

Educator Diversity State Profile: MASSACHUSETTS



RESEARCH SAYS THAT TEACHER DIVERSITY BENEFITS ALL STUDENTS, REGARDLESS OF RACE OR ETHNICITY. HOWEVER, WHILE THE MAJORITY OF STUDENTS IN THE U.S. ARE OF COLOR, ONLY ABOUT 20% OF TEACHERS ARE OF COLOR.

Increasing the racial and cultural diversity of the teacher workforce takes a statewide commitment to collecting and analyzing educator workforce data and leading targeted, data-informed efforts to develop policies that recruit, support, and retain a high-quality and diverse educator workforce. This brief is designed to support these efforts by providing data analyses and a landscape of policies and practices in each state for advocates, educators, and policymakers leading this work at the state level. See how Massachusetts fares.

Massachusetts Demographic Data (2019-20)

Student Data Source: state website <http://profiles.doe.mass.edu/statereport/enrollmentbyracegender.aspx>

Teacher Data Source: state website <http://profiles.doe.mass.edu/statereport/teacherbyracegender.aspx>

Race/ethnicity	Students	Teachers	Paraprofessionals
Asian	7.1%	1.6%	1.7%
Black	9.2%	3%	6.4%
Latino	22%	3.3%	7.1%
Multiracial	3.9%	0.5%	1%
American Indian/ Alaska Native	0.2%	0.1%	0.1%
Native Hawaiian/ Pacific Islander	0.1%	0%	0.1%
White	58%	92%	84%
Total Percentage of People of Color	35%	6.9%	16%

Schools With No Teachers of Color	38%
Percentage of All Students in Schools with No Teachers of Color	29%

To examine whether students have access to diverse teachers in their schools, we analyzed school-level data on teacher and student race and ethnicity. The following describes state-level findings regarding students' access to teachers of color and same-race teachers as well as the prevalence of teachers teaching in schools with no other same-race colleagues.

State Teacher Diversity Data							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	White
Percent of students attending schools with no teachers of color	26%	11%	13%	29%	*	*	38%
Percent of students attending schools with no same-race teachers	39%	26%	21%	74%	*	*	0%
Percent of students attending schools with >5% same-race teachers	20%	46%	45%	1.6%	*	*	100%
Percent of teachers working in schools with no other same-race teacher	24%	10%	13%	55%	89%	100%	0%

District Teacher Diversity Data

Access to diverse teachers can vary widely across districts within a state – statewide averages can mask those differences. The following describes the same data points on access to diverse teachers as presented above in some of the largest districts in the state.

BOSTON

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	0%	0%	0%	0%	*	*	0%
Percent of students attending schools with no same-race teachers	6.8%	0.1%	1.8%	82%	#	#	0%
Percent of students attending schools with >5% same-race teachers	83%	99%	87%	0.8%	#	#	100%
Percent of teachers working in schools with no other same-race teacher	10%	0.5%	2.7%	73%	#	#	0%
Number of paraprofessionals (FTEs)	43	627	318	2	5	1	392.7

* Less than 3% students
Fewer than 10 teachers

BROCKTON

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	3%	2.7%	2.6%	*	*	6.8%
Percent of students attending schools with no same-race teachers	*	5.7%	41%	41%	#	#	0%
Percent of students attending schools with >5% same-race teachers	*	63%	23%	9.6%	#	#	100%
Percent of teachers working in schools with no other same-race teacher	27%	6.5%	17%	27%	#	#	0%
Number of paraprofessionals (FTEs)	4	128.1	33.7	7	3	0	286.7

CHELSEA

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	0%	0%	*	*	*	0%
Percent of students attending schools with no same-race teachers	#	#	0%	#	#	#	0%
Percent of students attending schools with >5% same-race teachers	#	#	80%	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	#	#	6.1%	#	#	#	0%
Number of paraprofessionals (FTEs)	0	2	65	4	0	1	50

