CCNETWORK Comprehensive Center Network
REGION 10
Wisconsin
Minnesota

DIVERSIFYING MINNESOTA'S EDUCATOR WORKFORCE: A SERIES OF RESEARCH BRIEFS

April 2021

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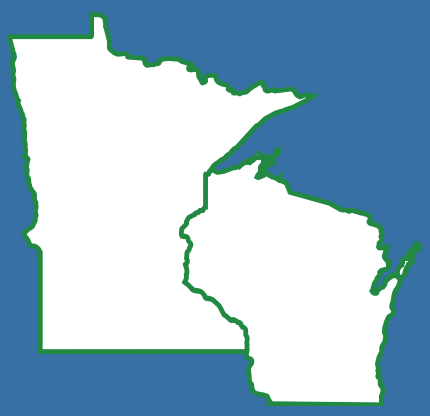


Leaders across the state of Minnesota and nation proclaim to want to diversify the educator workforce. However, the reality nationwide is that less than 20% of teachers who teach a student population that is at least 51% students of color are teachers of color (Ingersoll et al., 2018). What follows are a number of research briefs organized around a theory of action for diversifying the educator workforce. These briefs are intended to help leaders at the local, state, and national levels not only confirm the necessity, the 'Why', of diversifying the educator workforce, but also to begin to gain a better understanding of the 'How'.

The theory of action for diversifying the educator workforce presented here begins with leadership. In order for educators of color to be successfully recruited and retained into our schools, we must have what Khalifa (2018) describes as Culturally Responsive School Leadership. School and system leaders must be able to set a vision for culturally responsive, humanizing and affirming schools for all students and staff, but especially for those who have been mirnoritized by educational systems in the past. Culturally responsive school leaders are able to critically self-reflect, develop culturally responsive teachers, establish culturally responsive environments and engage students, families, and community in the schooling in authentic ways. It is these leadership attributes that allow a culturally responsive leader to create a culturally responsive work environment essential to the potential success of any recruitment and retention strategies school systems attempt to employ. A culturally responsive work environment historically contextualizes discussions of race, affords educators autonomy and administrative support and trust, and provides genuine opportunities for educators of color to be part of organizational decision making. If and when culturally responsive school leadership has established a culturally responsive work environment, systems can truly engage in research based and innovative recruitment and retention strategies aimed at getting, developing, and retaining teachers of color.

Each of the components of this theory of action is supported by a brief that overviews the literature and evidenced based practices. As a way of contextualizing the 'Why of this work, it is suggested that an understanding of the current context or trends in the state of teaching in the US and Minnesota may be helpful. This brief, titled Trends in the State of Teaching in the United States and Minnesota, draws on the work of Richard Ingersoll and his colleagues at the Penn Graduate School of Education who have been studying the teacher workforce for over 30 years. Additionally the work of Villegas and Irvine's (2010) overview of decades of empirical research on efforts to diversify the teaching force is discussed along with the most recent data from Minnesota's biennial teacher supply and demand report.

THEORY OF ACTION FOR DIVERSIFYING THE EDUCATOR WORKFORCE

CULTURALLY RESPONSIVE SCHOOL LEADERSHIP

- Vision of Culturally Responsive, Humanizing, and Affirming Schools
- Critical Self-Reflection on Leadership Behaviors
- Development of Culturally Responsive Teachers
- Promotion of a Culturally Responsive/Inclusive School Environment
- Engagement with Students, Parents, and Community Members

CULTURALLY RESPONSIVE WORK ENVIRONMENT

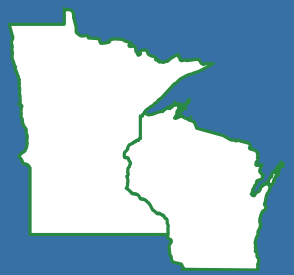
- Historical Contextualization and Discussion of Race
- Educator Classroom Autonomy
- Administrative Support and Trust
- Educator Influence in Organizational Decision Making
- Collegial Trust
- Community Representation among Staff
- Community Value-Informed Climate and Operations
- Affinity Groups and Mentorship Programs

RECRUITMENT STRATEGIES

- Financial Incentives (e.g., signing bonuses, loan forgiveness)
- Grow Your Own
- Teacher Residency
- Preferential Placement
- TOCAIT* Engaged in Hiring Process
- Seek Candidates from HBCUs, HSIs, TCUs*

RETENTION STRATEGIES

- Financial support (e.g., longevity incentive, choice in PD)
- Affinity Mentorship Programs
- Collegial Affinity Groups
- Eliminate policies that impact retention (e.g., LIFO)
- Partnership with Equity Organizations
- TOCAIT Included in System Decision Making

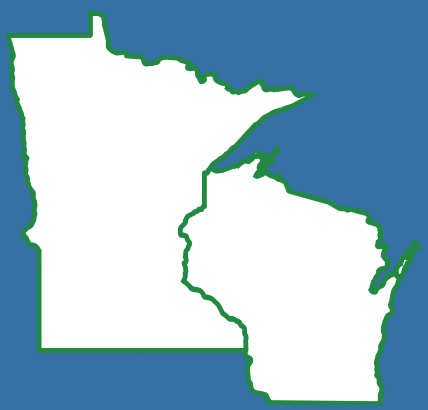


* TOCAIT = Teachers of Color and American Indian Teachers, HBCUs = Historically Black Colleges and Universities, HSIs = Hispanic Serving Institutions, TCUs = Tribal Colleges and Universities

TRENDS IN THE STATE OF TEACHING IN THE UNITED STATES AND MINNESOTA

April 2021

Victor Coy Carter Jr.



As the impact of the COVID-19 pandemic exacerbates existing racial inequities, the spotlight shines on Minnesota's gaps in income, health care, housing, and college completion rates. Most notably, COVID-19 is significantly impacting K-12 education. Forced to evacuate school buildings and shift to teachitng and learning online, this is a necessary time to reflect on and reevaluate K-12 education. In 2018, researchers examined the state of teaching in the United States.[i] Covering approximately three decades of teaching, Ingersoll and May highlight seven notable trends in the United States teaching workforce, examined below in turn.

The Current State of Teaching — US

Larger/Ballooning
Over the past three decades, the number of teachers in the public education system has increased at a faster rate than the number of students. He attributes this to the number of education reforms aimed at creating smaller class sizes, increasing STEM education opportunities, and needing to fill specialized teaching positions (ESL, ELL, Special Education, etc.).

Greying
The concern that many teachers are near or at retirement age, in turn, creating a teacher shortage. Ingersoll found that the field of teaching is subsequently becoming younger and that teacher shortages are impacted by the lack of retention of younger workforce, not simply by the retirement of baby boomers.

