The Power of Teacher Diversity:
Fostering Inclusive Conversations Through Mentoring

September 2021

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CCNETWORK Comprehensive Center Network
REGION 8
Indiana
Michigan
Ohio

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Acknowledgments

The authors would like to extend their sincere appreciation to the Ohio Department of Education's Office of Educator Effectiveness and the Diversifying the Educator Pipeline Advisory Council for their thoughtful partnership in the development of this guide. In addition, thanks to the following individuals for their thoughtful contributions: Winston Holton, Call Me MiSTER; Mark Joseph, Call Me MiSTER; Lori L. Ward, Cleveland Metropolitan School District; Travis Bristol, University of California—Berkeley; Rashaun Martin, Boston Public Schools; Tammie Causey, Center on Great Teachers & Leaders; Etai Mizrav, Center on Great Teachers & Leaders.

The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.

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Mentoring for Diversity:
A Conversation Guide

An effective teacher workforce is a diverse teacher workforce. As of 2017, only 5% of Ohio's teachers identify as teachers of color. As more teachers from diverse backgrounds enter the teaching profession in Ohio, they will encounter mentors who do not look like them and may not understand some of their struggles. We must be prepared to support them. Mentoring and induction should be prioritized as strategies for addressing retention equity gaps in districts and schools where the workforce is not representative of the student population.

This conversation guide is intended to help Ohio mentors better understand their role in supporting new teachers with identities that are underrepresented in the existing teacher corps, including but not limited to teachers of Color, teachers who identify as LGBTQ+, teachers from low-income backgrounds and teachers entering the profession through nontraditional routes. Although general teacher retention is important, the Ohio Department of Education (the Department) recognizes the value that these diverse teachers bring to the profession. With this guide, the Department aims to support mentors in the Resident Educator Program as we work together to increase retention among all teachers, particularly those who bring diversity to our profession. The guide highlights the principles that mentors should keep in mind when mentoring for diversity. The guide is not comprehensive but rather a starting place to help mentors learn and engage in self-reflection.

Approach this guide with an open mind. Some of the information may be new or challenge your standing beliefs. Throughout this guide, you will have opportunities to stop, reflect and jot down your thoughts. The questions can feel personal, so we encourage you to be honest and suspend judgment.

This is important and hard work. Thank you for your commitment to improving the experiences for new teachers in Ohio, especially those from diverse backgrounds.

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How to Use This Guide

The purpose of this guide is to support experienced instructors who mentor new teachers from diverse backgrounds in conducting authentic conversations about the intersections of personal and professional identities. The guide is meant to provide structure for conversations with school and district education staff. Thus, it can be used in multiple ways. You may use it individually for self-reflection or work with a partner or small group to explore the topics covered in the guide. We suggest that teacher mentors use the guide in one or more of the following ways:

- as a tool for self-reflection,
- as a source of structure in initiating critical conversations with beginning teachers, and
- as a guide for conducting conversations with small groups of beginning teachers.

The guide is divided into three sections:

- **SECTION I: WHY MENTORING FOR DIVERSITY MATTERS.** This section provides background on why all students can benefit from having teachers from diverse backgrounds. It also considers the unique challenges that teachers from diverse backgrounds may face.
- **SECTION II: PRACTICAL STRATEGIES IN MENTORING FOR DIVERSITY.** This section includes tools and strategies that the mentor and beginning teacher(s) can use throughout the induction process.
- **SECTION III: LESSONS LEARNED FROM SUCCESSFUL MENTORING PROGRAMS.** This section features lessons learned from teacher mentors, school district personnel and other experts who have successfully implemented mentoring for diversity.

To understand the big picture and the steps along the pathway, you would do best to read through the entire document at the outset and then select specific activities to try. As you work through the guide, you may find it useful to refer to the Glossary, located in Appendix A, which provides definitions of terms found throughout the guide.

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Role of the Mentor

"Mentoring[i]" refers to the relationship between a beginning or incoming educator (mentee) and an experienced educator (mentor). Mentors provide ongoing instructional and social-emotional support through differentiated mentoring models that allow new teachers to practice and grow in the profession of teaching during their initial years of residency.[1] The 2019 Ohio Resident Educator Mentor Standards emphasize specific practices that a mentor should exhibit to promote mentoring for diversity.

Role of the Beginning Teacher

The role of the beginning teacher during the induction process is to grow as an instructor, support student learning and help their colleagues improve as mentors. Succeeding in this role requires an openness to inquiry, reflection and change. As partners in a mentoring relationship, beginning teachers must communicate their needs and offer constructive feedback on how their mentors can best support them.

Ground Rules for Mentoring Conversations

During the initial meeting with a new teacher, the mentor should develop a set of ground rules to guide the conversations. Doing so will help the mentor facilitate meetings that are organized and rooted in mutual respect, creating a safe space for all participants. A mentor might begin by saying something like this:

> ***I'd like to create a safe space for us to explore, to listen and to learn from each other. It's important to be open, authentic and feel safe. Having ground rules will help us have better conversations. Here are some ground rules I would like to start with. What would you like to add?***

[i]One-on-one support and feedback provided by an experienced veteran educator to a new or struggling educator.

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Listed below are some ground rules that are worth considering:[2]

SHARE THE AIR. We will strive to share this time, space and learning process equitably so that all can participate and share in the benefit. We will not expect other individuals or groups to bear the responsibility of educating us.

UPHOLD CONFIDENTIALITY. We will not share others' stories or identities outside this conversation, although we may share what we have learned from this experience.

MAINTAIN RESPECT. We will treat others with respect. We will not shame, blame, demean or attack others.

ALLOW FOR SILENCE. We will not rush to fill silences, recognizing that we may need time to gather our thoughts or find our courage to speak.

LISTEN TO UNDERSTAND. We will acknowledge the limits of our own knowledge and open ourselves to what we can learn from the experiences and circumstances of others. We will listen to understand and to learn.

SPEAK ONLY FOR OURSELVES. We will each speak from our own experience, not for others, nor for entire groups. We will not expect others to speak for entire groups.

CONSIDER THE BIGGER PICTURE. We will strive to recognize how our own and others' experiences and perspectives are influenced by heritage, cultural environments, social groups, our diverse identities and social systems.

EXPLORE DISAGREEMENT. We will strive to be open and curious about our disagreements and to engage respectfully with disagreement even when it feels uncomfortable.

LEAN INTO DISCOMFORT. We will be willing to grapple with challenging ideas and feelings and examine our own reactions.

PRACTICE GENEROSITY. We will recognize that we are all people in process and are more than we express in any one moment. We will give ourselves and each other permission to not know. We will respect each other's right to be fully human, including experiencing strong emotions, not knowing and making mistakes.

GRANT AMNESTY TO OTHERS AND OURSELVES. We will recognize that learning involves risk-taking, and in risk-taking, we sometimes make mistakes. We will provide invitation and space for risk-taking and mistakes so that we can learn. In that space, we will voice concerns and offer pardons to others and ourselves when we misstep because we assume positive intent.

