Welcome to Diversifying the Teacher Workforce Affinity Group

Tuesday, October 3, 2023
3:00 – 4:00 pm Eastern

CEEDAR CENTER

Check in question:

What is the most memorable costume you've ever worn?

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

Today's 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 Highlight

CC NETWORK

Addressing the Bilingual Teacher Shortage

Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom

START   DETAILS ∨

Teacher Diversity and Student Success: Why Racial Representation Matters in Classrooms

Increasing Workforce Diversity to Boost Learning Recovery Efforts

Special Guests: Examples in Action

Claire Abbott, EdD

Director, Office of Educator Effectiveness

Darcy Fernandes

Senior Associate Commissioner

DESE's Educational Vision

Strategic Objective #3: Cultivating a Diverse and Effective Workforce

DESE's Educational Vision (2023)

All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades.

Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

- All students are known and valued

- Learning experiences are relevant, real-world, and interactive

- Individual supports enable students to excel at grade-level (or beyond)

Strategic Objectives

Strategic Objective 1 – "Whole Student"

- Cultivate systems to support the **whole student** and foster **joyful, healthy, and supportive** learning environments so that all students feel **valued**, **connected**, **nourished**, and **ready to learn**.

Strategic Objective 2 – "Deeper Learning"

- Promote **deeper learning** so that **all** students engage in **grade-level work** that is **real-world**, **relevant**, and **interactive**.

Strategic Objective 3 – "Diverse and Effective Workforce"

- **Develop** and **sustain** a workforce that is **diverse**, **culturally responsive**, **well-prepared**, and committed to continuous improvement, so that all students have **equitable access to effective educators**.

Strategic Objectives

Strategic Objective 3 - "Diverse and Effective Workforce"

- **Develop** and **sustain** a workforce that is **diverse**, **culturally responsive**, **well-prepared**, and committed to continuous improvement, so that all students have **equitable access to effective educators**.

Recruitment

Retention

Development
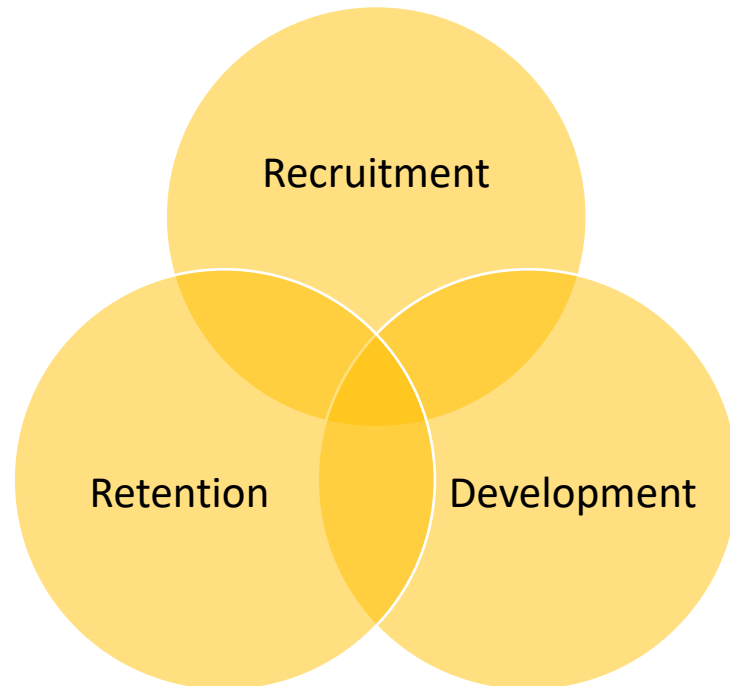
3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

WHY is this so important in Massachusetts?

