



**Welcome to
Diversifying the
Teacher Workforce
Affinity Group**

**Tuesday, August 1, 2023
3:00 – 4:00 pm Eastern**

A background image of autumn leaves on the ground and a tree trunk on the left. The leaves are in various shades of brown, orange, and yellow. A single yellow leaf is captured in mid-air, falling from the top left. The tree trunk is dark and textured, occupying the left side of the frame. The overall scene is softly lit, suggesting a calm autumn day.

Check in question:
What is your FAVORITE thing
about the fall?

Welcome & Introductions



LaRon Scott

Associate Dean for Diversity,
Equity and Inclusion Associate
Professor, University of Virginia



Nichole Spalding

Technical Assistance Specialist,
CEEDAR, University of Florida





Diversifying the Teacher Workforce

Scope and Sequence

Date	Topic
June 6	Overview & Framework, spotlight on Virginia
July 11	DEI Legislation Tracker & Spotlight on Hawaii
August 1	Spotlight on alternative pathways in Florida
Sept. 5	Spotlight on mentorship in Mississippi
Oct. 3	Spotlight on Massachusetts
Nov. 7	Spotlight on California
Dec. 5	Spotlight on Arizona



Agenda

Welcome and introductions – 5 min

Resource Highlight – 10 min

Example in Action (guest speaker) - 20 min

Breakout Groups – 20 min

Final Thoughts – 5 min

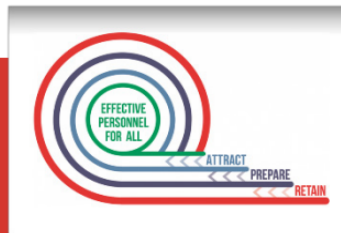


Resource Highlights



MENTORING & INDUCTION TOOLKIT 2.0

Supporting Teachers in High-Need Contexts



Retaining Personnel

INDUCTION AND MENTORING

**Effective mentoring practices
for Teachers of Color and
Indigenous Teachers**

Special Guests: Examples in Action



Lisa White, EdD

Education Specialist

North MS Education Consortium



Stacey Todd

Special Education Mentor Program Coordinator

Mississippi Department of Education



Mississippi's Mentoring and Induction Program

Working to retain, strengthen, and diversify the special education teacher workforce through structured support and professional learning grounded in the High-Leverage Practices (HLPs)

Session Purpose

Participants will discuss the following:

1. How Mississippi developed, structured, and funded the Mentoring and Induction Pilot Program
2. Lessons learned during year 1 of the Mentoring and Induction Pilot Program
3. Resources and tools others can employ to implement a mentoring and induction program
4. Scale-up efforts in year 2



Development, Structure, and Funding of the Mississippi Mentoring and Induction Pilot Program

MS TEACHING, LEADING, & SOLUTIONS GROUP (TLSG)

- CEEDAR Center
- MS Department of Education
- Local EPPs (Delta State Univ, William Carey Univ, Univ of MS, Tougaloo College, & Univ of Southern MS)
- Local School Districts (Clarksdale, DeSoto County, Greenville, Laurel, Moss Point, Walthall County)