Greening
Beginning teachers and those who have shifted careers to teaching are building a less experienced workforce. The average of time a teacher has been in the classroom has dropped from fifteen years to one-to-three years since the late 1980's.

More Female
Ingersoll also notes that the field is increasingly more female. Though much of the teaching workforce has historically been white female teachers, the field contains less males than ever. The change occurred at the high school level where most men were most concentrated. In many cases, most male students will complete K-12 education without having any male teachers.

More Diverse
Though the overall increase in teachers of color is notable in his findings—as Ingersoll identifies a 150 percent increase from the late 80's to 2016—there is still a visible gap in the racial demographics of teacher and student populations. 51 percent of public-school students are students of color, yet only 19 percent of teachers are teachers of color.

i. Ingersoll, R., Merrill, E., Stuckey, D., & Collins, G. (2018). ***Seven Trends: The Transformation of the Teaching Force***, updated October 2018. Research Report (#RR 2018-2). Consortium for Policy Research in Education, University of Pennsylvania.

Ingersoll further notes that teachers of color are the most likely to leave the profession due to working conditions, lack of autonomy, and discretion of what occurs in their classrooms.

Consistent in Academic Ability
Ingersoll finds that just under one-tenth of new teachers have degrees from universities from the top two categories of higher education—most competitive and highly competitive—while about 25 percent come from the bottom two categories—less competitive and not competitive. However, teacher credentials and teacher effectiveness is well documented to have no relationship.[ii]

Less Stable
Ingersoll identifies the unstable nature of teaching as an ongoing problem in public education. The turnover rate has increased overall, but this statistic is exacerbated when considering teachers of color. Approximately, 44 percent of teachers leave the profession within five years and 50 percent of turnover occurs in 25 percent of public schools that enroll a high-poverty, high minority student demographic.

The Current State of Teaching — MN

In 2018, the Minnesota Professional Educator Licensure Standards Board (PELSB) commissioned Wilder Research to report on the state of teachers in Minnesota with an emphasis on supply and demand.[iii] To provide a comparison, this section will draw parallels in the themes identified by Ingersoll et al. (2018) and the 2019 Biennial Minnesota Teachers Supply and Demand report to demonstrate where MN stands.

Larger/Ballooning
The state of Minnesota has approximately 70,000 actively licensed teachers who are not in classrooms teaching. That's roughly half of all licensed teachers in the state. Commonly framed as a teacher shortage, the correct lens is that there are unfilled positions throughout Minnesota. According to the Wilder report, Minnesota has unfilled teaching position due to lack of qualification of applicants in the following areas:

- Agricultural education
- American Sign Language
- Blind or visually impaired
- Deaf or hard of hearing
- Driver education
- Family education/early childhood
- Hmong, Ojibwe, and German languages
- Parent and family education

Greyer/Greener
Though the 2019 Biennial Minnesota Teachers Supply and Demand report does not speak specifically to age/experience as does the Seven Trends: The Transformation of Teaching report, it does speak to the attrition rate in Minnesota. It shows that approximately 21 percent of the 7,000 teachers who did not return to teach during the 2016-17 year retired—the second highest reason for not returning following personal reasons. This might indicate that the teacher workforce in Minnesota is not as inexperienced as the national workforce data indicates. However, stating that roughly a fourth of teachers not returning retired does not allow us to conclude which demographic left for personal reasons. This is something the report may want to address in the next iteration.

More Diverse
In examining race/ethnicity, the 2019 Biennial Minnesota Teachers Supply and Demand report indicates that, like the overall state of teaching in the U.S., Minnesota has a difficult time recruiting and retaining teachers of color. Approximately 95.6 percent of teachers identified as white, 1.4 percent as Asian, 1.4 as Black, and 0.4 percent as American Indian. Corroborating data offered in the same report indicates that nearly 77 percent of districts have zero or relatively few (<6%) teachers of color.

While much research speaks to the recruitment of teachers of color, little exists presenting the empirical argument for increasing their supply. Researchers Dr. Ana Villegas of Montclair State University and Dr. Jacqueline Irvine of Emory University examined the literature discussing teacher diversity published in peer reviewed articles, books, and reports. They offer three major arguments as to why Minnesota, as well as the rest of the U.S., needs to address the lack of teachers of color in the teacher workforce with urgency.

- **Teachers of color serve as role models for all students.**
  For students of color, having someone that looks like them and is from their socioeconomic/environmental background boosts self-worth as a student. Teachers of color also provide benefits for white students as the interaction assists in dispelling myths about people of color, particularly for those who do not often interact with people of color. It demonstrates how teachers of color are successful and contributing members of society.[iv]

- **Teachers of color have the potential to improve the academic outcomes and school experiences of students of color.**
  Empirical evidence in research indicates that teachers of color improve learning outcomes for students of color as they can connect via shared lived experience and cultural background their academic performance. Further research suggests that teachers of color have a more favorable view of students of color, forming caring and trusting relationships. In turn, they are able to advocate for and negotiate for student opportunity and advancement. Teachers of

ii. See, for example: Hanushek & Rivkin, 2006; Harris &Sass, 2011; Leigh, 2010.
iii. Wilder Research. (2019). ***2019 Biennial Minnesota Teacher Supply and Demand***. Retrieved from https://mn.gov/pelsb/assets/2019 Supply and Demand Report_tcm1113-370206.pdf
iv. Irvine, J. J. (1988) as cited in Villegas, A. M., & Irvine, J. J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. ***Urban Review, 42***(3), 175–192.

color tend to have higher expectations of students of color, leading to higher academic achievement.[v] Additionally, teachers of color are found to employ culturally relevant teaching connecting cultural backgrounds to the curriculum, subsequently engaging those who might not be engaged or are culturally excluded, and confronting racism through curriculum.[v]

- **The Workforce Rationale**
  Research reveals that white teachers tend to leave schools that predominantly enroll students of color not because of their poverty status, but because of race. In turn, teachers of color select these "hard-to-staff" schools because they have a personal connection. As white teachers leave the workforce and difficult to staff school serving minoritized students, scholarship suggests that teachers of color are more committed to teaching students of color and are more persistent in staying.[v]

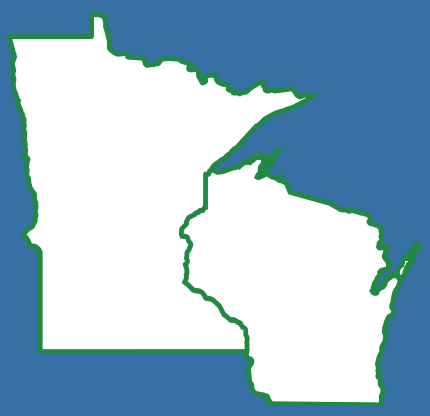
Research has identified pipeline programs as the highest-impact recruitment strategy, followed by more competitive salary and hiring incentives. The most impactful retention efforts were professional development opportunities and mentorship programs. These recommendations as well as others can be reviewed in the research briefs on Recruiting and Retaining Teachers of Color.

v. Villegas, A. M., & Irvine, J. J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. ***Urban Review, 42***(3), 180-182

CULTURALLY RESPONSIVE SCHOOL LEADERSHIP: A REVIEW OF THE RESEARCH

April 2021

Victor Coy Carter Jr.