Percent of student enrollment by race/ethnicity
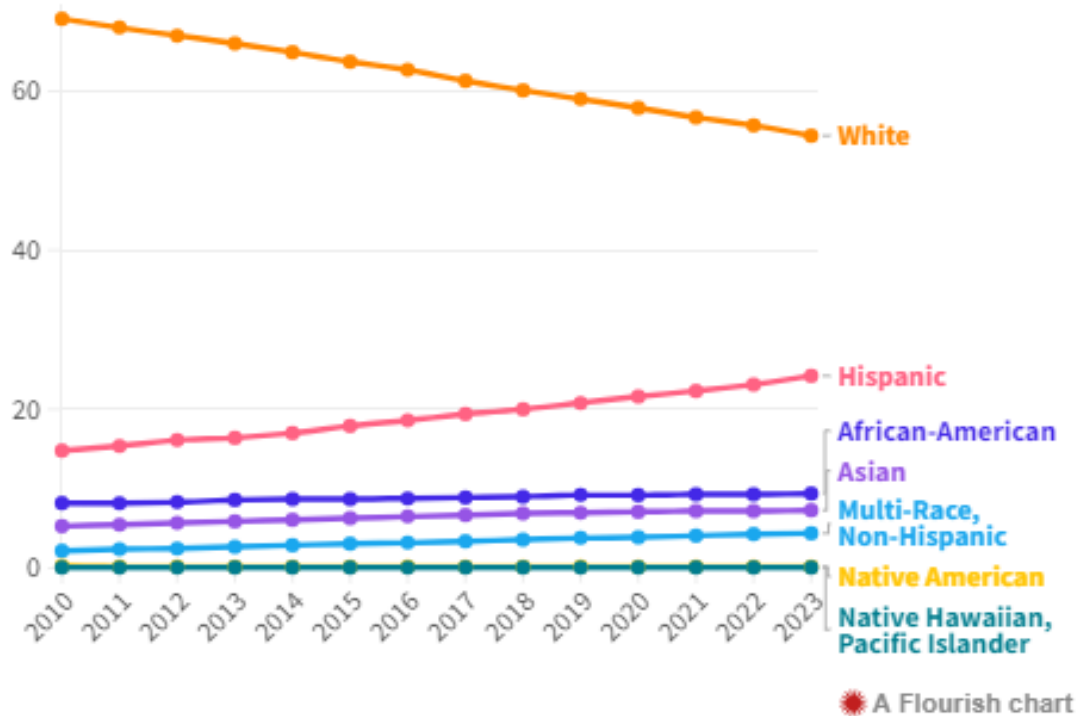
- **Exposes students to diverse perspectives and enhances critical thinking**: Research suggests that diverse experiences enhance cognitive skills such as critical thinking and problem-solving for *all* students. When students see teachers from different backgrounds working together, it helps them develop cross-cultural skills valuable for navigating an increasingly diverse society.

- **Improves academic achievement and experience**: Studies show that when students of color have teachers who share their racial or ethnic background, it leads to better outcomes across areas such as test scores and discipline. Having teachers from various backgrounds also helps break down preconceived biases among students.

- **Strengthens relationships and school climate**: More inclusive environments with diverse educators cultivate a sense of belonging among students.

- **Develop cultural awareness and understanding**: Educators from diverse backgrounds can help create a more culturally inclusive learning environment. They can incorporate diverse perspectives into the curriculum, making it more relevant and engaging for all students. Culturally relevant teaching practices, which connect with students' real lives and interests, and promote understanding of other cultures, are associated with more positive racial attitudes.

Step 1: Encouraging More Diverse Individuals to Become Teachers and Leaders

Recruitment

Teacher Diversification Program Grants

- For schools and districts
- For non-profit organizations and institutes of higher education

InSPIRED Fellowship

Influence 100

Aspiring Principals Fellowship (*coming SY2024-25*)