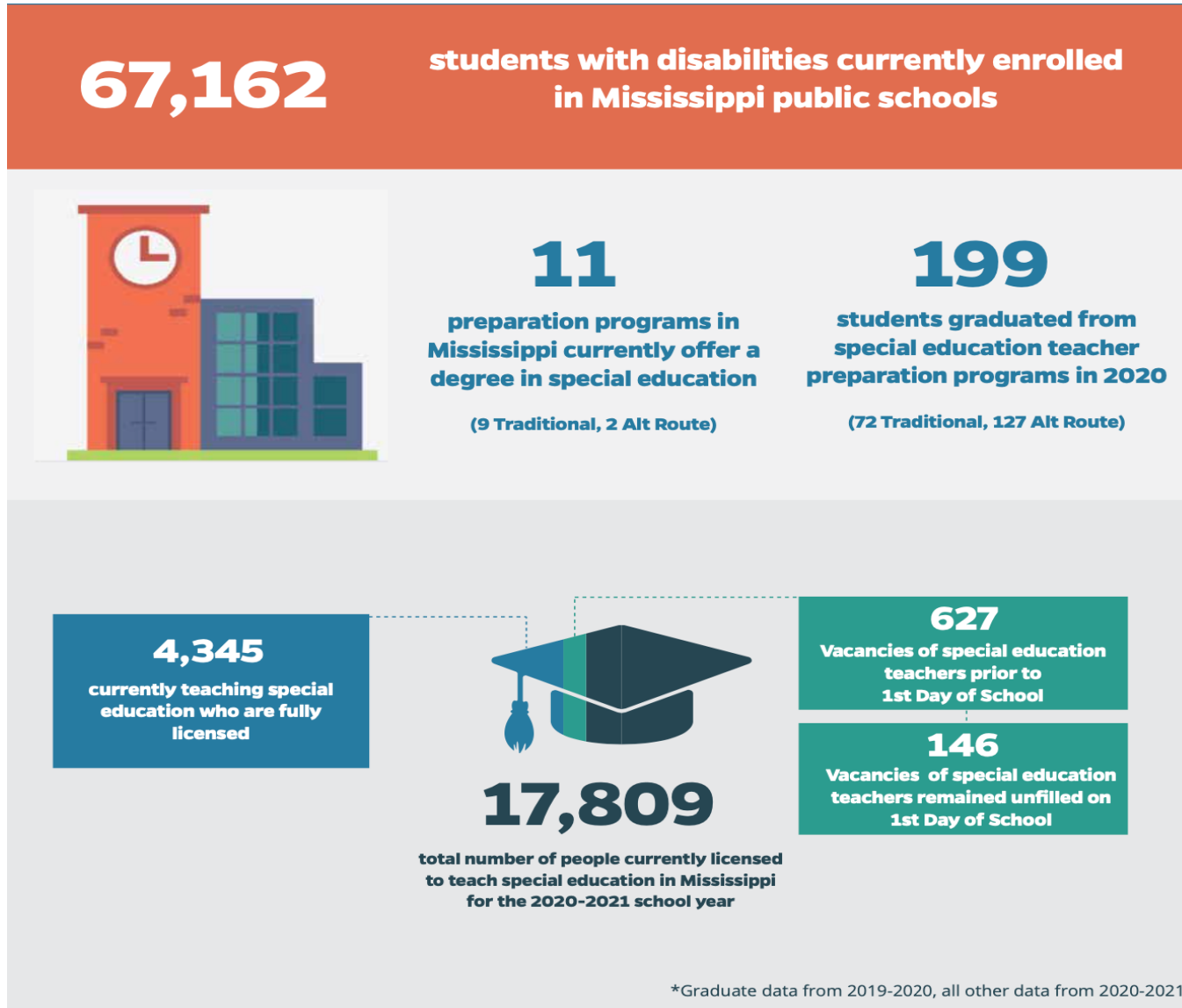
Subcommittee: TEACHER SHORTAGES WORKGROUP

Goals of the Mentoring and Induction Program

Overall goals of the Mentoring and Induction Pilot Program include the following:

- Improved instructional effectiveness leading to improved student outcomes
- Collaboration
- Data management
- Teacher commitment and support
- Teacher satisfaction and retention

Special Education Teacher Shortage in Mississippi



MISSISSIPPI SPECIAL EDUCATION TEACHER SHORTAGE PILOT PROCESS



ENGAGE PARTNERS

Assembled a team with representatives from:

- state department of education
- educator preparation programs
- national technical assistance center
- local special education directors

COLLECT STATE DATA

Data collected and assembled into an infographic to communicate about the shortage:

- # of students with disabilities
- # of prep programs that offer a degree in special education
- # of graduates in teaching special education
- # of special education teacher vacancies
- # of teachers licensed in special education
- # of practicing special educators