In response to the killing of George Floyd, Breonna Taylor, and other victims by law enforcement and the growing, glaring inequities unearthed by the COVID-19 pandemic, education leaders are searching for a way to disavow white supremacy, decenter whiteness in education, and correct the entrenched generational wrongs that persist and thrive in education, disparately impacting students who are Black Indigenous People of Color (BIPOC). They are working to dismantle practices that reinforce whiteness, like biased standardized tests, and reconstruct school spaces altogether.

In the long history of schooling, BIPOC students have rarely, if ever, been at the center of teaching and education. In fact, much of history demonstrates the detriment schools inflicted on students of color, Indigenous students, and their families. Schools once operated to destroy the culture and communities of Indigeonous students,[i] remove the displeasing accents of Latinx children to make them more American—teaching them to be "clean" and acceptable,[ii] and ensure Black students were uneducated and remained in the fields.[iii] In an historic shift, BIPOC students now represent the majority of the public school population. This alone should trigger schools to reflect on and, in many cases, re-evaluate how they are instructing students, academically and socially. Even more so, the historical relationship of schools and BIPOC students should prompt leaders to move from centering whiteness and exclusivity to culturally responsive schooling.

Minnesota ranks near the bottom of all U.S. states in shrinking the achievement gaps between students of color and white students. In 2019, The Federal Reserve Bank of Minneapolis penned ***The Statewide Crisis: Minnesota's Education Achievement Gap,*** which revealed that race—even more than economic class—appears to be the most common indicator when discussing achievement gaps in standardized test scores and college preparedness.

Minnesota also has a history of disproportionate discipline practices towards Black and brown students. The National Center for Education Research indicates that from 2011-14, approximately 2.6 million public school students, or 5% of the public-school population received one or more out of school suspension. Black students represented the highest suspended demographic at approximately 13%, and of Black students, Black males were twice as likely than females to be suspended.[iv] The most recent Minnesota discipline data from 2013-18 indicates Black students are 10% of the K-12 student population and represent the highest

i. Tyack, D. B. (1974). ***The one best system: A history of American urban education*** (Vol. 95). Harvard University Press. 249.
ii. García, D., Yosso, T., & Barajas, F. (2012). "A few of the brightest, cleanest Mexican children": School segregation as a form of mundane racism in Oxnard, California, 1900–1940. ***Harvard Educational Review, 82***(1), 1-25.
iii. Anderson, J. D. (2010). ***The education of Blacks in the South, 1860-1935***. Univ of North Carolina Press.
iv. National Center for Education Statistics. (2019). Indicator 15: Retention, Suspension, and Expulsion.

suspended demographic at approximately 39.5%,[v] in spite of significant research dispelling "behavioral differences" amongst Black and brown and white students.

Though these are only two examples of the struggles students of color face in schools, they indicate a clear and urgent need for change; this brief offers a framework to enact this change through Culturally Responsive School Leadership (CRSL).

Culturally Responsive Leadership

Culturally relevant and responsive pedagogy arose in education reform approximately twenty-five years ago to address the unique learning needs of minoritized students.[vi] Attributed to the work of Dr. Gloria Ladson-Billings and Dr. Geneva Gay, culturally responsive pedagogies address the unique needs of marginalized students in schools. Scholars predicted that diversifying of schools would be inevitable, and the shift of student demographics would occur around 2020.[vii] Additionally, research identified school leadership's lack of preparedness to adequately address issues of diversity or "articulate meaningful discourse around diversity."[viii]

The measuring of leadership preparedness is key in the implementation of culturally responsiveness as the literature demonstrates that to enact the necessary culturally responsive practices, or any education reform for that matter, leadership plays a pivotal role. Good leadership, research suggests, understands the necessity for culturally responsive measures in their schools as well as recruiting and retaining teachers that are equally committed to meeting the needs of minoritized students through CRSL.

What makes a Culturally Responsive School Leader

According to the most comprehensive literature review of CRSL, four major components are identified: critical self-awareness, culturally responsive curricula and teacher preparation, culturally responsive and inclusive school environments, and engaging students and partners in community context. Below we outline what each of these components looks like according to the literature.

Critical Self-Awareness. Paralleling what some may emphasize as critical consciousness,[ix] self-awareness is required of good leadership. The research suggests that it can be learned through leadership preparation programs, but ultimately relies on the "critical consciousness of culture and race" and their role in informing one's practice and understanding. This means actively questioning how systems, curriculum, and other aspects of schooling marginalize students, and reimagining those aspects of schooling. In addition, educators should engage with context to inform and impact the teaching environments.

Culturally Responsive Curricula and Teacher Preparation. Some scholars argue that teachers "primarily are not culturally responsive and that they do not have access to culturally responsive teacher training programs."[x] Here the research suggests that the role of leadership is to have a vision that "supports the development and sustaining of culturally responsive teaching" as well as recognize and challenge ongoing inequities in schools that are negatively impacting minoritized youth. The research posits that this can be accomplished via:

- recruiting and retaining culturally responsive educators,
- securing culturally responsive resources and curriculum,
- mentoring and modeling culturally responsive teaching, and
- offering professional development around CRSL or cultural responsive pedagogies.

It is important to note that scholars argue that it is not only the role of leadership to develop a plan for developing teachers in cultural responsiveness, but to "counsel out" those who identify culturally responsive work is not for them.