Step 2: Supporting Entry into the Profession

Recruitment

MTEL Supports
- MTEL Alternative Assessment Pilot (24 approved alternatives)
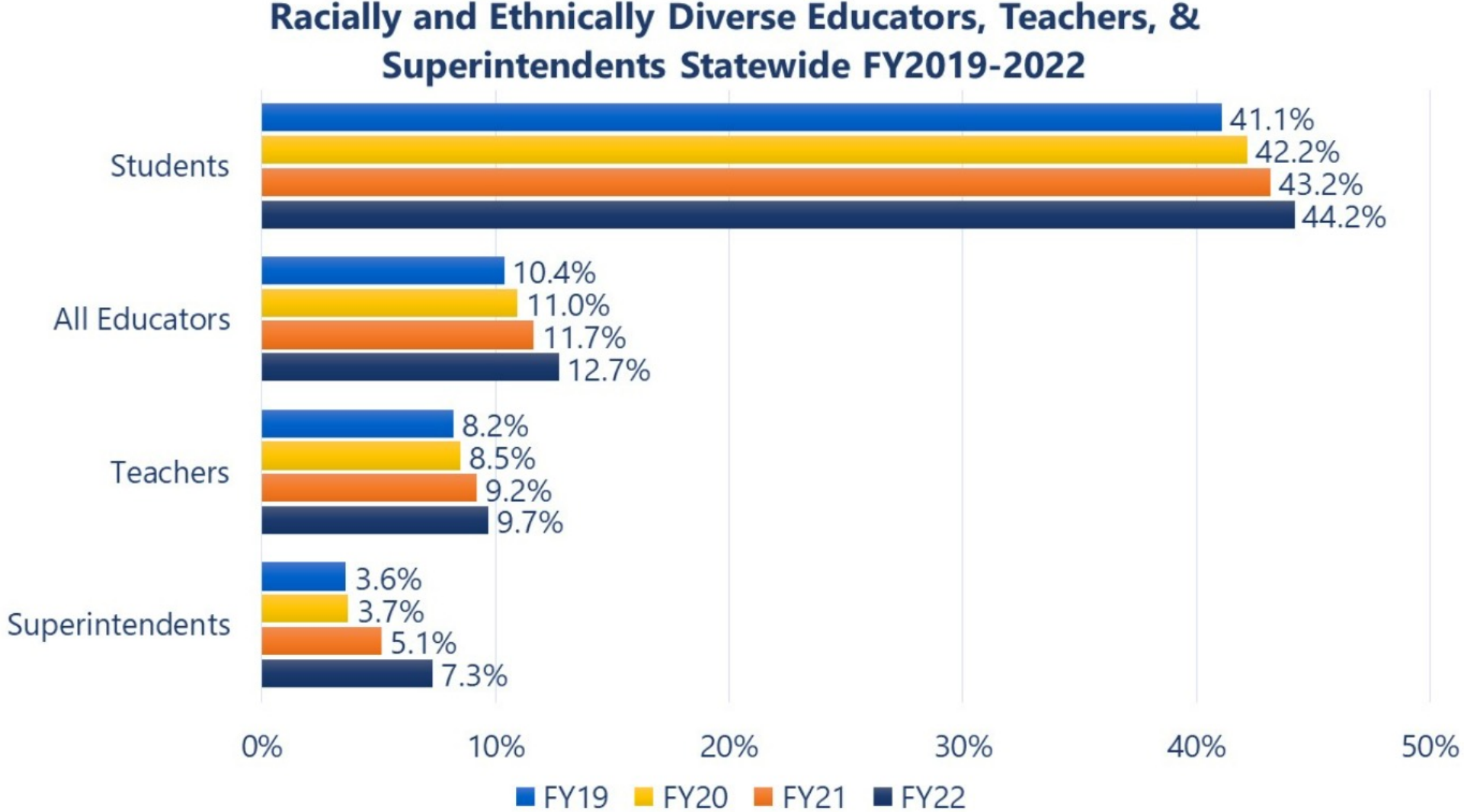- MTEL fee vouchers & free prep courses

Expanding Licensure in High-Need Areas
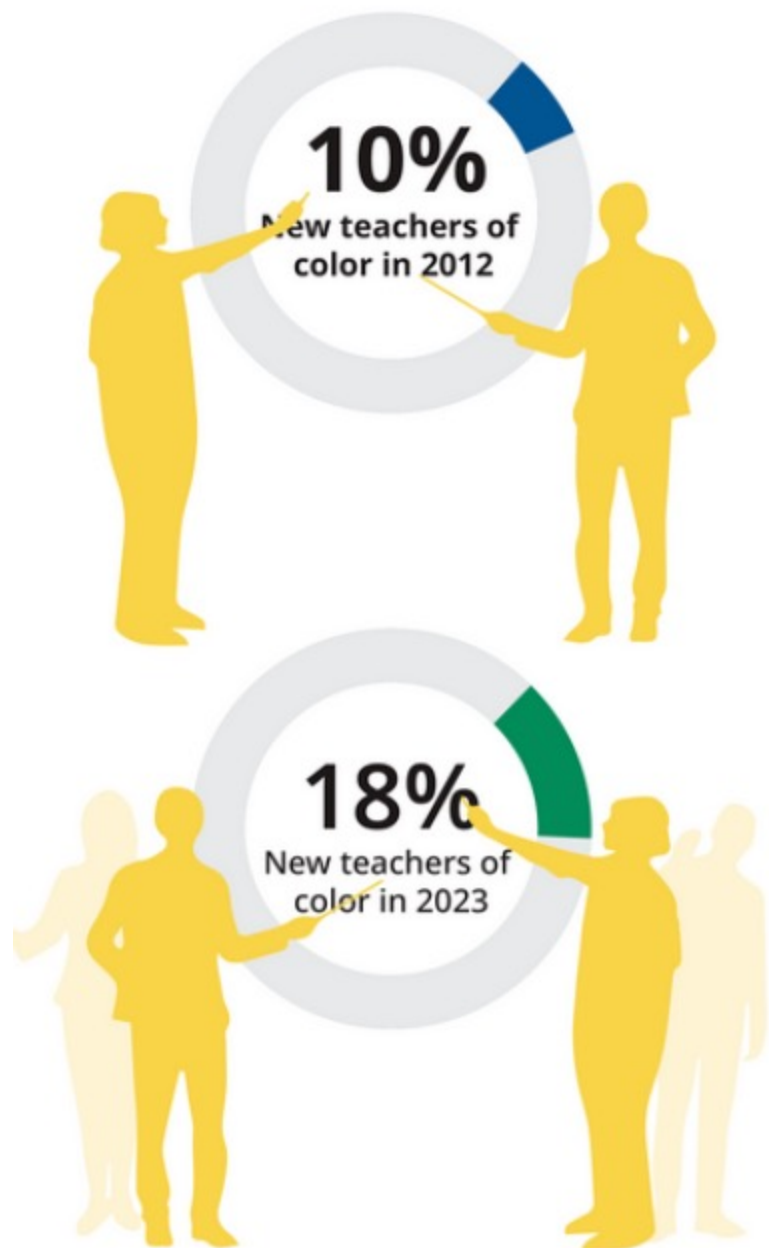- New Provisional Licenses for School Principals, Nurses, Special Education and ESL teachers