COLLECT LOCAL DATA

Data collected from partner districts included:

- # of special educator vacancies
- # of interviews conducted
- # of job offers
- # of people hired
- # of unfilled positions

List of where teachers hired were prepared



IDENTIFY AREAS OF NEED

Data collected revealed:

- supply is not meeting demand
- few strong partnerships with preparation programs
- school culture including principal support
- teachers stay after one year, but leave after three
- inconsistent collection of shortage data



BRAINSTORM STRATEGIES

The team brainstormed strategies in the following areas:

- educator preparation and certification
- recruitment, selection and hiring
- induction and mentoring
- compensation and incentives

RATE STRATEGIES AND SELECT

- used Padlet to work collaboratively
- rated each strategy independently based on feasibility and likelihood of impacting shortage
- discussed each strategy
- reviewed overall ratings
- came to consensus on strategy for year 1 pilot



IMPLEMENT PILOT

Induction and Mentoring with Inclusive Leadership

The pilot will include:

- mentor training (consideration of certificate) and monthly check ins with mentors
- ongoing administrator professional development
- ongoing mentoring for first and second year special educators
- monthly professional development for first year special educators focused on HLPs
- professional learning community for third year special educators with general education collaborators
- collection of shortages data



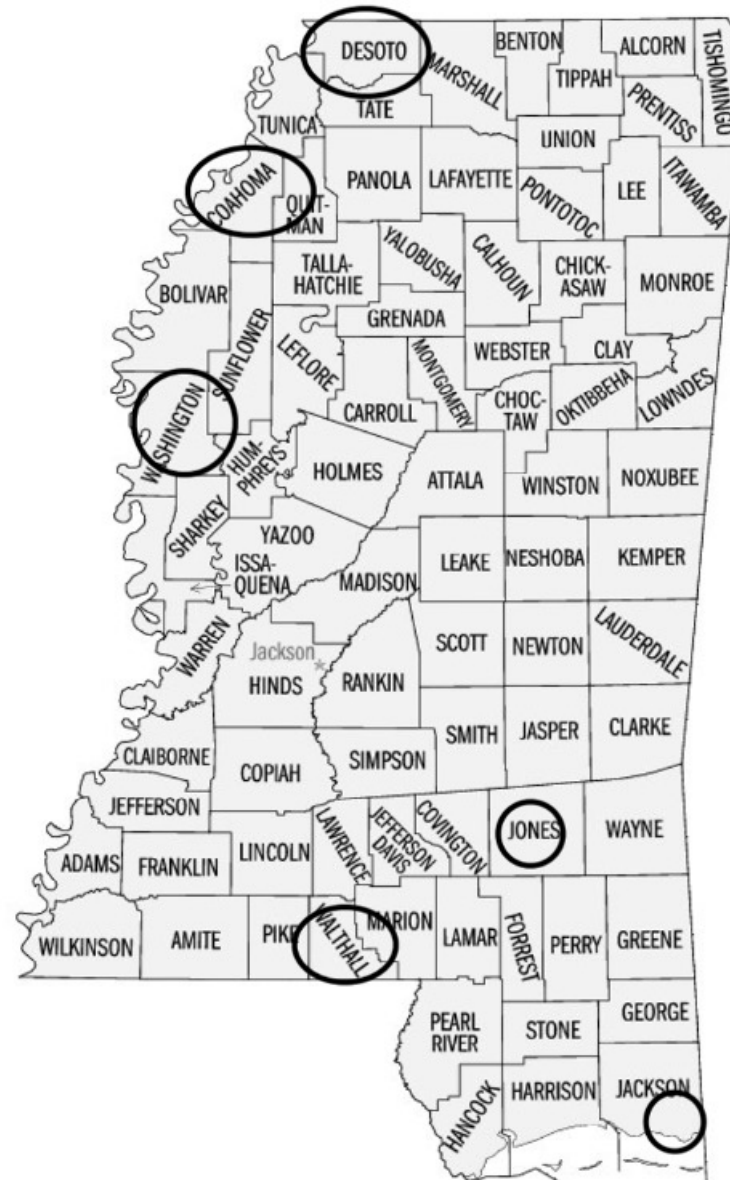
Shortages Toolkit

<https://cedar.education.ufl.edu/shortage-toolkit/>

STRATEGY SELECTION: MENTORING AND INDUCTION



Local Context for Year 1 Participating LEAs

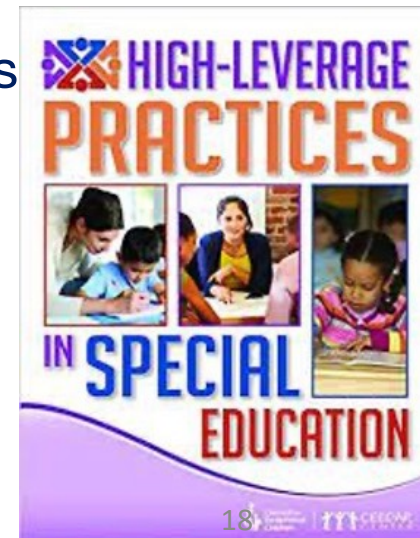


EXPECTATIONS FOR NEW SPECIAL EDUCATION TEACHERS

- Participate in district orientation
- Regular sessions with mentors
- Observe veteran teachers (approximately once monthly)
- Mentor observing mentee's teaching (approximately once monthly)
- Monthly professional learning focused on High-Leverage Practices (HLPs)
- Mentor and principal follow-up
- Completion of surveys

PROFESSIONAL DEVELOPMENT TOPICS

- **August:** HLP 7—Establish a consistent, organized, and respectful learning environment
- **September:** HLP 18—Use strategies to promote active student engagement
- **October:** HLPs 8 & 22—Provide positive & constructive feedback to guide students' learning and behavior
- **November:** HLP 4—Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