Additionally, scholars identify the need for culturally responsive curriculum. As many minoritized students are culturally invisible in the curriculum, researchers like Christine Sleeter argue not only do we need to highlight and lift up minoritized epistemologies and ways, but that even the dominant culture and white students benefit from being exposed to them.[xi]

Culturally Responsive and Inclusive School Environments. CR leaders create a welcoming environment for students and parents,[xii] which contrasts what the literature highlights as the disproportionality at which BIPOC students are disciplined and removed from school spaces—an identified issue in Minnesota. It is important to CRSL to resist the deficit narrative about minoritized students that ultimately lead to exacerbating the disproportionality in exclusive punishments and low expectations from leaders and teachers. To combat this, the research suggests the use of critical consciousness and the ability to have courageous and at times uncomfortable conversations concerning inequities occurring in schools. Research also offers that culturally

v. Average of Minnesota Department of Education Discipline Data from 2013-2018
vi. Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally Responsive School Leadership: A Synthesis of the Literature. ***Review of Educational Research, 86***(4), 1272–1311.
vii. Prescott and Brasnberg (2008), as cited in Khalifa et al. (2016). 1279.
viii. B.L. Young et al. (2010), as cited in Khalifa et al. (2016). 1279.
ix. (Brown, 2004; Dantley, 2005a; Gay & Kirkland, 2003; Gooden, 2005; McKenzie et al., 2008), as cited in Khalifa et al. (2016). 1280.
x. Gay, (2010); C. Hayes & Juarez, (2012); Sleeter, (2001), as cited in Khalifa et al. (2016). 1281.
xi. Sleeter, C. (2012), as cited in Khalifa et al. (2016). 1287.
xii. Madhlangobe, L. (2009). Culturally responsive leadership in a culturally and linguistically diverse school: A case study of the practices of a high school leader (Unpublished dissertation). Texas State University-San Marcos, San Marcos, Texas.

responsive spaces focused on inclusivity are equally important to teacher development. Creating culturally responsive and inclusive environments in reference to discipline requires:

- using data to discover and track disparities in academic and discipline trends,
- using student voice to dispel the behavioral myths surrounding BIPOC students, and
- promoting a vision of inclusion through behavioral and instructional practices.

Engaging Students and Parents in Community Contexts. Research tells us that marginalized student voices, epistemologies, and experience are often excluded from school and classrooms. Creating intentional space to capture the authentic community, concerns, narratives, events—things that are central to a community—is an important part of CRSL. Schools that are truly culturally responsive "accept and validate" other ways of knowing and learning. However, it is not in a single instance or one-off manner. Being inclusive of indigenous and marginalized perspectives means implementing school structures, systems, and resources that sustain an environment of cultural responsiveness. Ways to engage with community context can include:

- building in time for teachers to visit families homes/ community spaces,
- bringing community and cultural artifacts and curriculum into school spaces, and
- creating a space for community members and community partnerships.[xiii]

Conclusion

With the highlighting of social and education inequities occurring in Minnesota, many education leaders are wanting to stand up to resist persistent oppression of minoritized students. To not go back to "normal" after a pandemic or injustice, but to create reconceptualized spaces that are inviting to students. Leaders want to create a school where all are welcomed and valued but may not know where to begin. This brief sheds light on providing a framework to create those spaces through CRSL that achieves the goals of the "Good Trouble" coalition and all those who want to create incubators of inclusion and learning.

xiii. Khalifa et al. (2016).

Culturally Responsive School Leadership Framework

Muhammad Khalifa, Mark Anthony Gooden, James Earl Davis

Critically Self-Reflects on Leadership Behaviors

- Is committed to continuous learning of cultural knowledge and contexts
  (Gardiner & Enomoto, 2006)
- Displays a critical consciousness on practice in and out of school; displays self-reflection
  (Gooden & Dantley, 2012; Johnson, 2006)
- Uses school data and indicants to measure CRSL
  (Skrla, Scheurich, Garcia, & Nolly, 2004)
- Uses parent/community voices to measure cultural responsiveness in schools
  (Ishimaru, 2013; Smyth, 2006)
- Challenges Whiteness and hegemonic epistemologies in school
  (Theoharis & Haddix, 2011)
- Uses equity audits to measure student inclusiveness, policy, and practice
  (Skrla et al., 2004)
- Leads with courage
  (Khalifa, 2011; Nee-Benham, Maenette, & Cooper, 1988)
- Is a transformative leader for social justice and inclusion
  (Alston, 2005; Gooden, 2005; Gooden & O'Doherty, 2015; Shields, 2010)

Develops Culturally Responsive Teachers

- Develops teacher capacities for cultural responsive pedagogy
  (Ginsberg & Wlodkowski, 2000; Voltz, Brazil, & Scott, 2003)
- Conducts collaborative walkthroughs
  (Madhlangobe & Gordon, 2012)
- Creates culturally responsive professional development opportunities for teachers
  (Ginsberg & Wlodkowski, 2000; Voltz et al., 2003)
- Uses school data to see cultural gaps in achievement, discipline, enrichment, and remedial services
  (Skrla et al., 2004)
- Creates a CRSL team that is charged with constantly finding new ways for teachers to be culturally responsive
  (Gardiner & Enomoto, 2006)
- Engages/reforms the school curriculum to become more culturally responsive
  (Sleeter, 2012; Villegas & Lucas, 2002)
- Models culturally responsive teaching
  (Madhlangobe & Gordon, 2012)
- Uses culturally responsive assessment tools for students
  (Hopson, 2001; Kea, Campbell- Whatley, & Bratton, 2003)

Promotes Culturally Responsive/Inclusive School Environment

- Accepts indigenized, local identities
  (Khalifa, 2010)
- Builds relationships that reduce anxiety among students
  (Madhlangobe & Gordon, 2012)
- Models CRSL for staff in building interactions
  (Khalifa, 2011; Tillman, 2005)
- Promotes a vision for inclusive instructional and behavioral practices
  (Gardiner & Enomoto, 2006; Webb- Johnson, 2006; Webb-Johnson & Carter, 2007)
- If need be, challenges exclusionary policies, teachers, and behaviors
  (Khalifa, 2011; Madhlangobe & Gordon, 2012)
- Acknowledges, values, and uses students' Indigenous cultural and social capital
  (Khalifa, 2010, 2012)
- Uses student voice
  (Antrop-González, 2011; Madhlangobe & Gordon, 2012)
- Uses school data to discover and track disparities in academic and disciplinary trends
  (Skiba et al., 2002; Skrla et al., 2004; Theoharis, 2007)

Engages Students, Parents, and Indigenous Contexts

- Develops meaningful, positive relationships with community
  (Gardiner & Enomoto, 2006; Johnson, 2006; Walker, 2001)
- Is a servant leader, as public intellectual and in other roles
  (Alston, 2005; Gooden, 2005; Johnson, 2006)
- Finds overlapping spaces for school and community
  (Cooper, 2009; Ishimaru, 2013; Khalifa, 2012)
- Serves as advocate and social activist for community-based causes in both the school and neighborhood community
  (Capper, Hafner, & Keyes, 2002; Gooden, 2005; Johnson, 2006; Khalifa, 2012)
- Uses the community as an informative space from which to develop positive understandings of students and families
  (Gardiner & Enomoto, 2006)
- Resists deficit images of students and families
  (Davis, 2002; Flessa, 2009)
- Nurtures/cares for others; shares information
  (Gooden, 2005; Madhlangobe & Gordon, 2012)
- Connects directly with students
  (Gooden, 2005; Khalifa, 2012; Lomotey, 1993)

HOW DO WORK ENVIRONMENT CONDITIONS AFFECT TEACHERS OF COLOR?