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Pre-Reading Questions

Take a moment to reflect on the questions individually. Record your thoughts in the space provided:

On a scale of 1–10, how comfortable are you talking with mentees about each of the following topics: **race, ethnicity, socioeconomics, disabilities, gender identity** and **sexual orientation**?

Do you think that it is important for teacher mentors to know about diversity? Why or why not?

While all teachers may face challenges in the working environment, research indicates that teachers from underrepresented groups (e.g., teachers who are Black, LGBTQ+, Asian American/Pacific Islander (AAPI), Latinx, Native American, with disabilities or from a low-income background) face additional challenges on the job. What might be some of those challenges? And why might some of those challenges exist?

Section I.
Why Mentoring for Diversity Matters

Why Mentor for Diversity?

From both anecdotal evidence and rigorous research, we learn that a ***diverse***[ii] teaching workforce is critical to the quality of an education system and the learning of all students. Teachers of Color, teachers from a variety of socioeconomic backgrounds, teachers who identify as LGBTQ+ and teachers entering the profession from other industries or alternative pathways all play a key role in creating an education system that is more aligned with the real world. We also know that diversity in our teaching workforce can play a key role in improving student learning and inclusion in schools.

However, while Ohio's student population is increasingly diverse, with students of color making up 30% of all K-12 students in Ohio, Ohio's educators are predominantly white—educators of color make up only 5% of the educator workforce. Teachers of Color in Ohio often leave the profession in the early years of their career, citing lack of support as a key driving influence. The Diversifying the Education Profession Taskforce in Ohio, convened in the fall of 2019, recommended creating "mentoring and induction supports specific to educators of color in Ohio" in order to address this dispositional attrition.[iii]

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[ii]Race/ethnicity, gender, religion, sexuality, disability, socioeconomic status/poverty and culture are consistently identified as elements that constitute diversity.

[iii]http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US

All teachers can and should incorporate ***culturally relevant practices***,[iv] build trusting relationships with students and improve student achievement. Teachers of Color are in a specifically unique position in that, on average they often can produce more favorable academic results than white colleagues on standardized test scores, attendance, retention, advanced-level course enrollment and graduation rates often for all students, and especially for students from diverse backgrounds.[3]

Just as students benefit from having teachers of Color, they also benefit from having teachers from other diverse backgrounds. Ninety-five percent of LGBTQ+ students report facing discrimination in school.[4] For these students and their peers, having "someone to look up to" who shares their identity can be empowering.[5] Similarly, in-school gay–straight alliances (GSAs), which are often led by teachers who identify as LGBTQ+, reduce suicide risk for all students, especially LGBTQ+ youth.[6] Even teachers from low-income backgrounds feel that their "shared backgrounds with their students influenced their relationships and efforts."[7] Teachers with disabilities or who are hard of hearing also bring unique strengths to classrooms and communities. For example, a teacher and advocate shares, "[I use my] disability as a teaching tool to inspire, to encourage empathy, to promote learning down paths that otherwise might not be explored."[8]

Both students of Color and their white peers benefit from having teachers of Color. In fact, teachers of Color may leverage their cultural resources and those of their students,[9] support boundary-crossing in various multicultural contexts[10] and provide a cultural bridge to learning.[11] The benefit is especially pronounced for students of Color. For example, 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.[12] According to a study conducted by New York University in 2016, both white students and students of Color gave teachers of Color more favorable ratings in the Measures of Effective Teaching Survey.[13] A diverse teacher workforce also has long-term impacts on 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%.[14]

Similarly, teachers from low-income backgrounds bring specific strengths to the classroom. There is currently a lack of research on the impact that teachers from low-income backgrounds have on students, but it is natural to infer that all types of teacher diversity are beneficial to a school community.

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[iv] A conceptual framework that recognizes the importance of including students' cultural backgrounds, interests and lived experiences in all aspects of teaching and learning within the classroom and across the school.

National Teacher Workforce: Disparities in Racial Diversity

Today, more than half of the students (51%) in U.S. public schools are students of Color, but just 20% of teachers are teachers of Color, which is half of the percentage of people of Color in the nation as a whole (approximately 40%).[15] Although schools have started to hire teachers of Color at higher rates than in previous years,[16] the lack of diversity is still troubling considering the higher rates of attrition for teachers from diverse backgrounds.[17]

Listen:

Malcom Gladwell's Revisionist History Podcast (2017)

"Brown v Board of Education might be the most well known Supreme Court decision, a major victory in the fight for civil rights. But in Topeka, the city where the case began, the ruling has left a bittersweet legacy."

http://revisionisthistory.com/episodes/13-miss-buchanans-period-of-adjustment

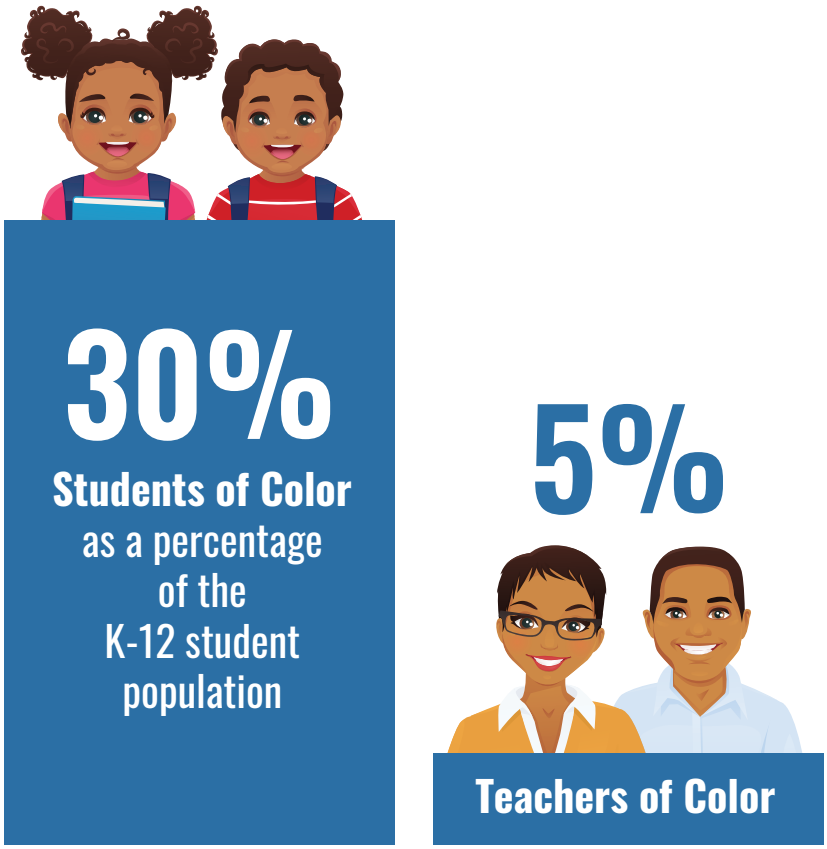
Ohio's Teacher Workforce: A Focus on Racial Diversity

Ohio's Every Student Succeeds Act state plan, approved in January 2018, clearly outlines the commitment by the Department to increase the diversity of the educator workforce in Ohio. The plan notes that achieving diversification "will require using data, engaging stakeholders in identifying needs, understanding current local and higher education initiatives focused on educator diversity and identifying potential opportunities and partnerships for recruiting and retaining a diverse educator workforce."[18] The plan is intended to address the discrepancy between the percentages of students and teachers of Color. Similarly, "Each Child, Our Future" strategy #1 outlines a similar goal around increasing the supply of highly effective teachers and leaders.

