responsive pedagogy	<p>Obj 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy</p> <p>Obj 2: Introduce faculty to best practices for culturally responsive teaching</p> <p>Obj 3: Review courses and integrate culturally responsive practices through programs</p>	<p>Brown Bag – Engaging in Courageous Conversations about Charlottesville: How to and When?</p> <p>Education Symposium – Faculty in and outside of the School of Education presented posters on topics related to the state of education for African American students in Mississippi 63 years after Brown v. Board of Education</p>	



Year 2 Goals and Objectives continued

GOALS	OBJECTIVES	FACULTY ACTIVITIES	STUDENT ACTIVITIES
Goal 2: Increase program graduates' skill in using culturally responsive practices	<p>Obj 1: Provide opportunities for program graduates to learn culturally responsive practices.</p> <p>Obj 2: Increase program graduates' skill in using culturally responsive practices through experiences.</p>	<p>Workshop on using the CEEDAR NIC to analyze programs and courses with CEEDAR experts.</p> <p>Syllabi and course activities uploaded to the CEEDAR NIC.</p>	<p>-Workshop on using culturally relevant children's literature.</p> <p>-Workshop on addressing sensitive topics of diversity with expert from <i>Facing History and Ourselves</i>.</p> <p>-Education Symposium – Undergraduate and graduate students in and outside of the School of Education presented posters on topics related to the state of education for African American students in Mississippi 63 years after Brown v. Board of Education</p> <p>-Doctoral student panel discussion on the state of education for African American Students in Mississippi 63 years after Brown v. Board of Education in conjunction with the Black History Month celebration.</p> <p>-Chamber music performance that explores diversity through chamber music, <i>Equally Divine</i> (explored gender fluidity) in conjunction with Women's History Month celebration.</p>



Year 3 Objectives and Tasks

GOALS	OBJECTIVES	FACULTY ACTIVITIES	STUDENT ACTIVITIES
	<p>Obj 1: Provide opportunities for program graduates to learn culturally responsive practices.</p> <p>Task 1: Revise 300/400 level teacher education courses to ensure culturally responsive practices are being addressed with fidelity.</p>	<p>Use the culturally responsive CEEDAR IC to review and revise course syllabi.</p> <p>Explore Iris Module on culturally responsive practices.</p> <p>Faculty diversity retreat on diversity, equity, and inclusion.</p>	<p>Workshop on addressing sensitive topics of diversity with expert from Facing History and Ourselves.</p> <p>Workshop on implementing high leverage practices (HLPs) into instruction with CEEDAR expert.</p> <p>Workshop on implicit bias with topic expert.</p>