*Less than 3% students
Fewer than 10 teachers

FALL RIVER

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	20%	25%	23%	30%	*	*	29%
Percent of students attending schools with no same-race teachers	#	#	51%	#	#	#	0%
Percent of students attending schools with >5% same-race teachers	#	#	19%	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	#	#	11%	#	#	#	0%
Number of paraprofessionals (FTEs)	3	8	15.4	4	0	0	228.9

HOLYOKE

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	0%	0%	*	*	*	0%
Percent of students attending schools with no same-race teachers	#	29%	0%	#	#	#	0%
Percent of students attending schools with >5% same-race teachers	#	39%	94%	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	#	10%	3.3%	#	#	#	0%
Number of paraprofessionals (FTEs)	1	7	110.5	4	0	0	65.5

*Less than 3% students
Fewer than 10 teachers

LAWRENCE

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	*	0%	*	*	*	0%
Percent of students attending schools with no same-race teachers	#	*	6.1%	#	#	#	0%
Percent of students attending schools with >5% same-race teachers	#	*	70%	#	#	#	0%
Percent of teachers working in schools with no other same-race teacher	#	20%	3.5%	#	#	#	0%
Number of paraprofessionals (FTEs)	1	3	139.2	0	0	0	160.5

SPRINGFIELD

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	2.5%	1.9%	*	*	*	2.6%
Percent of students attending schools with no same-race teachers	*	15%	2.9%	#	#	#	0%
Percent of students attending schools with >5% same-race teachers	*	62%	72%	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	39%	8.5%	8.5%	#	#	#	0%
Number of paraprofessionals (FTEs)	5	174	230	3	0	1	290.8

*Less than 3% students
Fewer than 10 teachers

WORCESTER

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	8.9%	13%	9.2%	12%	*	*	13%
Percent of students attending schools with no same-race teachers	60%	29%	20%	#	#	#	0%
Percent of students attending schools with >5% same-race teachers	13%	26%	52%	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	33%	29%	8.3%	#	#	#	0%
Number of paraprofessionals (FTEs)	5	35	117	0	0	2	486

*Less than 3% students
Fewer than 10 teachers

Policy Scan

To increase the racial diversity of the educator workforce, states must create the right policy conditions to support educator preparation programs, districts, and schools in their efforts to prepare, recruit, and retain teachers of color. The following describes the state’s progress toward creating those policy conditions:

RATING SCALE



**Meets
Criteria**



**Partially
Meets Criteria**



**Does Not
Meet Criteria**

Goals:

- 1. Make educator diversity data visible and actionable to stakeholders**

- 2. Set clear goals at the state and district level to increase student access to strong and diverse educators**

- 3. Support preparation programs to recruit and prepare teachers of color**

- 4. Target resources to intentionally recruit and hire a diverse teaching workforce**

- 5. Improve working conditions and provide opportunities for personal and professional growth for teachers of color**

PARTIALLY
MEETS CRITERIA

GOAL 1: Make Educator Diversity Visible and Actionable

For states to make progress toward increasing the racial diversity of the educator workforce, all stakeholders must have access to useful and timely educator workforce data to set goals and chart a path forward. As keepers of state data systems, state education agencies are best positioned to collect and share this data. The data should be publicly available and easily accessible so stakeholders can make targeted, strategic workforce decisions at the school, district, and state level.

For data to be meaningful, states must:

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Share annual school-level information about the racial demographics of the educator workforce, including online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Massachusetts posts school-level data on the racial demographics of the educator workforce on the state website. http://profiles.doe.mass.edu/statereport/epppcandidateenrollment.aspx</p> <p>The state earned a green and is rated as a best practice in this category for their data dashboard. http://profiles.doe.mass.edu/statereport/epppcandidateenrollment.aspx</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none">● Publicly available school-level data about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of the teacher workforce;● Publicly available district-level information about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of teacher workforce;● State-level information or no publicly available data on the racial demographics of the educator workforce	