> **The idea from the guide stems from an identified set of recommendations from the diversity task force convened in 2019. The group identified supporting new teachers from diverse backgrounds as a key priority to improving Ohio's education.**

In 2017, approximately 526,667 students of Color were enrolled in public schools, which is approximately 30% of the total student population in Ohio. Yet only 5,570 public school teachers of Color were employed in Ohio's public districts and schools, which is approximately 5% of Ohio's teaching staff.[19] This disproportionality in percentage is illustrated in Figure 1 below. The long-term goal of the Department is to execute a comprehensive plan for diversifying the educator workforce so that by 2030 16% of the state's teachers are teachers of Color.

FIGURE 1. OHIO'S PUBLIC K-12 SCHOOLS RACIAL COMPOSITION OF STUDENTS AND TEACHER WORKFORCE[20]



Program and Mentor Standards Related to Equity

Ohio has several diversity-, equity-, and inclusion-related standards in the *Resident Educator Program Mentor Standards*. These standards are important for the work that mentors perform daily. Each can contribute to building the diversity of the teaching workforce. The following are the mentor standards from the Ohio Resident Educator Program that support a renewed focus on mentoring for diversity.

- **STANDARD 2.3.** Mentors deepen and maintain their own knowledge of equity principles and culturally responsive pedagogy to identify and address inequitable practices and engage resident educators in using an equity lens to reflect on their practices.
- **STANDARD 3.2.** Mentors cultivate relational trust, caring, mutual respect and honesty with resident educators to build ownership, solve problems and foster beginning teacher capacity to reflect and act with purpose, resilience and commitment to the success of every student while honoring the confidentiality of the mentor–resident educator relationship.
- **STANDARD 4.2.** Mentors serve as advocates for creating supportive environments in their schools and districts that enhance opportunities for resident educators to reach their personal and professional potentials.
- **STANDARD 6.2.** Mentors build resident educators' capacities to advance equitable, inclusive instruction for each student by applying principles of equity and implementing culturally responsive teaching.

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Self-Reflection

What is something new you learned?

How can you use this information to build your relationships with your mentees?

Does having this information cause you to consider changing any element of your mentoring practice? Why or why not?

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Section II:
Practical Strategies in Mentoring for Diversity

This section of the guide is designed to build your knowledge of racial, ethnic, socioeconomic and other disparities in the composition of the teacher workforce. It includes research-based content about the composition of the educator workforce and will help you understand the complexities of mentoring teachers from diverse backgrounds while helping them acclimate to the broader educational community and showcase their talents and knowledge. This section also includes two scenarios that provide you with the opportunity to practice supporting new teachers in dealing with challenges that may arise as they acclimate to their school environment. Each activity includes the following:

PRE-READING QUESTION(S): Questions that draw connections between what you already know and understand before reading new content about mentoring for diversity in the teacher workforce

CONTENT: A summary highlighting relevant research and case studies related to mentoring and induction for teachers from diverse backgrounds

PRACTICE SCENARIO: A hypothetical scenario reflecting real profiles of Ohio teachers (to be used to explore what new teachers from diverse backgrounds experience and how mentoring can support them)

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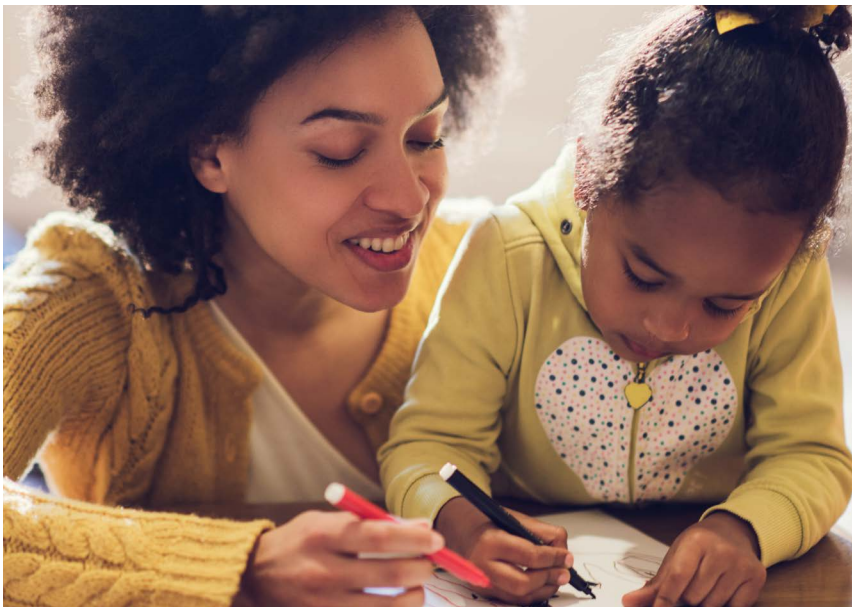
REFLECTION ACTIVITY: Reflection on the practice scenario motivated by a question or prompt

REAL TALK FOR MENTORS: A series of practical things a mentor could do or say to help in mentoring teachers from diverse backgrounds

FINAL REFLECTION: A thoughtful review, guided by questions and prompts, of what you have learned from the conversation guide (keep in mind that good mentors are reflective mentors)



Pre-Reading Question

Take a moment to reflect on the question below. Jot your thoughts in the space provided.

What are some of the unique needs of the new teachers you have mentored or will mentor?

Practice Scenario 1: Preparing to Mentor Teachers from Diverse Backgrounds

Consider the following teacher profiles as you contemplate the potential professional experiences of your mentees. To complete the exercises that follow, you are encouraged to work alone or with other mentors in your district. Think about how these teachers might fit into the current context of your school or district.

Your district just hired three new teachers. All three teachers are in their first year of teaching and hold an Ohio Resident Educator teaching license in their teaching area. John will teach music, Maria will teach Spanish and Lakisha will teach English.

John

John was born and raised in a large metro area in Ohio. He is a 23-year-old, openly gay white man. John attended a large public university, where he majored in music and philosophy. He now plays guitar in a local band and writes his own music. In middle school, he was diagnosed with dyslexia and ADHD.

Stock photo. Posed by models.

Maria

Maria was born and raised in a suburb of a major metro area in Ohio. She is a 23-year-old woman with a Hispanic background. She attended a small private college in Ohio and speaks Spanish fluently. Maria has several food allergies and during college was a member of a local nonprofit organization supporting organic farming and non-GMO agricultural products.