Making Teaching More Accessible and Affordable
- Policy for Identifying Home Mortgage Assistance Programs
- DHE's Tomorrow's Teachers Scholarship
- Registered Teacher Apprenticeships in MA

We're starting to see progress…

Racially and Ethnically Diverse Educators, Teachers, & Superintendents Statewide FY2019-2022

Category	FY19	FY20	FY21	FY22
Students	41.1%	42.2%	43.2%	44.2%
All Educators	10.4%	11.0%	11.7%	12.7%
Teachers	8.2%	8.5%	9.2%	9.7%
Superintendents	3.6%	3.7%	5.1%	7.3%

■ FY19 ■ FY20 ■ FY21 ■ FY22

Diversity among new teaching staff is increasing

10%
New teachers of color in 2012

18%
New teachers of color in 2023

Teacher diversity is on the rise statewide

Teacher diversity has increased 1.8% in MA

Teachers of color went from 8.2% in 2019 to 10% in 2023.

Projections estimate MA teacher diversity to exceed 20% by 2030

If current trends continue, researchers at Boston University Wheelock Educational Policy Center project the percentage of teachers of color in MA public schools will grow by 13.7% in 2030.

Public Schools Are Struggling to Retain Black Teachers. These Ex-Teachers Explain Why

BY **SARAH CARR/THE HECHINGER REPORT**

JANUARY 5, 2022 7:00 AM EST

Teacher retention a major concern in diversity initiatives

To increase and maintain teacher diversity, listen to teachers of color

A high school district in Phoenix is succeeding where most districts are not: They're retaining a diverse teaching staff. One key to their success is simply listening to what teachers of color say they, and students who look like them, need

...but this is not enough

Step 3: Retaining a Diverse and Effective Workforce

Retention

Teacher Diversification (grants & handbook)

- Supporting more inclusive hiring and retention practices

Emergency License Supports

- Statewide MTEL voucher distribution to all employed emergency licensed educators
- Regional licensure support centers (January 2024→)
- Educator Preparation Grant Programs

Induction & Mentoring

- Model Handbook for Principal Induction & Mentoring

Step 4: Supporting Educator Growth & Development

Growth & Development

Aligned Expectations for Effective Educators Grounded in Evidence-Based, Culturally & Linguistically Sustaining Practices

- Updated Expectations for Teacher and Administrator Preparation Programs
- Updated Educator Evaluation Rubrics

PD on cultural competence, implicit bias, and inclusive practices to improve school climate

Thank you

Darcy Fernandes, Senior Associate Commissioner

Claire Abbott, Director of Educator Effectiveness Office

References and Links

Initiatives & Resources

- [Diverse & Culturally Responsive Workforce Page](#)
- [Updated Model Rubrics for Educator Evaluation](#)
- [Updated Program Approval Guidelines for Educator Preparation](#)
- [Induction & Mentoring Guidelines and Resources](#)
- [MTEL Alternative Pilot](#)
- [DESE's Educational Vision](#)

Research & Policy

- [Year 1 Policy Brief on the Emergency License in MA](#)
- ["Three Leaks in the MA Teacher Pipeline"](#)
- [COVID-19 and the Composition of the MA Teacher Workforce](#)
- [Shaping Teacher Quality and Student Experience in Massachusetts](#) (ongoing study)

:Padlet

Nichole Spalding-Watson • 7d

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

with Claire Abbott and Darcy Fernandes, spotlighting Massachusets

5 minutes: How does the work in MA align with the needs of districts in your local area?

💬 0

5 minutes: What are some differences in rural and urban school districts? How do suburban and rural districts differ in needs?

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10 minutes: What efforts by your state and/or LEAs are addressing the need to diversify the educator workforce in urban communities?

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Final Thoughts & Takeaways

See you next time!

Next Meeting: Nov 7, 2023