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Share the racial makeup of candidates attending in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Massachusetts posts program-level data on the racial makeup of candidates entering in-state teacher preparation programs on the state website. http://profiles.doe.mass.edu/statereport/epppcandidateenrollment.aspx</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see North Carolina's report cards. https://www.dpi.nc.gov/report-cards-tests/epp-reports</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> Publicly available data on the racial makeup of candidates entering each in-state teacher preparation programs each year, located through a state report or program report cards on the state-led website; Publicly available data on website through links to the federal Title II reports and/or state-level diversity of candidates enrolled in teacher preparation programs; Racial makeup of candidates entering teacher preparation programs not publicly available at all 	

Criteria	State Actions
<p>DOES NOT MEET CRITERIA</p> <p>Share the racial makeup of candidates completing in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Massachusetts does not include any information about the racial makeup of candidates that complete in-state teacher preparation programs on the state website.</p> <p>The state should include a racial breakdown of the candidates that complete the program at each in-state teacher preparation program on their state education agency website either through a dashboard, or on individual educator preparation program report cards to provide key information to stakeholders. For an example, see Tennessee's publicly available dashboard of the number of racially diverse candidate completers at each educator preparation program. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-educator-preparation-report-card/2019_Data_Download.xlsx</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> Publicly available data on the racial makeup of candidates completing in-state teacher preparation programs by program-level each year, located through a state report or program report cards on the state-led website; Publicly available data on website with state-level diversity of candidates completing teacher preparation programs; Racial makeup of program completers at in-state teacher preparation programs not publicly available. 	

Criteria	State Actions
<div data-bbox="191 338 399 401" style="background-color: #c00000; color: white; padding: 2px; display: inline-block;"> DOES NOT MEET CRITERIA </div> <p data-bbox="240 422 716 527">Publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession</p>	<p data-bbox="776 254 1487 327">Massachusetts does not post information about the retention rates of educators of color on the state website.</p> <p data-bbox="776 369 1487 558">The state should include data on the retention rates of educators of color through a dashboard, on individual school reports cards, or through a state-developed report that analyzes the retention rates of educators of color. For an example, see Delaware’s educator mobility data dashboard.</p> <p data-bbox="776 569 1487 600">https://data.delaware.gov/Education/Educator-Mobility/jdcc-w6wr</p>
<p data-bbox="207 642 448 674">Rating Methodology:</p> <ul data-bbox="212 695 1276 852" style="list-style-type: none"> ● Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level; ● Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level; ● No data available on retention or turnover by race/ethnicity. 	

MEETS CRITERIA

GOAL 2: Set clear goals at the state and district level to increase student access to strong and diverse educators

In order to create actionable goals to increase the racial diversity of the educator workforce, states must:

Criteria	State Actions
<p>Set a clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes an ultimate goal that is limited in time (e.g., within five years).</p>	<p>Massachusetts publicly set a goal to increase the racial diversity of the workforce and set goals through CCSSO's Diverse and Learner Ready Teachers Initiative, but the goal is not stated on their state education agency website.</p> <p>https://www.usnews.com/news/education-news/articles/2018-03-28/states-to-prioritize-hiring-teachers-of-color</p> <p>The state should create a clear, numeric goal that is measurable and limited in time and make it publicly available. For an example, see Arkansas' goal to increase the number of minority teachers in public schools by 25% in 2025.</p> <p>http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/teach-arkansas</p>

Rating Methodology:

- Has clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes a goal that is limited in time (e.g., increasing percentage of teachers of color by 25% in five years);
- Has publicly stated a goal or desire to increase the diversity of the workforce, but the goal is not numeric, measurable, nor includes a goal that is limited in time;
- Has no publicly stated goal for increasing teacher diversity.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Offer opportunities to local stakeholders to provide input on and support for the goals</p>	<p>Massachusetts works with the The Racial Imbalance Advisory Council (RIAC) which advises the Commissioner of Education and the Board of Elementary and Secondary Education on matters pertinent to the development and maintenance of school desegregation/integration in public schools within the Commonwealth. The group is comprised of multiple stakeholders, including teachers, parents, school and district leaders, and community members. The group has reviewed and provided feedback on the state's goals and strategies to increase the racial diversity of the workforce.</p> <p>Therefore, Massachusetts earned a green in this category.</p>