"Women in Tech – 69" by wocintechchat.com is licensed under a Creative Commons Attribution 2.0 Generic (CC BY 2.0) license.

Lakisha

Lakisha was born and raised in a small town in Southern Ohio. She is a 23-year-old who identifies as African American and Asian American. Raised as a Muslim, Lakisha attended a small progressive college and performed in several plays while in high school and college.

Stock photo. Posed by models.

Pre-Reading Questions

Take a few moments to reflect upon and answer the following questions related to your past mentoring practice.

1. Have you ever mentored a teacher from a diverse background as defined in this guide? If you have never mentored a teacher from a diverse background, how do you think the experience might be different from your other mentoring experiences?

2. In what ways, if any, was the experience similar to or different from your other mentoring experiences?

Content: Mentoring a Diverse Educator Workforce

Unique Needs of Beginning Teachers from Diverse Backgrounds

First-year teachers often feel isolated,[21] and teachers of Color and LGBTQ+ teachers are especially susceptible to experiencing isolation. We know supportive and inclusive school leadership plays a significant role in teacher retention.[22] Furthermore, a lack of emphasis on culturally relevant pedagogical practices[23] can create a culture in which these teachers feel disconnected from their colleagues. Addressing the problem requires recognizing that "culturally responsive mentoring and induction supports can help lessen the isolation experienced by beginning teachers [from diverse backgrounds] and can help … schools create environments to better support and retain a diverse teacher workforce."[24]

Mentoring and Induction—Beneficial for All and Potentially More Beneficial for Diverse Teachers

Mentoring and induction programs often use a one-size-fits-all approach and are meant to support all teachers regardless of background or identity. However, it is important to acknowledge, understand and value the perspectives of diverse teachers. All teachers—and especially diverse teachers[25]—can benefit from

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supportive, comprehensive mentoring and induction programs. Teachers of Color, for example, are more likely to teach in high-poverty or low-performing schools than their white colleagues.[26] And while their presence in low-performing schools can be a great benefit to their students, they are more likely to experience poor working conditions and low-quality induction programs,[27] which can lead to beginning-teacher attrition.[28]

Mentoring and induction programs have been shown to be particularly effective at improving teacher practice and retention in high-poverty or low-performing schools. For example, teachers who participated in a mentoring and induction program left the teaching profession at significantly lower rates than did nonparticipating novice teachers; this was true even for teachers working in high-minority enrollment schools, where teachers of Color are often most likely to teach.[29]

When matching mentors with new teachers, very few mentoring and induction programs pay attention to the dispositions that mentors need to engage in reflection about social justice or equity. For example, effective mentors tend to have dispositions that create "relational trust, caring, mutual respect and honesty" with new teachers.[30] Considering the unique perspectives of teachers from diverse backgrounds can improve the quality of mentoring and induction and lead to greater retention of a diverse teaching workforce.

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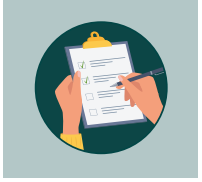
Reflection

Now that you have read about John, Maria and Lakisha, consider the following questions. First jot down your answers in the space provided and then discuss your responses with your mentee or small group:

1. Besides their teaching, what are some of the talents/perspectives that each of these individuals might bring to your school's and your district's culture?

2. How might these teachers have a positive impact on your school's and your district's climate? What kind of working relationships would they have with other educators? What kind of relationships would they have with students?

3. Based on their backgrounds, what challenges might these teachers encounter when dealing with school staff, students and/or parents?



Real Talk for Mentors: What Can I Do?

If you do not identify as a teacher with a diverse background, you may be thinking: *How can I mentor someone with a background different from mine? I am worried about falling into the "common patterns of well-meaning white people."*[31] Or you may be wondering: *Who am I to assume the mentor role?*

If you are thinking this, you are not alone! Dr. Amanda Cornwall, who is the Assistant Director of Graduate Education Operations with the PhD Network at Northeastern University, has experienced these same sentiments. Here are some suggestions, taken from Dr. Cornwall,[32] for developing confidence in working with new teachers from diverse backgrounds:

- **SEEK ASSISTANCE IN PROVIDING MENTORING SUPPORT.** You can't be everything to every new teacher. Build a network of mentors and facilitate teachers' connections to them. Call upon this network when others can provide certain expertise that you can't.

- **SEEK TO LEARN MORE ABOUT BEST PRACTICES IN MENTORING.** Ask your school or district for additional professional learning on best practices in mentoring.

- **ASK FOR CANDID FEEDBACK.** Meet with each of your new teachers individually to talk about their experiences and the support they would like to have from you. Listen and incorporate as many of their suggestions as soon as possible. You may also consider a confidential survey so that new teachers could provide anonymous feedback regarding your mentorship.

- **INITIATE CONVERSATION ABOUT DIFFICULT TOPICS AND CREATE OPPORTUNITIES FOR OPEN CONVERSATION.** Your role is to create and maintain a safe and respectful space, and model active listening and learning—both in one-on-one interactions and within groups. Don't avoid those difficult and crucial conversations, but rather create an open space to facilitate them.

- **STRIKE A BALANCE BETWEEN PROVIDING PRACTICAL "NUTS AND BOLTS" HELP AS WELL AS EMOTIONAL SUPPORT AND ENCOURAGEMENT.** Show your commitment to new teachers by regularly meeting with them and providing them with whatever help they need.

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- **CALL OUT THE ELEPHANT IN THE ROOM.** If you are serving as a mentor to an underrepresented minority teacher and are not a minority yourself, be open about your own positionality and identity, your awareness of your majority status and how you navigate it. Be vulnerable. Don't equate your struggles with those of new teachers from diverse backgrounds or claim that you know what it is like to grow up as a minority in a society of structural inequality and prevalent bias or racism. Being open about your deficits and challenges helps to open a space for empathy and connection.

Final Reflection

Take a few moments to reflect upon and answer the following questions related to your past mentoring practice.

In addition to the support that these three teachers will receive from their resident educator mentors, what are some meaningful ways that other educators in your building or district could support these new teachers as they confront the potential challenges you listed in your response to Question 3 above?

Retaining Teachers from Diverse Backgrounds

Teacher retention is essential for creating an effective, experienced and diverse teacher workforce. Next, you will explore a few factors that pose challenges for retaining teachers from diverse backgrounds, such as compensation, the invisible tax and microaggressions. This section concludes with suggestions on ways to support new teachers in confronting these challenges.

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Pre-Reading Questions

Take a few moments to reflect upon and answer the following questions related to your teaching career. Record your thoughts in the space provided.