- **January:** HLP 16—Explicit instruction
- **February:** HLP 13—Adapt curriculum materials and tasks
- **March:** HLPs 2 & 11—Organize & facilitate effective meetings with professionals
And families; identify & prioritize long & short-term learning goals
- **April:** HLP 15—Provide scaffolded supports



FUNDING

Funding for year 1 of Mississippi's Mentoring and Induction Pilot Program was provided by the Mississippi Department of Education and supported by the CEEDAR Center through a partnership with the North MS Education Consortium, one of six regional education service agencies (RESAs) in Mississippi.



CEEDAR
CENTER



Lessons Learned During Year 1 of the Mississippi Mentoring and Induction Pilot Program

IMPLEMENTATION ISSUES

- A few duplicate mentoring programs
- Some mentees not wanting the help or PD
- Lack of support/engagement from administrators
- Some mentors not in the same school
- Mentors missing monthly check-ins
- Mentors and mentees afraid to ask for class coverage during PD
- Observations not taking place
- No substitutes
- Mentors not completing mentor logs

EXPECTATIONS FOR NEW SPECIAL EDUCATION TEACHERS

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LESSONS LEARNED

- Beginning of the year meeting is critical to ensure all stakeholders understand the requirements of the Mentoring and Induction Pilot Program
- One required observation per month is too many
- Clearly communicated expectations are necessary to establish meeting and professional learning desired practices for the program
 - No students present
 - Camera on
 - Engagement is expected



Resources and Tools Others can Use to Implement a Mentoring and Induction Program

CEEDAR RESOURCES

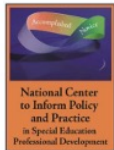
CEEDAR.ORG

- High-Leverage Practices
- Innovation Configurations & Course Enhancement Modules (professional development resources)
- Practice-based Learning Opportunities
- **Shortages Toolkit**



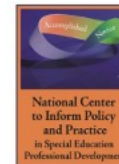
NCIPP Manuals

District Induction Manual: Supporting Beginning Special Educators



National Center to Inform Policy and Practice
in Special Education Professional Development
NCIPP
University of Florida

Mentor Handbook: Supporting Beginning Special Educators



National Center to Inform Policy and Practice
in Special Education Professional Development
NCIPP
University of Florida

MS DEPARTMENT OF EDUCATION

<https://www.mdek12.org/OTL/OTC/TMP>

Includes ready-made presentation grounded in HLPs

Coming Soon!

