

Diversifying the Educator Workforce: Research Roundup

Learn from the newest research on Diversifying the Educator Workforce

The recruitment and retention of a strong and diverse workforce requires novel approaches that disrupt current systems and organizational structures. Recent research advances our collective understanding of how these novel approaches influence people of color throughout the career continuum. When attracting students into the profession, two recent studies, one by Curci and colleagues (2023) and one conducted by Witmer and Wimer (2021), examined grow-your-own programs and the importance of expanding the educator pipeline through dual enrollment programs focused on students from racially marginalized and minoritized backgrounds. The studies found value in programs that 1) create an early connection for students of color to the teaching profession and 2) address barriers to attend to students' personal, academic, social, and cultural needs during their high school experience. Such programs create stronger pathways to college and the teaching profession. When recruiting teachers of color into the profession, Bratanan and Grissom (2023) found that principal race can influence hiring and retention of teachers, positing that diversity among teachers requires increasing the diversity of school administration.

Attracting diverse teachers into the profession is as equally important as addressing barriers that contribute to attrition. When retaining teachers of color, Mahatmya and colleagues (2022) studied the connection between race-based stressors and burnout for Black, Indigenous, and People of Color (BIPOC) women K-12 educators. This study found successful retention required addressing race-based stressors, fostering an inclusive work environment, and implementing best-practices for welcoming school cultures. Kaihoi and colleagues (2022) conducted a study in which they found educators tended to solicit support from same-race and same-gender colleagues and they noted that these same-race and same-gender support systems can reduce burnout and turnover. How will this research influence the development of your policies, programs and practices? To learn more, please check out our detailed bibliography of these studies.

Bibliography

Bartanen, B., & Grissom, J. A. (2023). **School Principal Race, Teacher Racial Diversity, and Student Achievement.** *Journal of Human Resources*, 58(2), 1-48. <https://doi.org/10.3368/jhr.58.4.0218-9328r2>

This longitudinal study analyzed personnel and student records from Missouri and Tennessee to determine the effect of principal racial composition on teacher hiring practices. The results from the two states were notably similar. Missouri data was obtained from the Elementary and Secondary Education and included records from 1999-2016. Tennessee data were accessed from the Tennessee Education Research Alliance with approval from the Tennessee Department of Education. Data from Tennessee spanned 2007-2017. Analyses of the data sets indicated principal's race significantly influences the hiring and retention of same-race teachers. Further, employing same-race principals improved student math achievement. Although, authors attribute this finding to the confluence of the racial composition of the teaching staff when the principal was of the same race. Findings from this study suggest that hiring principals of color can increase the recruitment and retention of teachers of color. Additionally, Black principals have a positive influence on Black student outcomes further signifying the critical importance of recruiting, hiring, and promoting a diverse workforce.

Curci, J. D., Johnson, J. M., Gabbadon, A. T., & Wetzel-Ulrich, E. (2023). **Expanding the pipeline to teach: Recruiting future urban teachers of color through a dual enrollment program.** *Urban Review*, 55(2), 224-243. <https://doi.org/10.1007/s11256-022-00646-1>

This qualitative case study explored the lived experiences of nine pre-college participants and their motivation to pursue a career in education. To increase teacher diversity, Temple University developed a dual enrollment program providing a new pathway to the teaching field. In collaboration with an urban school district, Temple University accepted nine high school seniors from diverse backgrounds to participate in the program. Data from this study revealed how pre-college students viewed careers in teaching and how participating in the program influenced their interest in teaching. This study provided information on what pre-college programs can do to encourage diverse applicants to consider careers in education. Further, findings from this study can be used to inform future dual enrollment programs which researchers recommend include (a) intentional fieldwork opportunities, (b) connections with individuals who will support their success through culturally relevant and affirming practices, and (c) through programs that address financial burdens (e.g., transportation to field experiences, cost of certification tests, loss of wages while engaging in field experiences, etc.).

Kaihoi, C. A., Bottiani, J. H., & Bradshaw, C. P. (2022). **Teachers supporting teachers: A social network perspective on collegial stress support and emotional wellbeing among elementary and middle school educators.** *School Mental Health*, 14(4), 1070-1085. <https://doi.org/10.1007/s12310-022-09529-y>

This study explored the extent to which educators solicit support from their colleagues when managing workplace stress and how that support promotes their emotional wellbeing and

reduces the chances of burnout and turnover. This study analyzed survey data from 370 elementary and middle school educators. Findings from this study indicated that educators are more likely to seek support from organizationally proximal colleagues as well as colleagues who are of similar race, gender, and age. Additionally, educators sought support from colleagues with the same level of experience or higher. For example, Black males created networks of support with other Black male educators of similar age and with similar levels of experience. Early career educators who had a colleague within their network who provided more support experienced less burnout. Individuals who experienced higher levels of stress and burnout within their network of support experienced higher levels of stress and burnout themselves. Findings from this study contribute to the growing body of research on educator wellbeing and suggest the significance of same-race colleagues within a support network.

Mahatmya, D., Grooms, A. A., Young Kim, J., McGinnis, D., & Johnson, E. (2022). **Burnout and race-related stress among BIPOC women K-12 educators.** *Journal of Education Human Resources*, 40(1), 58-89. <https://doi.org/10.3138/jehr-2021-0007>

This study examined the correlation between race-based stressors and job burnout for Black, Indigenous, and People of Color (BIPOC) women K-12 educators. Situated at the intersection of race and gender, this study recognized how women of color experience marginalization and the impact on burnout and career advancement. Data from this study indicated a statistically significant relationship between burnout and racial/ethnic microaggressions, racialized school climates, and coping variables. Further, data indicated school-based racial stressors were a significant predictor of burnout. Findings from this study suggested the need to develop and implement best practices for fostering safe, inclusive, and welcoming school cultures to support BIPOC women educators. This study has implications for retention and recruitment as well as considerations for promotion and advancement of BIPOC women educators.

Witmer, M. M. G., & Wimer, J. W. (2021). **Expressions of authentic voice: Urban high school students' perceptions of teaching as a career choice while participating in a pipeline program for aspiring teachers of color.** *Education and Urban Society*, 54(8), 969-991. <https://doi.org/10.1177/00131245211043840>

This longitudinal qualitative study gathered feedback from high-school students who participated in a pipeline program designed to increase the number of teacher candidates of color. Project Teacher Development (PTD) was a partnership between a large urban school district and a public university to recruit and prepare students of color to attend college and become teachers. The PTD program included three major components: (a) a series of seminar workshops known as microteaching designed to introduce 9th and 10th grade students to the field of education; (b) a mentorship framework pairing 7th to 12th grade students with a college student mentor; and (c) access to summer academy connecting 11th and 12th grade students with the ability to attend lectures, participate in field trips, and have facilitated meetings with

admissions, library staff, and financial aid. Sixty-seven students participated in the PTD program from 2015 to 2020 and 13 entered the sponsoring university after high school graduation. Researchers found that participants may choose not to continue to college after high school graduation because they do not have access to necessary financial resources or because they do not have the grades to support advancing to college. Findings from this study indicated addressing systemic barriers with intentional supports to attend to students' personal, academic, social, and cultural needs was necessary for student achievement and sense of belonging



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