Questions for the Mentor

1. Why did you become a teacher?

2. What makes you stay in the profession?

3. Who supported you in your first years of teaching?

4. What was your biggest challenge during your first years of teaching?

Content: Causes of Teacher Attrition

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Low teacher retention is a national crisis plaguing schools and districts. Approximately 16% of teachers leave the profession or their school each year, but this attrition—often the result of challenging working conditions—is disproportionately concentrated in specific high-need subject areas, high-poverty schools and highly diverse schools.[33] Turnover rates are 70% higher for teachers in schools serving the largest concentrations of students of Color.[34] 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.[35] While many teachers from diverse backgrounds are motivated to join the teaching profession in order to improve educational opportunities and outcomes for underserved students, they often leave the profession without reaching their maximum potential.[36]

This section acknowledges some of the reasons why teachers of Color and teachers from diverse backgrounds, in particular, leave the profession more often than their white, middle-class colleagues. The reasons covered here include complexities involving the following: compensation, the "invisible tax," microaggressions, isolation and concerns with safety and belonging. This is not a comprehensive listing but a brief overview of some key considerations. Each of these challenges affects new teachers in different ways, and some teachers will experience all of the challenges, while others will experience only a few or none.

Compensation

Teaching tends to pay less than other jobs that require a college degree. On average, teachers are paid 21.4% less than their nonteaching peers.[37] When asked, teachers from low-income backgrounds often note that they joined the teaching profession to provide "quality education for their students while also acknowledging their students' economic backgrounds and [to make] deliberate efforts to aid them in overcoming obstacles."[38] However, due to low compensation and high student loan rates, many teachers from low-income backgrounds leave the profession before retirement in order to make a higher salary.[39] Teachers whose first-year salary was less than $40,000 were 10 percentage points more likely to leave teaching than teachers who earned more in their first year.[40] We can all imagine teachers who have joined the profession only to find that they cannot make ends meet with such a small salary. Many new teachers must make a tough decision about staying or leaving because of financial reasons alone.

Invisible Tax

The first year of teaching is hard for all teachers, especially for teachers of Color. In addition to the typical challenges of a beginning teacher, teachers of Color may face an "***invisible tax***,"[v] which is the extra burden of being a member of a racial minority in their school, having to serve as experts on many issues related to cultural diversity, or having to constantly ***code switch***,[vi] requiring switching between multiple types of language.

> **The invisible tax takes a mental and emotional toll on teachers of Color, ultimately leading to burnout. With this extra burden and lack of support, teachers of Color leave the profession at a higher rate than their white peers.**

This invisible tax manifests itself when teachers of Color are "pigeon holed and are regularly asked to take on additional duties without appropriate compensation, recognition or support." Examples include serving as the leader of schoolwide diversity initiatives, being perceived as the most appropriate person to address student behavioral infractions, operating as the sole bilingual teacher in a school and as such, serving as the interpreter for all student-speakers of other languages and their families, or mentoring multiple students of Color—all of which are responsibilities beyond the instructional role. In one Education Trust report, a teacher stated: "Most of the time you can, but even when you can't, it's assumed that you are supposed to touch every African American child that crosses your path." The added responsibility of caring for every child of Color in the school can be exhausting. Ultimately, the invisible tax is rooted in stereotypes about people of Color. The burden of this tax can take a mental and emotional toll on teachers, ultimately leading to burnout.

[v]The pressure of being the lone educator of Color in a school, while simultaneously charged with being the main mentor, disciplinarian and relationship guru for all students who share a similar background, can be overwhelming.

[vi]Code Switching is the practice of alternating between two or more languages, tones, styles of speaking or varieties of language in conversation.

Microaggressions

Racism can manifest itself in many ways, including explicit racist acts or more subtle ***microaggressions***.[vii] Microaggressions are "everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership."[41] Microaggressions can take many forms, such as continuing to mispronounce a person's name after they have corrected you. Microaggressions are not only systemic but can also be individual.

Many teachers from underrepresented groups state that they "need to work harder in order to be seen as adequate and professional … [and] to police their own behavior so they could be seen as more professional."[42] Studies show that teachers of Color commit to work tirelessly to enhance the lives of students of Color, but these studies "also force us to contend with the fact that we are recruiting teachers of Color into spaces where they are limited, dehumanized, and alienated from their professional identity and goals."[43] This accumulation of multiple forms of race-based burden contributes to the rapid burnout of teachers of Color.

Safety and Belonging

Often teachers of diverse backgrounds and identities lack a sense of belonging in an organization and may even feel unsafe in their school setting. For example, many LGBTQ+ educators report feeling unsafe in workplace environments, and, in many cases, there are no policies in place to protect them from discrimination. A history of explicit discrimination toward LGBTQ+ teachers persists today in the guise of informal harassment.[44] Surveys conducted in 2007 and 2011 found that approximately 25% of LGBTQ+ teachers reported being harassed at their schools.[45] In 2018, 32% of non-LGBTQ+ Americans said that "they would be 'very' or 'somewhat' uncomfortable if their child had an LGBTQ+ teacher."[46] In nearly 30 U.S. states, LGBTQ+ teachers lack legal employment-discrimination protections.[47] These barriers to security and belongingness can inhibit LGBTQ+ individuals from joining the profession or staying in the profession once they enter.

Similarly, teachers of Color, especially Black male teachers, may have specific concerns about racist policing practices in their schools or local communities. The presence of police on school campuses and nearby communities may be a specific concern for some teachers due to the evidence of race-based policing in many communities.

NOTES

[vii] Microaggressions are defined as the everyday, subtle, intentional—and often unintentional—interactions or behaviors that communicate some sort of bias toward historically marginalized groups. The difference between microaggressions and overt discrimination or macroaggressions is that people who commit microaggressions might not even be aware of them.

> *"There is always the fear that if you were to share this [sexual orientation], it could color how staff and administration view your performance, skew their evaluations of you, or otherwise influence whether you stay hired or not."*[48]
>
> *–Amanda Machado, 2014*

Isolation

First-year teachers often feel isolated—and teachers of Color and LGBTQ+ teachers are especially susceptible to this isolation. Supportive and inclusive school leadership plays a significant role in teacher retention.[49] Furthermore, a lack of emphasis on culturally relevant pedagogical practices can create a culture in which these teachers feel disconnected from their colleagues.[50] If, for example, a teacher is the only teacher in the school who is LGBTQ+, from an alternative pathway or from a low-income background, that teacher might lack the support and community of others who share their experiences.[51]

Implicit Bias

Implicit bias is neither good nor bad; it just is a reality. Understanding the existence of implicit bias and how steps can be taken to recognize and correct for it is important to the mentor-mentee relationship. Mentors must be aware of the challenges teachers of diverse backgrounds face and also be aware of their own potential ***implicit bias***[viii] toward these teachers. Implicit bias refers to the "attitudes or stereotypes that affect our understanding, actions, and decisions in an ***unconscious*** manner." Implicit bias may manifest in the form of silencing conversations about race in schools, limiting access to supportive colleagues and making teachers from diverse backgrounds adhere to restrictive curricula and pedagogical practices.[52]

In a recent study by the Education Trust and Teach Plus,[53] teachers of Color noted that when they share ideas in meetings with colleagues, they often feel shut down. Further, when their ideas are presented by white peers in subsequent conversations, the ideas are celebrated and implemented.