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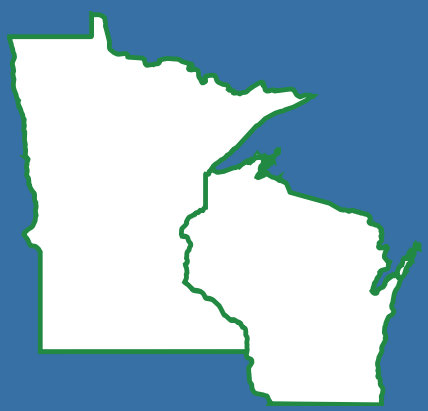
Victor Coy Carter Jr.



According to the 2019 Biannual Teacher Supply and Demand Report, approximately 25% of teachers in Minnesota left the teaching profession for personal reasons. Although is not clear what "personal reasons" entail and the Wilder Research group indicates that it needs to collect more data surrounding personal and unknown reasons, an updated report (The Seven Trends: The Transformation of the Teaching Force) helps us understand what is occurring at a national level that may be impacting Minnesota as well. Ingersoll indicates that a trend of teacher instability—particularly amongst teachers of color—is high and is shown to be influenced by working conditions. Ingersoll and Connor (2009) further discuss the impact of work environment by determining a lack of teacher classroom autonomy, administrative support, and faculty influence in decision making negatively impacted attrition rates of teachers of color.[i] Additional factors impact the working conditions of teachers of color and determine how likely it is they remain in a school, stay in the field, or exit the profession.

Lack of Autonomy

Teacher autonomy can be defined as "the extents to which teachers influence school decisions concerned with key educational issues," and "the degree of individual autonomy exercised by teachers over planning and teaching within the classroom."[ii] A well-cited study by Pearson and Moomaw found that as teacher autonomy increased, so too did empowerment and professionalism (i.e., viewing their work as a "true" profession).[iii] The link between teacher autonomy and job satisfaction stems from work completed beginning in the mid-nineties and continues to be supported today as recent scholarship determined that teacher influence over policy impacts the turnover of new teachers. For teachers of color, this association was even stronger as teacher autonomy and school influence disparately impacted them leaving the teaching profession.[iv]

Administrative Support Deficiency

Another significant factor impacting teachers' work environment is the amount of administrative support available, such as having a level of "support matching the challenges."[v] Researchers state that having access to high level, high quality administrative support provides an enjoyable, less stressful work environment for teachers.[vi] In fact, it tends to increase the levels of retention at school sites.

i. Anderson, J. (1988). ***The Education of Blacks in the South, 1860-1935***. University of North Carolina Press.;
Walker, V. (1996). ***Their Highest Potential: An African American School Community in the Segregated South***. University of North Carolina Press.
ii. Ingersoll, Alsalam, Alsalam, Nabeel, & National Center for Education Statistics. (1997). ***Teacher Professionalization and Teacher Commitment : A Multilevel Analysis***, SASS.
iii. Pearson, L. C., & Moomaw, W. (2006). Continuing Validation of the Teaching Autonomy Scale. ***The Journal of Educational Research***, ***100***(1), 44-51.
iv. Liu, X. S. (2007), as cited in Achinstein et al. (2010), 80.;
Ingersoll, R., Merrill, L., & May, H. (2016). Do accountability policies push teachers out?. ***Educational Leadership, 73***(8), 44.
v. Johnson, L. (2007), as cited in Achinstein et al. (2010), 88.
vi. Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. ***Educational Research quarterly, 29***(1), 38-54.

Teachers who identify a lack of administrative support have a higher rate of attrition from school to school as well as from the teaching field altogether. Research highlights the importance and influence of the principal, including the importance of instructive feedback from the principal as being critical to new teacher success.[vii] However, according to a study completed in 2005, many administrator training programs were found to be "among the weakest U.S. education school programs" and many prospective administrators felt the programs did not sufficiently prepare them for administrative leadership.[viii] The inconsistencies of time invested ranged from as little as 45 hours to 300 hours for training,[ix] creating a very uneven cohort of administrative leaders available to provide the necessary support to rookie teachers. Additionally, the lack of support from administrators allowed other teachers to scold teachers of color for embedding culturally responsive curriculum into their classrooms.

Administrative Trust

A study addressing school culture and climate in Wisconsin in 2019 by Wisconsin Effectiveness Research Partnership (WEERP) found that racial challenges existed within schools along the lines of trust. The research found that white teachers identified feeling less trust from a principal of color, while teachers of color were more likely to remain under leaders of color. Additionally, Black teachers were found to feel lower levels of trust with other teachers, exacerbating the risk-factor of exiting the school.

Regardless of race, the amount of trust instilled in the principal was found to be a large determining factor as to whether or not a teacher remained at a school. This is not to say that Minnesota experiences this the exact same way as Wisconsin, but the states are nearly identical demographic matches and these findings are therefore helpful in generalizing about what leads teachers to depart from the profession.

Discrimination and De-professionalization

A consistent thread throughout research is how teachers of color constantly and consistently face racial discrimination in their schools. Racial discrimination and stereotyping are repeatedly listed as a cause for attrition rates for teachers of color. A recent study by the Educational Trust identified that Black and Latinx teachers felt disrespected and deprofessionalized even though they felt they expended more physical and emotional labor in their job. For instance, they provided additional support to minoritized students who were not receiving support from other staff and administrators. Though research indicates that teachers of color tend to feel compelled to teach at "hard-to-staff" schools that are lower resourced and serve predominantly students of color,[x] the additional workload that extends beyond teaching can contribute to teachers leaving.

Teachers of color also shared the need to prove their worth to colleges and some parents as they were viewed as inferior to other teachers as well as only being beneficial for those of a race/culture match.[xi] In other instances, their subject matter expertise was continually questioned and placed up for debate. Instead of accessing a fellow teacher of color's expertise for teaching, teachers of color tend to be placed in disciplinary roles as there is an assumption that they can control students that white teachers cannot. The role of disciplinarian is, in some cases, an expectation from leadership and surrounding teachers. Many teachers of color felt their only purpose was to police Black and brown bodies.

Work Environment Enhancements

The literature presents a myriad of real issues that contribute to a toxic, oppressive, and ineffective workplace environment, resulting in teachers of color leaving schools and ultimately the workforce. In response to their workplace conditions, the literature offers some suggestions as to how to improve the work environment for teachers of color through professional development, affinity groups, and representation. This list is not exhaustive; however, we understand that this must be addressed on a case-by-case basis as for some it could be a simple building or district policy change, while for others larger systemic state and departmental policy may need to be addressed.