HLP website with HLP resources developed by Mississippi teachers



Scale-up in Year 2

Year 1: 2021 – 2022 School Year



Year 2a: 2022 – 2023 School Year



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Changes to Mentoring and Induction Program – Year 2b

- Offer 3 Mentor Check-ins per month instead of two, including one in the morning hours.
- Offer 3 New Teacher Professional Learning opportunities per month instead of one.
- Plan 3 in-person meetings with mentors, mentees, directors and school administrators per quarter.
- Kick-off virtual meeting to discuss expectations with all stakeholders at once.
- Set minimum number of required observations (3) for both mentors and mentees.
- Communicate virtual norms from the beginning to ensure engagement.

2023 – 2024 School Year Participating LEAs

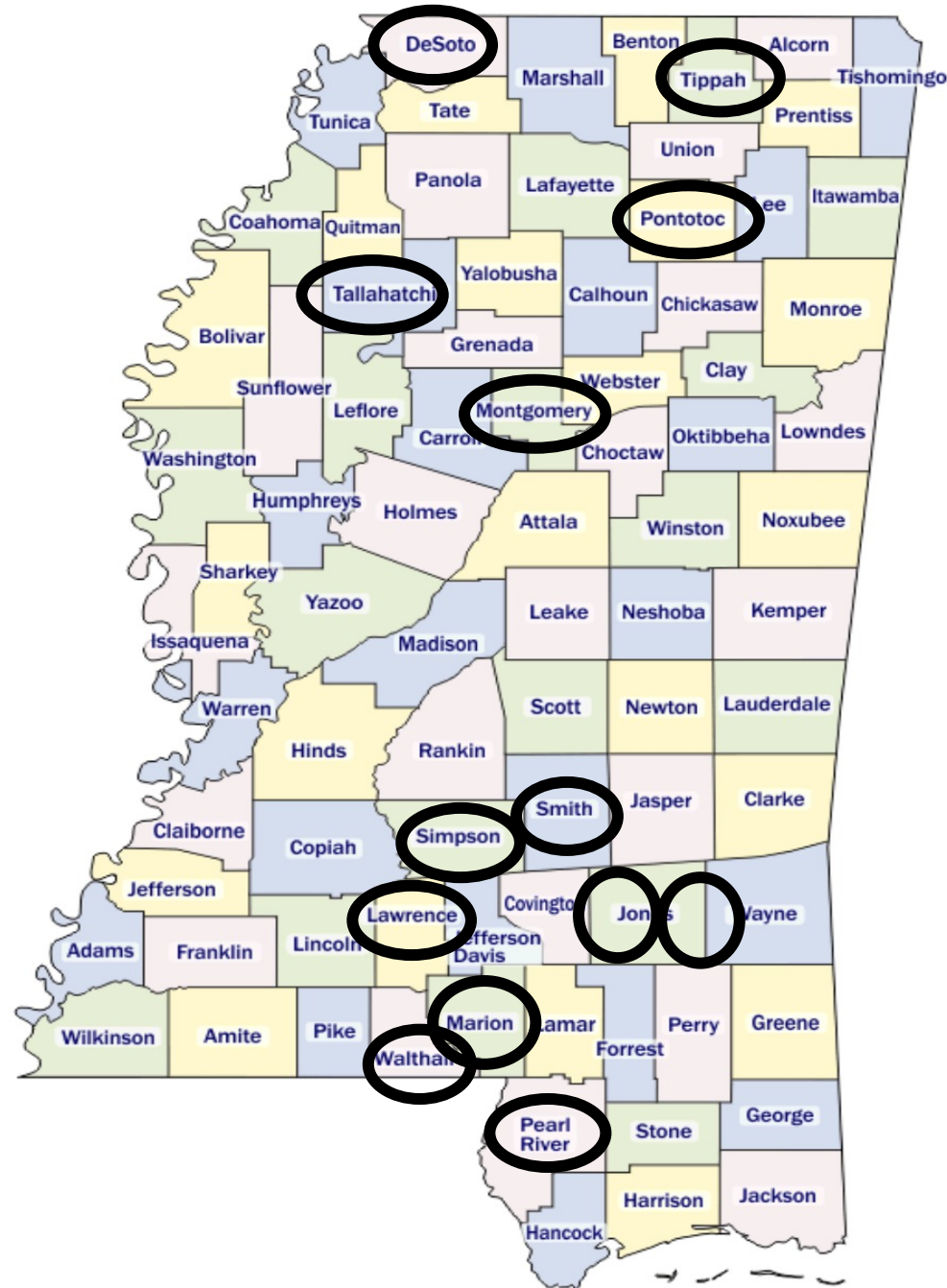
- Thirteen districts participating this year.
- Three of these districts participated the pilot year.
- This year, mentees are a blend of first- and second-year special education teachers.