Year 3 Objectives and Tasks continued

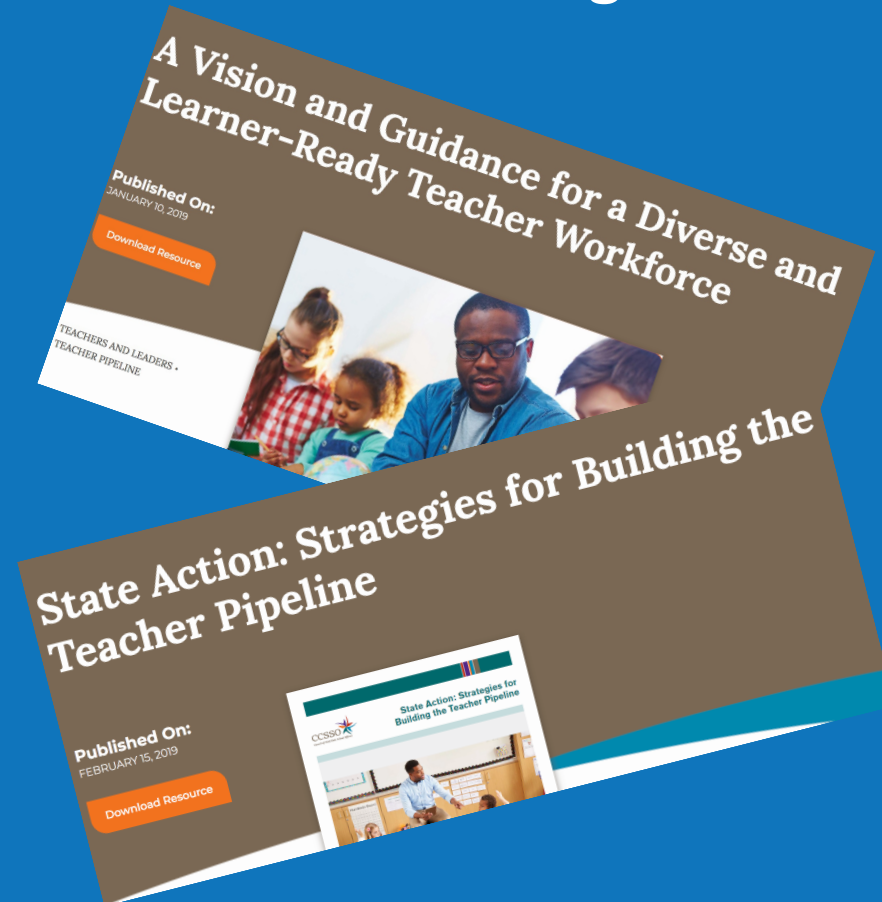
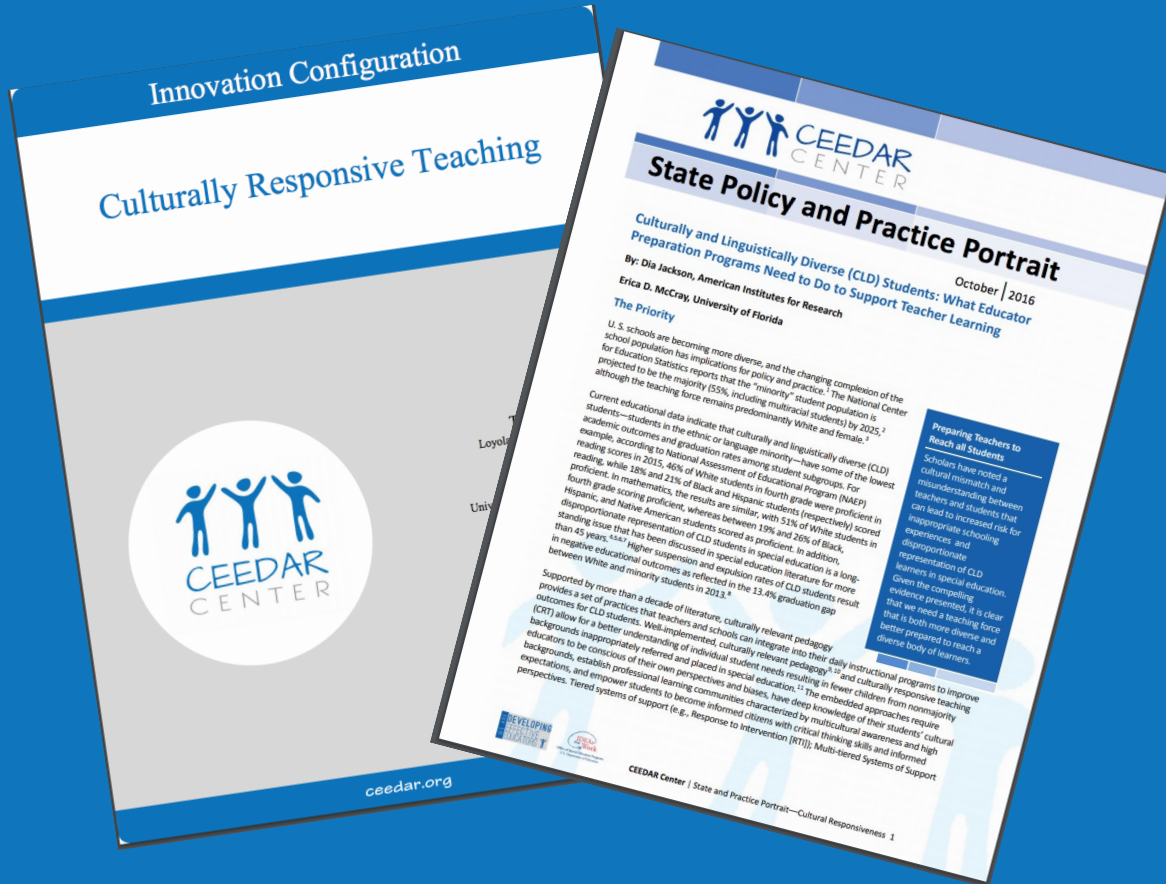
GOALS	OBJECTIVES	FACULTY ACTIVITIES	STUDENT ACTIVITIES
	<p>Obj 2: Increase program graduates' skills in using culturally responsive practices through experiences.</p> <p>Task 1: Develop district partnership and provide PD on culturally responsive practices.</p> <p>Task 2: Create a faculty/student book study discussion group that focuses on books that explore issues of diversity.</p>	<p>Expert talk on implicit bias with Oxford School District administrators and teachers.</p> <p>Expert talk on implicit bias with SOE faculty.</p> <p>Book study on <i>The Hate U Give</i> and Skype discussion with author of the book (Fall 2018).</p> <p>Book study on another book addressing a diverse topic (Spring/Summer 2019).</p> <p>Book study group will attend <i>The Hate U Give</i> movie together and discuss/compare movie and book.</p> <p>Expert talk on HLPs with Oxford School District administrators/teachers and SOE faculty.</p>	<p>Chamber music performance that explores diversity through chamber music, <i>Los Valientes</i> (explores the lives of Diego Rivera, Archbishop Oscar Romero, and Joaquin Murrieta: Zorro) in conjunction with Hispanic Heritage Month celebration.</p> <p>Book study on <i>The Hate U Give</i> and Skype discussion with author of the book (Fall 2018).</p> <p>Book study group will attend <i>The Hate U Give</i> movie together and discuss/compare movie and book.</p> <p>Book study on another book addressing a diverse topic (Spring 2019).</p>



RESOURCES

Cedar.org

Ccsso.org



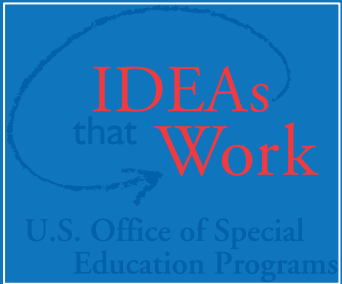
DISCUSSION



What are some efforts at your University/State?

What are some ways you can personally help in your role?

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