Professional Development

The literature emphasizes the necessity to create and foster professional development opportunities. Effective professional development is defined in the literature as, "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes."[xii] A recent study by Darling-Hammond et al. found that well-designed, responsive professional development had the most notable impact. They highlight that externally-driven / designed professional development is not often effective, as it does not have the ability to know/respond to the needs of the teachers.

vii. Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally Responsive School Leadership: A Synthesis of the Literature. ***Review of Educational Research, 86***(4), 1272–1311.;
Roberson, S., & Roberson, R. (2009), as cited in Towers, J. (2012). Administrative supports and curricular challenges: New teachers enacting and sustaining inquiry in schools. ***Canadian Journal of Education, 35***(1).
viii. Levine, A. (2005), as cited in Carver-Thomas, D. (2017). Diversifying the Field: Barriers to Recruiting and Retaining Teachers of Color and How to Overcome Them. Literature Review. Equity Assistance Center Region II, Intercultural Development Research Association, (April), 14.
ix. The Wallace Foundation. (2016) as cited in Carver-Thomas (2017), 15.
x. Achinstein et al., 2010
xi. Carver-Thomas (2017), 15.
xii. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.

Darling-Hammond et al. provide an outlined approach to effective professional development:

1. Content focused.
2. Incorporate active learning strategies.
3. Engage teachers in collaboration.
4. Use models and/or modeling.
5. Provide coaching and expert support.
6. Include sustained-duration time for feedback and reflection.[xiii]

It is just as important to note that the finding of this study excavates what causes professional development to fail. A lack of resources (money and time), lack of shared vision, and conflicting requirements are just a few aspects that could render professional development ineffective.

Affinity Groups

Affinity groups for teachers create growth opportunities, mentorship, and safe spaces for teachers of color. Affinity groups encourage teachers of color to connect and discuss how they navigate the oppressive and traumatic systems where they work. It is a space away from their school where healing can occur and support can be found as they move to more critical and cultural practices in education that resist white supremacy and are inclusive of all the students they serve.[xiv]

Mentorship for teacher induction as well as teachers midway through their tenure is identified as important for enhancing the workplace environment. Numerous studies discuss the benefit for mentorship for teachers as they receive guidance, counseling, and emotional/professional support. Research also shows that having a cultural/racial mentor match could be even more effective as it initiates strong connections from Social Learning Theory. In short: if I can see it being done by someone who looks like me, then I can do it as well.[xv]

Representation

Creating a trusting community for teachers of color requires increasing the number of leaders and teachers of color in schools. Racial and ethnic/cultural diversity at the highest levels of organizational leadership could serve as a signal to future teachers and other stakeholders that the organization truly understands and values the community and members that they serve.[xvi] Teachers of color also identified concern that representation does not extend into the classroom, as teachers do not reflect the students they serve. Several scholars have identified in depth the benefits that students of color receive by receiving instruction by someone with similar racial/cultural backgrounds. These benefits are not simply afforded to students of color, but their white peers as well by seeing and normalizing teachers of color as legitimate and learning from historically-minoritized epistemologies.

Teachers of color have also indicated that seeing representation in the classroom in other roles is also beneficial. Having paraprofessionals who are embedded in the community allows students to access their cultural capital as well as integrate community knowledge into the learning process. Making space for elders and other members of the community in schools helps create inclusive spaces that feel inviting and safe not only for the SOC, but the teachers and leaders of color as schools are diversified and are no longer viewed as "white spaces."

Conclusion

The research of the workplace environment for teachers of color is still growing and further honing in on more specific and nuanced ways of understanding how they navigate school spaces. This brief is meant to assist schools and educational spaces with beginning to alter their workplace environments to become more inclusive, safe, and inviting for teachers of color in efforts not simply to recruit and retain them, but to systemically embed and normalize their contributions, value, and place in schools.

xiii. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). 23.
xiv. Farima Pour-Khorshid (2018) Cultivating sacred spaces: a racial affinity group approach to support critical educators of color, Teaching Education, 29:4, 318-329.
xv. Carver-Thomas, D. (2017). Diversifying the Field: Barriers to Recruiting and Retaining Teachers of Color and How to Overcome Them. Literature Review. Equity Assistance Center Region II, Intercultural Development Research Association, (April), 1–34.
xvi. Bourke, J., & Dillon, B. (2018). The Diversity & Inclusion Revolution: Eight Powerful Truths. ***Deloitte Review,*** (2), 19.

RECRUITING TEACHERS OF COLOR: EVIDENCE-BASED BEST PRACTICES

April 2021

Victor Coy Carter Jr.

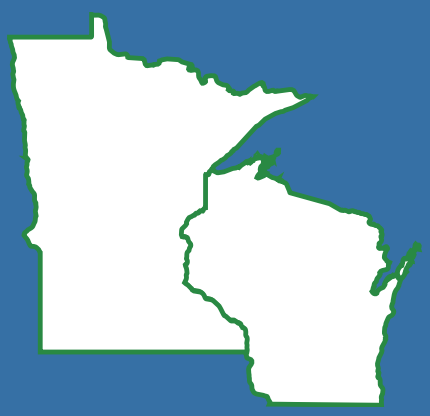
Nationally, teachers of color represent approximately 20 percent of the teaching workforce; in Minnesota, that number is closer to 4 percent. This poses many negative effects for the increasingly-diverse student population of our public K-12 schools. Having teachers of color in the classroom provides necessary and valuable attributes that are less likely to be contributed by the predominantly white teacher workforce and school leadership of traditional K-12 education.

- They are inclined to include culturally responsive pedagogies into everyday classrooms.
- They have higher expectations for students of color, which lead to improved academic outcomes for marginalized populations.[i]
- They provide a unique empathy and connection of experience in and outside of the school building with students of color.[ii]

Furthermore, the research indicates teachers of color do not benefit only students of color, but also their white peers as they experience teaching and learning through a different lens that helps shape their perspective by offering curriculum from different lived experiences. Knowing the importance of teachers of color in the classroom, what can be done to recruit more of them?

Teachers of color are generally recruited in five documented ways:

1. **Financial incentives** such as scholarships, grants, and loan forgiveness programs that can be tied to teaching requirements.[iii]
2. State **government mandates** to support teacher diversity goals. Generally, these take the form of a state recruiting plan, reporting on teacher diversity or reporting data.[iii]
3. State-supported **recruitment programs** that target new teachers of color through pre-college, 2-year to 4-year college agreements, and/or paraprofessional career ladders.[iii]
4. District **recruitment centers** that provide recruitment plans and opportunities for professional development.[iii]
5. **Alternative certification routes** that specifically target people of color.[iii]



What does the research say is most effective?