Rating Methodology:

- Makes an intentional effort to engage local stakeholders to provide input and support on educator diversity goals, including through stakeholder forums, listening tours, and meetings with key education advocacy groups;
- Offers public comment on legislation or policy changes related to efforts to increase the racial diversity of the educator workforce;
- Does not provide opportunities to local stakeholders to provide input and support for the goals.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Provide funding and guidance for districts and/or educator preparation programs to set goals and invest in strategies to increase the racial diversity of their educator populations</p>	<p>Massachusetts provides funding and guidance to districts and preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce, including a \$1.7 million competitive grant award to districts to support local efforts to diversify teacher recruitment and retention programs. http://www.doe.mass.edu/bese/docs/fy2019/2019-05/item1.html</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see New Jersey's Diversifying the Teacher Pipeline Competitive Grant Program for educator preparation programs to expand and develop plans to recruit and prepare more educators of color to meet the needs of partnering district or local education agency. https://nj.gov/education/grants/opportunities/2019/19-TE01-G03.shtml</p>

Rating Methodology:

- Provided guidance and funding in the last five years for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce;
- Provided guidance to districts and/or preparation programs in the last five years for setting goals and investing in strategies to increase the racial diversity of the workforce, but does not provide funding;
- No guidance or funding for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Develop a task force, advisory group, or role within the state education agency with access to leadership to examine, create, and monitor strategies to increase the racial diversity of the educator workforce</p>	<p>Massachusetts has a state lead of the Diverse and Learner Ready Teachers Initiative to carry on state's goals to increase the racial diversity of the workforce.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Ohio's Diversifying the Education Profession in Ohio Taskforce brief from fall 2018. http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US</p>

Rating Methodology:

- Publicly shared information about a task force or advisory group that created a report or brief that includes data and recommendations to increase the racial diversity of the workforce at the state-level;
- Publicly announced the formation of a group to examine or support educator diversity efforts at the state-level with no evidence of products that include data, recommendations, or state-level actions to address the racial diversity of the workforce;
- No publicly announced group to examine educator diversity.

PARTIALLY
MEETS CRITERIA

GOAL 3: Support preparation programs to recruit and prepare teachers of color

States must invest in multiple inputs toward building an educator pipeline to increase the racial diversity of the workforce, starting with the preparation of educators of color. The state must create opportunities for educators of color to enroll and succeed in preparation programs and limit unnecessary barriers to the profession. In order to support the preparation of teachers of color, the state must:

Criteria	State Actions
<p>Invest in scholarship and loan forgiveness programs to attract students of color into preparation programs and the teaching profession</p>	<p>Massachusetts does not invest in scholarships and/or loan forgiveness programs to attract students of color into teacher preparation programs.</p> <p>The state should invest in scholarships and/or loan forgiveness programs that target students of color. For an example, see Florida’s Minority Teacher Education Scholars Program. https://www.ffmt.org/index.cfm?e=inner&itemcategory=23500</p>

DOES NOT
MEET CRITERIA

Rating Methodology:

- Investment in scholarship and/or loan forgiveness programs with the focus of attracting candidates of color and diversifying the educator workforce;
- Investment in scholarship and/or loan forgiveness programs that help attract all candidates to the profession but does not prioritize candidates of color;
- No investment in scholarship and loan forgiveness programs to recruit future candidates.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Adopt rigorous program approval standards to compel teacher preparation programs to recruit and graduate candidates of color</p>	<p>Massachusetts requires programs to show evidence of systems to recruit and admit candidates that result in the increased racial and ethnic diversity of completers in the workforce.</p> <p>http://www.doe.mass.edu/edprep/guidelines.html</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Alabama’s program approval standards.</p> <p>https://www.alsde.edu/sec/ep/Program%20Reviews/AF%2002%20College%20and%20University%20Requirements%20(2018).docx</p>

Rating Methodology:

- Program approval standard requires programs to report plans or efforts to recruit and/or support candidates of color;
- Programs are required to share data on specific outcomes related to graduating and enrolling candidates of color but no requirement to share plans or efforts to intentionally recruit or graduate candidates of color;
- No mention of recruiting or graduating candidates of color from preparation programs.