[viii] "The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control."

This type of implicit bias is often also experienced by teachers of Color through student reactions to white authority. Students have similar biases and respond differently to non-white authority in the classroom. "Ultimately, teachers of Color express that they navigate a workplace that renders their identity, skills and contributions to the school invisible."[54] Similar bias is experienced by teachers who identify as LGBTQ+.[55]

> ***"Psychologists at Harvard, the University of Virginia and the University of Washington created 'Project Implicit' to develop Hidden Bias Tests—called Implicit Association Tests, or IATs, in the academic world—to measure unconscious bias. Hidden Bias Tests measure unconscious, or automatic, biases. Your willingness to examine your own possible biases is an important step in understanding the roots of stereotypes and prejudice in our society."***[56]
>
> ***Take the test here:***
> ***https://implicit.harvard.edu/implicit/takeatest.html***

Let's revisit the three new teachers in your district: John, Maria and Lakisha.

Practice Scenario 2: Retaining New Teachers

John

"I didn't come out to my family until I was 21. During student teaching, I kept my relationship secret from students, other teachers, and parents because I knew they were not OK with it. One of my students saw me out to dinner with my significant other... After that I got bombarded with parent emails about how terrible a person I am and people went to the principal saying that they didn't want me around their children."

Stock photo. Posed by models.
[0]Quote modified to fit the scenario.

Maria

"When a Spanish speaking parent comes to a meeting they feel unwelcome because they can't communicate with teachers. Since I speak both English and Spanish, suddenly, I'm in charge of every Hispanic student that we have, and it's a huge job on top of my regular job to communicate with all those families and to have that relationship with the families and the students."

"Women in Tech – 69" by wocintechchat.com is licensed under a Creative Commons Attribution 2.0 Generic (CC BY 2.0) license.

Lakisha

"I am the only Black teacher in my grade, but I handle basically all the discipline problems."

Stock photo. Posed by models.

Reflection

Select one or more of the excerpts from the teachers.
Discuss or record your thoughts in response to the following three prompts.

Define: What is this teacher experiencing?

Empathize: In what ways can you relate to how this teacher might be feeling?

Ideate: As a mentor, how can you make the space for teachers to share what they might need as support?

How might the strengths teachers from diverse backgrounds bring to the school community connect to the invisible tax?

Real Talk for Teacher Mentors: What Can I Do and Say?

There is no expectation that you memorize everything there is to know about all of the various social, racial, cultural and ethnic groups. That would be impossible. Practice cultural humility instead. The National Institutes of Health (NIH) defines cultural humility as "a lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but one starts with an examination of her/his own beliefs and cultural identities."[57] Cultural humility involves these strategies:

- **REFLECTING ON HOW YOUR OWN BIASES IMPACT THE WAY YOU TREAT AND UNDERSTAND OTHERS.** We are never done learning. The American Psychological Association suggests that you must "be humble and flexible, bold enough to look at [yourself] critically and desire to learn more."[58] There is no finish line, just more understanding.

- **WORKING TO FIX POWER IMBALANCES.** The new teacher brings something unique to the classroom and, more broadly, to the profession of education. The new teacher is the expert on their own life, strengths and experiences. The mentor holds a body of knowledge from years of working in the classroom. Both persons in the relationship have power and must learn to collaborate.

- **DEVELOPING PARTNERSHIPS WITH PEOPLE AND GROUPS WHO ADVOCATE FOR OTHERS.** We can never fix systemic oppression alone; rather we must work with groups and communities. We "cannot individually commit to self-evaluation and fixing power imbalances without advocating within the larger organizations in which we participate."[59]

NOTES

Additional Tools for Supporting New Teachers

You might also consider using the following resources to support critical conversations with teachers regarding these topics.


SAY


WATCH


TAKE ACTION


JOURNAL


LEARN MORE

Tool	Title	Description
	Exercises in Self-Reflection	• Identify your own cultural and family beliefs and values. • Define your own personal culture/identity: ethnicity, age, experience, education, socioeconomic status, gender, sexual orientation, religion. • Are you aware of your personal biases toward and assumptions about people with different values from yours? • Challenge yourself in identifying your own values as the "norm." • Describe a time when you became aware of being different from other people. Source. https://cahealthadvocates.org/are-you-practicing-cultural-humility-the-key-to-success-in-cultural-competence/
	What Is Cultural Humility?	**What Is Cultural Humility?** This video from Psych Hub explains the importance of "Cultural Competency and Cultural Humility," which involve "learning about other cultures, controlling your biases, adapting your behaviors and communications style considering the background of people around you, being aware of power imbalances and biases and respecting others' values."
	Statements for Understanding	• **There is no way I could know your experience. My life is very different. I want to learn more.** • **I am still learning. I hope you will let me know if I make a mistake.** • **You mentioned [this experience]. I think you might benefit from talking with other teachers who share your identity. Would you mind if I connect you with others?**
	EduColor Reading List	EduColor has several years of experience in the areas of pedagogy, curriculum, policy, labor, research and other areas of education. This reading list is a good starting place to learn about racism and education.
	Creating Inclusive Workplaces for Black Teachers	This Regional Educational Laboratory Midwest video explores why Black teachers leave the teaching profession and the best practices for retaining them. Viewers will hear about research-based practices for retaining Black teachers and why the work is important everywhere. https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/inclusive-workplaces-for-black-teachers.aspx

Tool	Title	Description
	Learning About the Historic Realities	Learn about the historic realities in the United States, such as legacies of violence and oppression against certain groups of people. In education, this means learning about past and current systems of segregation. To build trust, "the historic, systemic reasons for mistrust must be excavated and made visible. These reasons include the history of slavery, racism, segregation, and more recent lived experience of disrespect in schools."[60]
	Module 8: Cultural Competence and Cultural Humility	Learn more by taking this module on cultural humility: https://ready.web.unc.edu/section-1-foundations/module-8/

Final Reflection: 3,2,1 Reflection

3 new things you learned:

2 questions you have:

1 way you might change your practice:

Section III:
Lessons Learned from the Field

Mentoring and induction for diversity is not a new idea. Several programs have been exemplifying best practices in this area for years. Leaders from exceptional programs shared some of the key lessons learned from their extensive experience of mentoring new teachers from diverse backgrounds. In this section, we profile three programs as exemplars. Across all programs, several common themes emerged, including the importance of these strategies:

- Build a connection to community.
- Practice collective mentoring.
- Maintain networks of peer connections.
- Establish authentic relationships.
- Start mentoring early.

Generations of Collective Mentoring: Best Practices from Call Me MiSTER (South Carolina)

Call Me MiSTER (Mentors Instructing Students Toward Effective Role Models) is an initiative launched in South Carolina in 2000 to recruit teachers, particularly male teachers of Color, to work in the lowest performing elementary schools. Nationally, approximately only 20% of the educator workforce identified as teachers of Color, and only 4% identified as male teachers of Color. The overarching purpose of the program is to address the severe absence of African American male teachers in public elementary schools.[61] It has since expanded

across and beyond the state. Student participants are largely selected from among underserved, socioeconomically disadvantaged and educationally at-risk communities. The collective approach to mentoring allows MiSTERS to share their thoughts freely, which leads to more productive outcomes. It is important for MiSTERS to feel like they can be themselves and not feel alone.