Columbia School District	Laurel School District*	Poplarville School District	Winona-Montgomery Consolidated School District
DeSoto County Schools*	Lawrence County School District	Simpson County School District	
East Tallahatchie Consolidated School District	North Tippah School District	Smith County School District	
Jones County School District	Pontotoc City School District	Walthall County School District*	

Local context for Year 2 participating LEAs

Districts were chosen based on several criteria:

- Interest in program during the 2022-2023 school year
- Diversity of student population and staff
- Availability of mentors who meet the recommended criteria for mentoring
- Commitment of district leadership



Supports for New Special Education Teachers

- Mentor supports at least bi-weekly after week 8. Daily during week 1 and weekly from week 2 to 8.
- Attend and fully engage in scheduled professional learning (90 minutes per month). CEUs will be offered for mentees completing all sessions at no cost. (MDE will pay the processing fee.)
- Complete the Self-Assessment for the HLP(s) for the month to identify areas for growth or other needs and review with mentor.
- Observe at least 3 teachers this school year:
 - Pre-conference with mentor to identify HLP “look-fors”.
 - Debrief with mentor. What did you see? What will you incorporate into your professional practice?
 - Mentor will observe mentee and provide feedback afterwards

Monthly Professional Learning for New Special Education Teachers

Month	Topic(s)	HLP	Date	Time
August	Classroom setup	#7: Establish a consistent, organized, and respectful learning environment	08/08/23	3:00 PM – 4:30 PM
			08/09/23	11:30 AM – 1:00 PM
September	Planning for maximum impact	#18: Use strategies to promote active student engagement	09/06/23	3:00 PM – 4:30 PM
			09/07/23	11:30 AM – 1:00 PM
			09/08/23	7:30 AM – 9:00 AM
			09/12/23	7:30 AM – 9:00 AM 3:00 PM – 4:30 PM
October	Ongoing data collection	#4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs	10/03/23	3:00 PM – 4:30 PM
			10/11/23	7:30 AM – 9:00 AM
			10/17/23	11:30 AM – 1:00 PM
November	Systematically design instruction	#12 & #20: Systematically design instruction toward a specific learning goal and provide intensive instruction	In-Person Dates, times, locations TBD	
December	Providing feedback	#8 & #22: Provide positive and constructive feedback to guide students' learning and behavior	12/05/23	3:00 PM – 4:30 PM
			12/06/23	11:30 AM – 1:00 PM
			12/08/23	7:30 AM – 9:00 AM
January	Explicit Instruction	#16: Use explicit instruction	01/09/24	3:00 PM – 4:30 PM
			01/10/24	7:30 AM – 9:00 AM
			01/11/24	11:30 AM – 1:00 PM
February	Accommodations and modifications	#13: Adapt curriculum materials and tasks	In-Person Dates, times, locations TBD	
March	IEP development; collaboration with families	#2: Organize and facilitate effective meetings with professionals and families & #11: Identify and prioritize long- and short-term learning goals	03/05/24	3:00 PM – 4:30 PM
			03/06/24	7:30 AM – 9:00 AM
			03/07/24	11:30 AM – 1:00 PM
April	Supporting student learning	#15: Provide scaffolded supports	04/02/24	3:00 PM – 4:30 PM
			04/03/24	7:30 AM – 9:00 AM
			04/04/24	11:30 AM – 1:00 PM
May	End-of-the-Year Wrap-Up	Celebrate successes and collect feedback	In-Person Dates, times, locations TBD	