Criteria	State Actions
<p>PARTIALLY MEETS CRITERIA</p> <p>Interrogate licensure policies for racial bias and adopt licensure policies that increase diversity while maintaining quality and rigor</p>	<p>At its October 2020 meeting, the Board of Elementary and Secondary Education voted to amend current licensure regulation. The amendment authorized department staff to pilot alternative assessments to the Massachusetts Tests for Educator Licensure (MTEL) for educator licensure. The amendment created opportunities to pilot and learn from alternative assessments for licensure that will promote equitable access for qualified educators to earn an educator license.</p> <p>In addition to learning about the impact of alternative assessments for licensure, the state should take concrete actions to change licensure policies to increase diversity, including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color.</p>

Rating Methodology:

- Took concrete actions to change licensure policies to increase diversity, including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color;
- Stated the priority to interrogate licensure policies and took one or more the following actions: 1) Statutory mandates to report and continuously monitor trends on passage rates and how policies impact candidates of color; 2) Convened a set of practitioners to interrogate licensure policies for ethno-racial bias and issued recommendations for state action to remedy bias;
- No efforts to interrogate licensure policies for racial bias or adopt licensure policies that increase diversity while maintaining quality and rigor.

Criteria	State Actions
<p>DOES NOT MEET CRITERIA</p> <p>Invest in preparation programs that prepare a high number of teachers of color, including minority serving institutions</p>	<p>Massachusetts does not invest in teacher preparation programs that prepare a high number of candidates of color.</p> <p>The state should invest in supports and incentives for programs that prepare a high number of teachers of color, including minority serving institutions (MSIs), to grow their efforts to recruit and graduate more teachers of color. For an example, see Virginia’s increased investment in local historically Black colleges and universities (HBCUs) that prepare teachers of color to work in STEM fields. https://www.virginiabusiness.com/article/northam-proposes-1m-investment-for-future-stem-educators-at-hbcus/</p>

Rating Methodology:

- Investment in minority serving institutions or programs that are intentionally dedicated to recruiting and supporting candidates of color through grants or other funding sources dedicated to replicating and expanding their success in attracting and preparing candidates of color and diversifying the educator workforce;
- Guidance or recommendation to recruit from or develop partnerships with minority serving institutions;
- No intentional investment in MSIs or programs that prepare a disproportionate number of candidates of color.

MEETS CRITERIA

GOAL 4: Target resources to districts and schools to support efforts to intentionally recruit and hire a diverse teaching workforce

Many districts and schools across the country struggle to recruit and hire a more diverse teaching workforce using traditional methods. States play an important role in targeting resources toward these districts and schools to help develop initiatives that increase the racial diversity of the workforce.

Research-based strategies that states should take to target resources toward these districts and schools include:

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Providing funding, guidance, and public support for Grow Your Own (GYO) programs that attract candidates of color</p>	<p>Massachusetts provides competitive grants to districts to build out Grow Your Own programming. http://www.doe.mass.edu/bese/docs/fy2019/2019-05/item1.html</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Texas' Grow Your Own grant program. https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/grow-your-own</p>

Rating Methodology:

- Includes developing and expanding GYO programming as a priority through a Change to state education agency or state-level legislation, funds GYO programming from the state level, and provides state-led guidance on developing GYO programming;
- Positive policy conditions to encourage districts/preparation programs to develop GYO programming (e.g., providing scholarships or stipends to paraprofessionals to complete licensure requirements to become teachers); or provides guidance or encouragement through their SEA website to create GYO programs;
- No state support for GYO programs..