Federal Contribution to Recruitment

From a federal perspective, the literature identifies **funding** as the prominent mechanism for increasing teachers of color. The federal government can provide additional funding directly to state and local recruitment efforts that are essential to creating and sustaining effective

i. Villegas, Ana María, & Irvine, J. J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. *Urban Review*, *42*(3), 175–192.
ii. Carver-Thomas, D. (2017). Diversifying the Field: Barriers to Recruiting and Retaining Teachers of Color and How to Overcome Them. Literature Review. Equity Assistance Center Region II, Intercultural Development Research Association, 1–34. http://files.eric.ed.gov/fulltext/ED582730.pdf
iii. Villegas, Ana Maria, Strom, K., & Lucas, T. (2012). Closing the Racial/Ethnic Gap Between Students of Color and Their Teachers: An Elusive Goal. *Equity and Excellence in Education*, *45*(2), 283–301.

programs. In addition, the federal government can reward districts and schools that creatively and intuitively increase numbers of teachers of color. Concrete examples from the literature include:

- Creating a national teaching corps where schools have access to well trained teachers to select from.
- Funding the Congressionally-authorized August F. Hawkins Centers of Excellence program that increases the rigor for higher quality teachers coupled with the correct and adequate supports to allow for "high quality" to be obtained.

State and Local Recommendations

Research highlights state and local recommendations more than those of federal origin. Much of the research examining the different pipelines used to recruit teachers of color ultimately finds that "Grow Your Own" and residency programs are most successful in recruiting teachers of color, both in Minnesota and nationally.[iv] Grow Your Own programs generally draw from paraprofessionals or other non-traditional licensed staff within a district to provide a path to licensure whereas residency programs draw from all over. The 2019 Biennial Minnesota Teacher Supply and Demand report indicates that pipeline programs like Grow Your Own made the largest difference in recruiting teachers of color.

Though efforts from other state programs have been impactful, these programs are most successful when creating partnerships with the community and demographic of the schools seeking teachers of color. Other mechanisms to recruit teachers of color include funding grants and scholarships for teaching exams, mentoring, and job placement. This also requires partnering with local teacher preparation programs.[iv]

University Contributions

Research identifies how existing institutions need to invest resources and time. Local university commitments to increasing teachers of color are equally important as exercising alternative recruitment mechanisms. Universities need to invest in faculty and departmental projects geared towards increasing teachers of color in K-12 classrooms.

The University of Maryland Baltimore County (UMBC) provides the Meyerhoff Scholarship to recruit undergraduate students of color into STEM fields. The Meyerhoff Scholars program is an extensive and revered model created to address the performance and persistence of undergraduate students of color in STEM. Approximately 91 percent of the students in the program have pursued graduate or professional degrees. It consists of 12 components:

1. Recruitment of highly qualified students
2. Summer bridge program
3. Comprehensive, merit scholarship support
4. Active faculty involvement
5. Strong programmatic values, including high achievement, and academic and professional preparation
6. Substantive research experiences for students
7. Intensive academic advising
8. Active involvement of the entire campus
9. Linking students with mentors
10. A strong sense of community among the students
11. Communication with students' families
12. Continuous evaluation and documentation of program outcomes

Building on this work, UMBC employs iterations of the Meyerhoff framework in other programs such as the Sherman STEM Teacher Scholar program to recruit and develop STEM teachers with cultural competency.[v]

- The development of a community of teachers
- Summer bridge program to prepare students to successfully meet programmatic expectations
- Academic, professional, and personal advising, coaching, and mentoring
- Classroom fellowships or summer internships in diverse academic settings under the guidance of teacher-mentors

Each program has built in heavy support systems via mentorship and advising.

Philanthropy

Funding is a significant aspect of any programmatic endeavor, and much of the funding for scholar programs like those as UMBC comes from philanthropic dollars. The Gates Foundation, The Ford Foundation, and many others contribute funding to education. However, the literature notes the importance of working with the communities in which change is desired. For instance, philanthropies donating to existing institutions that have a foothold in the communities they are trying to reach and are doing the work. As the research reiterates often, this work cannot be successful unless work is done in tandem with communities of color and not enacted on them.

iv. Gist, C. D., Bianco, M., & Lynn, M. (2019). Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines. *Journal of Teacher Education, 70*(1), 13–25.

v. Hrabowski III, F. A., & Sanders, M. G. (2015). Increasing Racial Diversity in the Teacher Workforce: One University's Approach. *Thought & Action*, 101–116.

RETAINING TEACHERS OF COLOR: EVIDENCE-BASED BEST PRACTICES

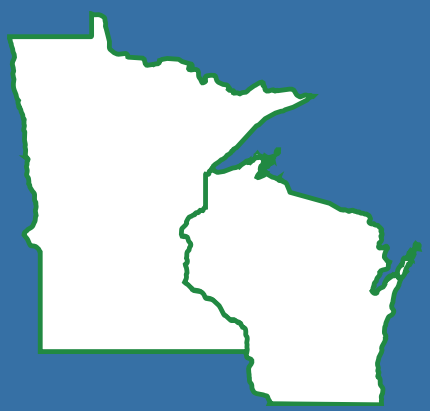
April 2021

Victor Coy Carter Jr.

The vast majority of Black and brown leaders and teachers were pushed out of schools following Brown v. Board and the push for classroom desegregation. The notion of having Black and brown educators in classrooms instructing white children was unsettling for many white people. Desegregation was a clear, one-way street that moved Black and brown students from their schools into white schools. This gave preference to white educators retaining their jobs and little to no space for new teaching positions to be filled by experienced Black and brown teachers. Schools serving minoritized populations shuttered their doors and teachers of color, principals, and staff alike were pushed out.[i] This history illustrates why the teaching workforce is 80% white—a large decrease over the past 30 years, where that number consistently rested at or above 90%. It contextualizes the current atmosphere by untangling how no protections existed for teachers of color then.