Mentor Requirements

- Attend a Boot Camp
- Attend a Kick-Off Virtual Stakeholder meeting
- Attend monthly Mentor Check-Ins
- Meet with mentee (check-ins, professional learning, meetings/debriefs, observations) and complete digital mentor log form after each interaction
- Complete at least 3 observations of mentee
- Attending New Special Education Teacher monthly PD is not required but certainly recommended. These will also be recorded and made available.

Teacher Diversity

- According to Mississippi First's K-12 Policy Associate, 70% of teachers in MS identified as white in 21-22 school year.
- Only 28.7% of MS teachers identify as black and only 6.3% of those are men.
- About half of the students in MS are black. MS numbers are reflective of national averages.
- Nationwide, teacher turnover rates are approximately 70% higher for teachers serving in high-poverty, high-needs, and highly diverse schools.
- “Teachers of Color are more likely to work in high-need schools; consequently, they leave the field at a rate 24% higher than that of their white counterparts each year.” *The Power of Teacher Diversity: Fostering Inclusive Conversations Through Mentoring*

Representation Matters!

From *The Power of Teacher Diversity: Fostering Inclusive Conversations Through Mentoring*:

- A diverse educator workforce is associated with improved academic outcomes on standardized tests, attendance, retention, advanced-level course enrollment, graduation rates and college entrance rates for students of Color.
- Research shows that having just one Black teacher in an elementary school reduces a Black student's probability of dropping out by 39% and increases the probability of enrollment in college by 29%.
- By developing culturally responsive mentoring and induction programs tailored to the needs of teachers from diverse backgrounds, LEAs can address retention equity gaps in schools where the staff is not representative of the school population.
- Through mentoring for diversity, schools have the chance to create a culture, space, and community where all teachers, including teachers from unrepresented backgrounds, can be themselves in a way that strengthens the school environment.

Reflection

1. How can an effective mentoring and induction program address retention equity gaps in schools where the staff is not representative of the student population?
2. Research indicates that teachers from underrepresented groups (POC, those with disabilities, or those from low-income backgrounds) face additional challenges on the job. What might some of those challenges be? Why might those challenges exist?
3. How can mentoring and induction programs address challenges faced by new teachers from underrepresented groups?
4. Are you familiar with any efforts by your state and/or LEAs to address diversifying the educator workforce through strong mentoring and induction programs.

References

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Thank you

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Project Director

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Diversifying the Teacher Workforce (click on comment button to answer)

with Lisa White & Stacey Todd Mississippi's Mentorship & Induction Program

Statement: Extensive evidence indicates that teachers from underrepresented groups (POC, those with disabilities, or those from low-income backgrounds) face additional challenges on the job.



5 minutes: How can an effective mentoring and induction program address retention equity gaps in schools where the staff is not representative of the student population?



5 minutes: How can mentoring and induction programs address challenges faced by new teachers from underrepresented groups?



10 minutes: What efforts by your state and/or LEAs are addressing the need to diversify the educator workforce through strong mentoring and induction programs?



Final Thoughts & Takeaways

See you next time!

Next Meeting: Oct 3, 2023