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Investing in and providing guidance on cultural competence and anti-bias trainings and resources for hiring managers</p>	<p>In October 2020, all 440 Massachusetts Department of Elementary and Secondary Education (DESE) staff and approximately 50 partners participated in 16 hours of anti-racism and cultural competence training. The follow up training will include examining specific state policies and practices through an equity lens, including hiring and retention of staff.</p> <p>Additionally, DESE is entering its second year of leading the Diversity Network, a network of schools, districts, and educator preparation programs working to diversify the educator workforces. Through support from our lead partner, The New Teacher Project (TNTP), network participants interrogate current practices and work to make changes to improve recruitment and retention efforts.</p> <p>Therefore, the state earned a green in this category.</p>

Rating Methodology:

- Provides professional develop and training on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce;
- Provides resources for hiring managers at the state and district level to help increase the racial diversity of the workforce;
- No evidence of investment in resources or trainings on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Investing in teacher academies and dual enrollment programming to promote the teaching professional to a racially diverse student population</p>	<p>Massachusetts invests in the InSPIRED Fellowship that focuses on the recruitment of high school students into the teaching profession. http://www.doe.mass.edu/bese/docs/fy2019/2019-05/item1.html</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Oregon’s Minority Educator Pipeline Models Grant, which provides funds to school districts and postsecondary institutions to create collaborative processes, including a high school cadet program to recruit future educators who are culturally and linguistically diverse. https://www.oregon.gov/ode/rules-and-policies/StateRules/Documents/10%20581-018-0400-thru-0424-or-minority-educator-pipeline-models-grant.pdf</p>

Rating Methodology:

- Investment in teacher academies and dual-enrollment programming with the focus on attracting candidates of color and diversifying the educator workforce;
- Investment in teacher academies and/or dual-enrollment programming that help all candidates to the profession but does not prioritize candidates of color;
- No investment in teacher academies and dual-enrollment programming to recruit future candidates.

Criteria	State Actions
<p>PARTIALLY MEETS CRITERIA</p> <p>Investing in partnerships between districts and teacher preparation programs, particularly programs with a diverse candidate population, to ensure targeted hiring</p>	<p>Massachusetts encourages and supports partnerships between districts and teacher preparation programs on their state website. http://www.doe.mass.edu/edprep/partnerships/</p> <p>However, the state should invest in partnerships between districts and teacher preparation programs with the focus of attracting candidates of color to diversify the educator workforce. For an example, see New York’s Teacher Diversity Pipeline Pilot program that funds partnerships between districts, preparation programs, and other entities to assist teacher aides and teaching assistants in obtaining teacher certifications. http://www.p12.nysed.gov/funding/2019-teacher-diversity-pipeline-pilot/home.html</p>

Rating Methodology:

- Investment in partnerships between districts and teacher preparation programs, particularly minority serving institutions, with the focus of attracting candidates of color and diversify the educator workforce;
- Investment in partnerships between districts and teacher preparation programs that help attract all candidates to the profession but does not prioritize candidates of color;
- No investment in partnerships between districts and teacher preparation programs to recruit future candidates.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Investing in diversifying the educator workforce in areas that influence hiring and recruitment decisions, including the education leaders at teacher preparation programs, district leadership, and school leadership</p>	<p>Massachusetts invests in diversifying the superintendent pipeline through a fellowship program for qualified educators who desire to move into the superintendent role in the next five years, and support for school districts to become more culturally responsive and engage in intentional strategy development and execution around diversifying their educator workforce.</p> <p>http://www.doe.mass.edu/teach/diversity.html</p> <p>The state earned a green and is rated as a best practice in this category.</p> <p>http://www.doe.mass.edu/teach/diversity.html</p>

Rating Methodology:

- Investment in programming that increases the diversity of the workforce in leadership positions like district leadership or school leadership through pipeline programs that target candidates of color;
- Providing opportunities to pipeline programming or ways to develop leadership qualities for all teachers but none that target or prioritize teachers of color;
- No targeted pipeline or leadership development opportunities.