> **There is no cookie cutter approach to mentoring for diversity. To be a good mentor, one must be able to relate, connect to humanity and show empathy.**

Starting early in the undergraduate pre-service level, MiSTERS join a cohort of other future teachers. Because of the generations that have gone through the program, MiSTERS have a community of program alumni to depend on for support. They can relate to each other as peers as well as rely on each other for professional-level mentoring.

Early Mentoring

New teachers need someone whom they can trust to share their questions and their vulnerabilities. For example, following an interview, a new teacher can call a mentor from Call Me MiSTER to talk about the interview. The mentor is someone to bounce ideas off of and talk through things. Ultimately, the mentor creates an environment where the MiSTER has the freedom to make his own decisions but always feels supported.

There is no cookie-cutter approach to mentoring for diversity. To be a good mentor, one must be able to relate in a humane way and show empathy. Relationships are the foundation of effective mentoring.

Ongoing Communities of Support

In a recent gathering, MiSTERS discussed the common narrative of Black male teachers being perceived as the school disciplinarian. The MiSTERS joined the teaching profession to educate young children and were lamenting the fact that they are pigeon holed into this disciplinarian role. An older mentor who was leading the gathering spoke to the new teachers from his years of experience. He emphasized the connection to the bigger picture of education. He reminded the MiSTERS that they are change agents and need to remember why they entered education. He encouraged them to overcome the petty and understand that this is an opportunity to build relationships with other teachers and the individual students.

Meeting Teachers Where They Are: Lessons Learned from MOCHA (Men of Color sHaping Academics) (Cleveland, Ohio)

In 2016, Cleveland Metropolitan School District (CMSD) did not have an efficient and effective way to recruit teachers of Color. They struggled to sell the district and city to teachers from diverse backgrounds. For example, a newly certified prospective Black male teacher might be concerned not only about the challenges of teaching but also about the challenges of being Black in Cleveland, including the city's history of racialized policing. The district began recruiting from historically Black colleges and universities (HBCUs) and prioritized matching new teachers with mentors from diverse backgrounds.

Men of Color sHaping Academics, or MOCHA, emerged as a way to recruit and retain male teachers of Color. The program emphasizes the value of connection among teachers and between mentors and mentees.

Networks, Connections and the Big Picture

Survey results showed that Black men sought out and appreciated networks. Consequently, the MOCHA program created a group similar to an employee resource group in which male educators could gather in social settings. The men appreciated understanding the bigger picture of education. For example, the group brought in key leaders in the district to speak on a systems view of education, which goes beyond just looking at instruction.

Best Practices for Mentors — Intersectionality

When it comes to successful mentoring, a few characteristics emerge as the most important in the MOCHA program. A mentor must have a well-rounded understanding of what equity and inclusion mean. A mentor must understand intersectionality.[ix] In other words, teachers bring multiple identities into the classroom that connect in unique ways.

> **There is no way a mentor could completely understand a new teacher's entire background; therefore, the mentor must practice cultural humility.**

Mentors should not assume they know a teacher's culture or experiences. There is no way a mentor could completely understand a new teacher's entire background; therefore, the mentor must practice cultural humility.

Ultimately, the MOCHA program works to create a sense of belonging for male teachers of Color.

[ix] In a nutshell, *intersectionality* is the idea that people have more than one identity. And those identities are inherently combined.

A Bright Spot: Compton Male Teachers of Color Network (Compton, California)

In 2018, Dr. Travis Bristol led the creation of the Compton Male Teachers of Color Network (CMTCN) in a large district in California. The purpose of the network is to "help educators and school leaders respond to the unique needs of male teachers of Color by affirming teachers' humanity and racial identity, reducing isolation among teachers, increasing collaboration, and empowering teachers to take on leadership roles within the district and their schools."[62] Participation in the network is voluntary and includes bimonthly day-long fellowship and professional development gatherings as well as classroom observations accompanied by feedback.

A Focus on Teacher Social-Emotional Needs

A common topic of conversation among teachers is the trauma they experience and the trauma their students experience. CMTCN promotes the importance of mental health and therapy as a way to face the daily trauma of school. The success of acknowledging the emotional well-being of teachers is built from vulnerability and trust. For example, they use the Issaquah Protocol, which is a process of facilitation that employs developmentally appropriate order for questioning in a coaching/consulting situation to guide mentoring and coaching conversations.

Including Administration

According to Dr. Bristol, "right now, teachers learn by themselves and principals are by themselves… [But] in order to have a coherent sense of moving a school forward, an organization forward, you have to have teachers and principals who are learning alongside each other so that they can understand how each other might be seeing the problems and the solutions that have to happen together." Teachers don't leave schools, they leave principals. The school administration contributes to creating the challenging working environment for teaching. By including administration, the teachers and leaders connect and learn together.

Alignment and Compensation

Participants are compensated for their time, either through stipends or their school's professional development budgets. Dr. Bristol emphasizes that programs need to compensate people who do extra work. For this reason, the mentors and teachers in the network are paid.

Elevating Teachers: Success in Boston Public Schools

Boston Public Schools (BPS) provide comprehensive resources, intentional professional development and culturally responsive programming for over 450 educators who identify as persons of Color. The program leader, Rashaun Martin, understands the challenges teachers of Color face at all stages of their career. From earning a teaching license to becoming a school leader, Mr. Martin is dedicated to ensuring that teachers of Color receive support, mentoring and community belonging to be successful and stay in the profession. The program boasts an 80% retention rate, with many of the "leavers" moving on to leadership positions within their school or the district.

Starting before Day 1: Welcome and Licensure

Before a first-year teacher of Color begins their first day of work, they receive a friendly welcome email from Mr. Martin that reads, "We're glad you're here and we are here for you." This personal outreach is the first step in developing a strong relationship with teachers—the foundational principle of the program's success. By checking the hiring report and reaching out to new teachers of Color each week, BPS ensures that these teachers know that they are welcomed and supported.

One of the best ways to retain educators of Color, according to Mr. Martin and supported by research, especially for recent college graduates, is to make sure they have all the information they need to receive and keep their license. The BPS diversity program offers free dedicated supports for teachers of Color to pass the state teachers' test. Partnerships with local universities help teachers of Color pass the licensure exams.

Thinking Long-Term Impact: Coaching, Mentorship, and Professional Development

Retired teachers and leaders of BPS serve as mentors, coaches and professional development providers for new teachers on a monthly basis. Each of them is responsible for working with four to six current educators of Color. The intention of these services is to elevate the work around racial equity and culturally and linguistically sustaining practices. Conversations include topics such as micro- and macroaggressions, navigating the evaluation process, and celebrating diversity in the classroom, particularly in cases when a person is the sole teacher of Color in their school.