Today limited protections and flawed practices result in similar outcomes in schools for teachers of color. High-poverty schools that serve Black and brown students were closed under NCLB legislation removing teachers of color from the classroom. As the increase in teachers of color peaked to nearly 20% in 2019—relegated predominantly to high poverty schools[ii]—policies such as last in first out (LIFO) subject these teachers to being the first to go when budget cuts occur. Additionally, high stakes teacher exams dating back to the 1960's and oppressive practices of higher education institutions keep teachers of color out of traditional teacher preparation and certification programs.[iii] Driven by these flawed policies as well as personal reasons, teachers of color are disappearing from the classroom at a faster rate than their white colleagues—Ingersoll indicates a rate of 45%, making recruitment efforts negligible.[ii]

In addition to providing context, this brief presents ways that practitioners and leaders can successfully keep teachers of color in the classroom. Conra Gist,[iv] Associate Professor of Teaching and Teacher Education at the university of Houston, offers an application of Hughes human resources conceptual model[v]—"illustrating the need to attend to human investments with the same urgency as technological investments"—to retain teachers of color by presenting five key values that frame the research in this brief: (1) location, (2) use, (3) maintenance, (4) modification, and (5) time. Each section provides research-driven recommendations collected and/or proposed by Gist and other scholars.



i. Anderson, J. (1988). ***The Education of Blacks in the South, 1860-1935***. University of North Carolina Press.; Walker, V. (1996). ***Their Highest Potential: An African American School Community in the Segregated South***. University of North Carolina Press.
ii. Ingersoll, R. M., & May, H. (2011). Recruitment, Retention and the Minority Teacher Shortage. Consortium for Policy Research in Education.
iii. Carter Andrews, D. J., Castro, E., Cho, C. L., Petchauer, E., Richmond, G., & Floden, R. (2019). Changing the Narrative on Diversifying the Teaching Workforce: A Look at Historical and Contemporary Factors That Inform Recruitment and Retention of Teachers of Color. ***Journal of Teacher Education, 70***(1), 6–12.
iv. Gist, C. D. (2018). Human Resource Development for Racial/Ethnic Diversity: Do School Systems Value Teachers of Color? ***Advances in Developing Human Resources, 20***(3), 345–358.
v. Hughes, C. (2010) "People as technology" conceptual model: Toward a new value creation paradigm for strategic human resource development. ***Human Resource Development Review, 9***, 48-71 as cited in Gist, C. D. (2018).

Location

An issue created in part by LIFO policies, but also by the selection processes, teachers of color are most often employed in "hard to staff" schools. Research indicates that many teachers of color find themselves in hard to staff schools because they have a deep concern that students of color will be overlooked in traditional schooling. With that said, these spaces typically have extremely low resources and funding. This lack of access to dollars for classroom materials, professional development, and adequate pay contributes to teachers of color leaving the classroom. Additionally, when schools close for financial reasons, this also contributes to the attrition rate as teachers of color tend to be staffed in schools slated for closure.

Research-driven recommendations

- Offer preferential placement for teachers of color.
- Provide broad professional development opportunities that are not tied to the funding of one school.
- Develop local recruitment programs. For example, recruiting teachers to return to their alma maters as a better reflection of the community.
- Develop preferential transfer tiers for teachers of color overrepresented in under-resourced schools to provide teaching opportunities in other schools.

Use

Extensive research indicates the benefits of students of color having instructors that reflect their race/ethnicity and background. Richard Milner accounts through qualitative analysis that teachers of ethnic backgrounds can have "culturally congruent" instruction that connects with students of color. Villegas,[vi] Carter Andrews,[iii] Carver-Thomas[vii] and many other scholars have written on similar impacts of teachers of color. Bandura indicates that role models or modeling is part of social learning theory in which he states new patterns of behavior can be acquired through direct experience or observing the behavior of others. Though the research widely supports teachers of color providing tremendous benefits for students of color, they bring value to white students as well. Having teachers of color in the classroom can lead to more critical and culturally-responsive pedagogy. Many teachers of color who ascribe to more critical pedagogies that do not align with traditional curriculum feel as though they are being stifled in the classroom. Providing teachers of color with autonomy over what is taught in their classrooms can mitigate this.

Research-driven recommendations:

- Empower teachers to enact culturally responsive curriculum in the classroom.
- Normalize teachers of color in the hiring process, including creating diverse hiring committees or compensating teachers for attending recruitment fairs.
- Include teachers of color in curricular, pedagogical, and policy decisions for the school/district.

Maintenance

According to Gist, the investment in the maintenance of teachers of color is very low. Gist defines maintenance as "the need to create and invest in support structures for teachers of color to thrive and perform."[iv] Creating continued learning and professional development opportunities is vital to the sustained maintenance of teachers of color. As indicated earlier, teachers of color are most likely situated in poorly funded schools that on their own cannot afford to provide professional development opportunities for their teachers.

Research-driven recommendations:

- Shrink funding gaps that persist in public schools to pool local, district, or state funding to ensure that teachers of color have access to professional development regardless of their employing school.
- Create spaces for teachers of color to have mentors and affinity groups that provide a safe space as they navigate normalized spaces of whiteness. Informed by the 2019 Biennial Minnesota Teachers Supply and Demand report, having a mentor ranked first of what made a big difference in retaining teachers of color.[viii]
- Provide professional development spaces for teachers of color to address race and racism in their teaching and learning experiences.[ix]

Modification

Current systems of teaching do not support the existence or persistence of teachers of color in the classroom. Changes need to happen on a rolling basis and be nuanced for different teachings and different spaces. This will require adjustments to systems, inputs, and metrics. It is not enough to read this brief or other literature and execute the top three recommendations. In some cases, higher salary will be necessary to retain high quality teachers of color. In others, it may require more resources for teachers of color than their colleagues (remembering that the majority of teachers of color work at under-resourced schools). Gist highlights the modification value is different from maintenance value in that an intentionality is required to "fine tune and advance opportunities for Teachers of Color to remain relevant, effective, and valuable to students and schools."

Research-driven recommendations:

- Underwrite cost of teacher preparation and loan forgiveness programs.
- Develop professional titles and positions that enable teachers of color to transition to other leadership and professional roles in ways that capitalize on their experience.

vi. Villegas, A. M., & Irvine, J. J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. ***Urban Review, 42***(3), 175–192.
vii. Carver-Thomas, D. (2017). Diversifying the Field: Barriers to Recruiting and Retaining Teachers of Color and How to Overcome Them. Literature Review. Equity Assistance Center Region II, Intercultural Development Research Association, (April), 1–34.
viii. Figure 2: Source 2019 Biennial Teacher Supply and Demand Report.
ix. Kohli, R. (2016). Behind school doors: The impact of hostile racial climates on urban teachers of color. ***Urban Education, 53***, 307-333 as cited in Gist (2018)

- Create integrated structures of support that begin at the educator preparation level and extend to veteran teacher status, which account for teaching and learning developmental changes over time.[vii]

Time

Research suggests that the teaching field needs programs that increase the time of teachers of color in classrooms as well as highlight their commitment to the students and schools in which they remain. Gist suggests that placing a value on time is integral to retaining teachers of color. This can include acknowledging their commitment from teacher preparedness programs to senior teachers. Additionally, having integrated development supports for teachers of color as they progress through the ranks of teaching—that also should be adjusted to recognize additional milestones in the process to senior/veteran teachers.

Research-driven recommendations:

- Develop a "Grow Your Own" program, residency programs, and others identified for higher retention rates.
- Improve compensation packages for those teaching in "hard-to-staff" schools to retain the most resilient people of color into the teaching profession.

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