PARTIALLY
MEETS CRITERIA

GOAL 5: Invest in efforts to retain teachers of color including improving working conditions and providing opportunities for personal and professional growth for teachers of color


While many states have invested heavily in efforts to recruit teachers of color, these efforts are compromised when districts and schools have difficulty retaining teachers of color. States can improve retention of teachers of color by investing in programming that provides ongoing support and growth opportunities and improves poor working conditions that disproportionately impact teachers of color.

Strategies that states should take to retain teachers of color include:

Criteria	State Actions
<p>Investing in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color</p>	<p>Massachusetts does not invest in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color.</p> <p>The state should invest in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color. For an example, see Pennsylvania’s use of Title II, Part A funds to expand residency programs through the Innovative Teacher and Principal Residency Programs Grant.</p> <p>https://www.education.pa.gov/Teachers%20-%20Administrators/Teacher%20Quality/Pages/Innovative-Teacher-and-Principal-Residency-Programs-Grant.aspx</p>


Rating Methodology:

- State investment in residency programming including financial investment in programs at the preparation level; investment in alternative certification programming to recruit and support teachers of color;
- Flexible licensure requirements that provide the opportunity for alternative certification programs to recruit and prepare candidates of color or candidates from non-traditional pathways; guidance for running residency programs; and/or public support for residency programs locally;
- No investment or policy support for residency programming or alternative certification programming.

Criteria	State Actions
<p>MEETS CRITERIA </p> <p>Investing in opportunities for teachers of color to grow and develop in their abilities and their qualification for leadership roles, including targeted professional development, cohort models, and continuing education opportunities</p>	<p>Massachusetts invests in leadership pipelines for teachers of color through opportunities like the InSPIRED Fellowship for aspiring superintendents. http://www.doe.mass.edu/teach/diversity.html</p> <p>The state earned a green and is rated as a best practice in this category. http://www.doe.mass.edu/teach/diversity.html</p>

Rating Methodology:

- Professional development opportunities for teachers of color to grow leadership abilities and investing in pathways to leadership opportunities for teachers of color;
- Teacher leadership opportunities and/or opportunities to develop leadership qualities for all teachers but none that target or prioritize teachers of color;
- No targeted leadership development opportunities.

Criteria	State Actions
<p>PARTIALLY MEETS CRITERIA </p> <p>Investing in induction and mentoring programs that provide support to teachers of color early in their careers</p>	<p>Massachusetts allows each new teacher to be assigned to a mentor teacher and gives districts discretion in selecting the type of mentors and match criteria for each mentor. https://www.nctq.org/yearbook/state/MA-New-Teacher-Induction-72</p> <p>However, the state should invest in an induction and mentoring program that provides at least two years of support for new teachers. For an example, see Delaware’s four-year induction an mentoring program for new teachers. https://www.doe.k12.de.us/domain/185</p>

Rating Methodology:

- Investment in induction programs that are at least two years and provide mentor support;
- Investment in induction programs that are less than two years with less than two years of mentoring;
- No induction programming or requirement for districts to provide induction programming for new teachers

Criteria	State Actions
<p data-bbox="191 359 399 422">MEETS CRITERIA</p> <p data-bbox="237 443 656 617">Providing trainings and opportunities for school and district leaders to become culturally responsive in practice and improve school cultures for teachers from diverse backgrounds</p>	<p data-bbox="732 254 1495 600">Massachusetts launched two new professional development academies for school and district teams this year. These two new offerings are designed to build the capacity of school and district teams to champion, plan for, and implement systemic improvements that result in more culturally responsive educational environments. Through professional development, coaching, and technical assistance, teams will learn about the intersection of race, culture, class and schooling and develop a common understanding of what culturally responsive instructional practices, pedagogy, and environments entail.</p> <p data-bbox="732 646 1284 680">Therefore, the state earned a green in this category.</p>

Rating Methodology:

- State-led professional learning sessions for district and school leaders;
- Guidance on ways to ensure cultural competence for district and school leaders;
- No evidence of programming or support in this space.