These conversations do not stop with helping teachers know how to succeed in their current role; participants are also encouraged to investigate the opportunities for leadership that may be available in the district and how teachers of Color might take advantage of them. It is essential that teachers of Color know about teacher leaders' roles and obtain the supports to navigate those spaces. Teachers of Color need to be a part of the decision-making process and lead effective change in the school. As such, mentors encourage and support teachers of Color to become leaders in the district.

I didn't know I needed this space until it was created: Cultivation of Community

Each month, the BPS diversity program hosts cultivation events to provide safe and social spaces for both current teachers of Color AND aspiring teachers of Color. Additionally, weekly affinity groups provide a space to gather, celebrate and collaborate in a safe place. Some of the BPS diversity program affinity groups include the ALANA (African, Latino, Asian, and Native American) Educators Program, LGBTQ+ affinity group, Deaf and Hard of Hearing Community group, Women Educators of Color (WEOC) Program and Male Educators of Color (MEOC) Program. Conversations range from what is happening in participants' personal lives to what is happening in the schools and even to what is happening in the world. As one Latinx male teacher shared: "I didn't know I needed the space until the space was created."

Conclusion

Teachers from diverse backgrounds bring their strengths into the classroom and school community. As a mentor, you have the privilege of supporting new teachers during their first few years. Your support can improve the retention of teachers of all types but can be particularly beneficial for teachers from diverse backgrounds or with diverse identities. In addition to facing the typical burdens associated with the first year of teaching, such teachers may experience challenges such as the invisible tax, isolation and microaggressions. By practicing cultural humility and understanding that you are never done learning, by working to fix power imbalances and by developing partnerships with groups advocating for change, you can help these new teachers overcome any special difficulties they encounter and continue to succeed in the teaching profession.

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Glossary

CODE SWITCH The practice of alternating between two or more languages, tones, styles of speaking or varieties of language in conversation.

CULTURALLY RELEVANT PEDAGOGY A conceptual framework that recognizes the importance of including students' cultural backgrounds, interests and lived experiences in all aspects of teaching and learning within the classroom and across the school.[63]

DIVERSITY Race/ethnicity, gender, religion, sexuality, disability, socioeconomic status/poverty and culture are consistently identified as elements that constitute diversity.[64]

IMPLICIT BIAS The attitudes or stereotypes "that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection."[65]

INTERSECTIONALITY The idea that people have more than one identity, and those identities are inherently combined.

INVISIBLE TAX The pressure of being the lone educator of Color in a school, while simultaneously charged with being the main mentor, disciplinarian and relationship guru for all students who share a similar background.

MENTORING One-on-one support and feedback provided by an experienced veteran educator to a new or struggling educator.[66]

MICROAGGRESSIONS The everyday encounters of subtle discrimination that people of various marginalized groups experience throughout their lives.[67]

[1]http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program

[2]Borrowed from *Ask big questions*. https://www.askbigquestions.org/

[3]Clewell et al., 2005; Dee, 2004; Hanushek et al., 2005; Haycock, 2001; Klopfenstein, 2005; Villegas & Davis, 2008; Villegas & Irvine, 2010.

[4]Kosciw et al., 2018.

[5]Bigham, 2019.

[6]Toomey et al., 2011.

[7]Liggins, 2014.

[8]Bardnard, 2018 https://www.hearinglikeme.com/tips-for-being-a-teacher-with-hearing-loss/

[9]Ladson-Billings, 1995; Villegas & Lucas, 2002.

[10]Carter, 2005.

[11]Villegas & Lucas, 2002.

[12]Villegas & Davis, 2008; Villegas & Irvine, 2010.

[13]This survey tool includes seven measures for teachers: challenge, captivate, consolidate, care, control, clarity, and confer.

[14]Gershenson et al., 2018.

[15]National Center for Education Statistics, 2019; Taie & Goldring, 2017; U.S. Census Bureau, 2016.

[16]Bond et al., 2015.

[17]Demographic data are not readily available for other groups for a variety of reasons. While the focus of this work is on racial diversity, other forms of diversity are important. In this guide, mentors are asked to take into consideration all forms of diversity and the challenges encountered and strengths offered by teachers with a variety of backgrounds and identities.

[18]Ohio Department of Education, 2017, p. 93.

[19]National Center for Education Statistics, 2012.

[20]https://gtlcenter.org/projects/ohio-diversifying-educator-workforce

[21]Hansen & Quintero, 2018.

[22]Kraft et al., 2016.

[23]Achinstein & Ogawa, 2011; Ginsberg & Budd, 2017.

[24]Hayes et al., 2019, p. 4.

[25]Diverse teachers' identities include but are not limited to teachers of Color, teachers who identify as LGBTQ+, teachers from low-income backgrounds, and teachers who came to teaching using nontraditional routes.

[26]Carver-Thomas, 2018.

[27]Bettini & Park, 2017; Schernoff et al., 2011; Kardos & Johnson, 2010.

[28]Johnson et al., 2012.

[29]Cohen & Fuller, 2006.

[30]Ohio Department of Education, n.d.

[31]DiAngelo, 2016.

[32]Cornwall, 2020.

[33]Carver-Thomas & Darling-Hammond, 2017a.

[34]Carver-Thomas & Darling-Hammond, 2017b.

[35]Ingersoll & May, 2013.

[36]Achinstein et al., 2010; Watt, 2012.

[37]Garcia & Weiss, 2019.

[38]Liggins, 2014.

[39]Liggins, 2014, p. vi.

[40]Gray & Taie, 2015.

[41]Sue et al., 2007, p. 271.

[42]Griffin & Tackie, 2016, n.p.

[43]Jackson & Kohli, 2016, p. 6.

[44]Graves, 2009.

[45]Wright & Smith, 2015.

[46]The Harris Poll, 2018, p. 1.

[47]Will, 2020.

[48]Machado, 2014.

[49]Kraft et al., 2016.

[50]Achinstein & Ogawa, 2011; Ginsberg & Budd, 2017.

[51]Hayes et al., 2019.

[52]Achinstein & Ogawa, 2011.

[53]Griffin & Tackie, 2016

[54]Griffin & Tackie, 2016, p. 9.

[55]For example, recently LGBTQ+ have been reprimanded and/or fired "for coming out to administrators, getting married, posting pictures of their partner on social media, reading children's books on gender identity, and reporting harassment by students" (Baker, 2017).

[56]Project Implicit, 2011.

[57]Yeager & Bauer, 2013.

[58]Waters & Asbill, 2013, n.p.

[59]Waters & Asbill, 2013, n.p.

[60]Sufrin, 2019.

[61] Jones, Holton, & Joseph, 2019.

[62]Education Trust-West, 2020.

[63]Ladson-Billings, 1995, 2009; Milner, 2017.

[64]Ohio Department of Education, 2011.

[65]Staats, 2016, n.p.

[66]Center on Great Teachers and Leaders, 2018.

[67]Sue et al., 2007.