

**TOOLKIT**



# DIVERSITY GOAL AND STRATEGY ASSESSMENT TOOLKIT

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# Diversity Goal and Strategy Assessment Toolkit

## Region 5 Comprehensive Center

The Region 5 Comprehensive Center (R5CC) is one of 20 technical assistance centers supported under the U.S. Department of Education's Comprehensive Centers program from 2019 to 2024. The R5CC serves the needs of Kentucky, Tennessee, Virginia, and West Virginia by building capacity to improve policies and programs to improve student performance.

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## 1. Introduction

### 1.1 Diversity goals and strategies

Tennessee's State Board of Education developed [Educator Diversity Policy 5.700](#) to promote the recruitment and retention of educators from different racial and ethnic backgrounds. Accordingly, districts throughout the state develop annual diversity goals that reflect the racial and ethnic diversity of their student population and strategies for achieving the goals.

R5CC, in consultation with leaders from the Tennessee Department of Education (TDOE), developed a rubric based on the policy to assess the quality and effectiveness of the goals and related recruitment and retention strategies. Although the rubric was designed to meet the needs of education leaders in Tennessee, the tool can be used by education leaders in any state or district to ensure high-quality goals that enhance efforts to diversify the educator workforce.

### 1.2 Educator diversity challenges and benefits

Despite the well-documented benefits of a racially and ethnically diverse educator workforce on students' social-emotional health and academic achievement, the rate of change is painstakingly slow. According to National Teacher and Principal Survey (NTPS) data, [18 percent of teachers identified as teachers of color](#) during the 2017–18 school year, [unchanged from the 2011-12 school year](#) and [only one percent higher than in the 2003-04 school year](#). According to projections from the National Center for Education Statistics, the overall numbers of teachers and new hires in K–12 schools [are projected to be 5 and 21 percent lower in 2030 compared to 2019 levels, respectively](#), resulting in continued mismatches in schools [where the majority of students are not White and the majority of teachers are](#).

The positive effects of having a same-race teacher, especially for students of color, include short-term outcomes such as [improved reading and mathematics scores, higher grade point averages, and increased credits earned; increased high school graduation and college enrollment rates; and lower rates of chronic absenteeism and suspension](#). Long-term outcomes include [a lower likelihood of holding implicit biases in adulthood](#). These results are [consistent with hypotheses about culturally relevant pedagogy](#) and suggest educators can cultivate dimensions of communication by understanding and valuing students' cultural backgrounds, building strong relationships with students, and engaging in reflection and professional learning that lead to adaptations that make learning more accessible and engaging. Given the magnitude and persistence of racial mismatches between educators and students, some experts have suggested [training White teachers to use culturally relevant pedagogy](#) as a way [to make the classroom impact of stereotypes and biases explicit](#) and [improve the performance of all students](#).

Seeing diverse educators in positions of authority and leadership within the school community provides students of color [with role models and mentors they can relate to and emulate](#) and exposes all students to a variety of viewpoints and experiences [enhanced by positive interactions](#)



with teachers from different backgrounds. Teacher diversity may also benefit teachers of color by reducing feelings of isolation and increasing educator [satisfaction and retention](#).

Using data to understand current trends, local education agencies (LEAs) can develop clearly stated, meaningful, measurable goals to increase racial and ethnic diversity among educators across schools. However, given the persistent challenges of inequity within the education system, as well as the preparation, recruitment, and retention of *future* teachers of color, education leaders need to improve access to *current* opportunities among students of color. They can start by promoting a culture of respect and empathy within schools and addressing bias and inequity when they arise. By using the rubric and guidance contained in this toolkit, this work can begin now.

## 2. Rubric and Toolkit Purpose and Process

### 2.1 Purpose

The *Diversity Goal and Strategy Assessment Toolkit* supports reflection on and improvement of state or district efforts to recruit and retain educators from different backgrounds. The toolkit includes a rubric and guiding questions education leaders might consider as they evaluate the quality and effectiveness of state or district diversity goals and strategies.

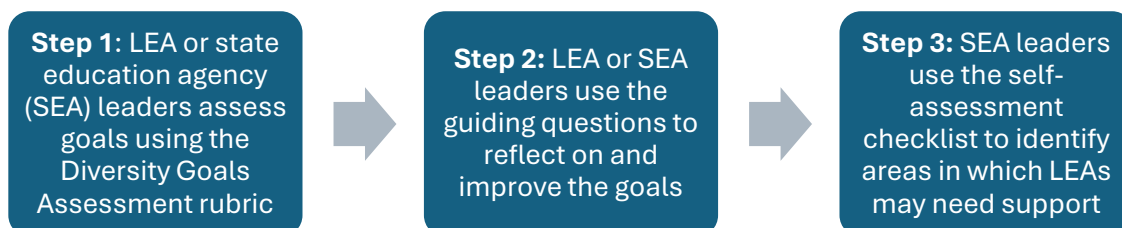
The objectives of the rubric are to

- » increase understanding of state policy expectations around educator diversity;
- » provide structure for supporting goal and strategy development and refinement;
- » facilitate discussions about strengths and weaknesses of goals/strategies and opportunities for growth;
- » inform decisions about where to target technical assistance; and
- » identify exemplars that can be shared statewide.

### 2.2 Process

Education leaders should follow the steps in Exhibit 1 to assess and reflect on diversity goals.

#### Exhibit 1. Diversity goal and strategy assessment process



The [fillable and automated tool](#) can be accessed on the Region 5 CC website.

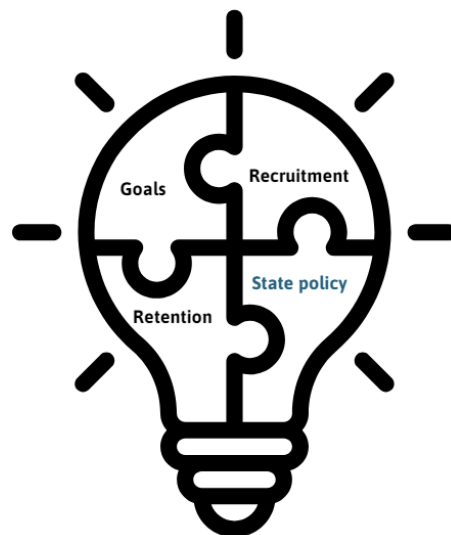


### 3. Diversity Goal Assessment Rubric

To determine the alignment of LEA diversity goals with Educator Diversity Policy 5.700, education leaders can use the rubric to reflect on the implementation of goals and strategies to diversify the educator workforce and to rate implementation fidelity or the extent to which current implementation occurs as intended. The rubric contains a series of indicators across three main components (focus areas):

1. Meaningful **goals**.
2. Innovative **recruitment** strategies.
3. Sustainable **retention** practices.

Each component has guiding questions to help education agency leaders assess the effectiveness of goals and strategies and identify ways to improve current practices to move the needle toward success. Within each rubric section, row 1 contains several items aligned with the state policy, followed by corresponding indicators in rows 2 and 3. Although the number of items and indicators varies by component, the structure of the sheet for each component is the same.



### 4. The Review Process

For each component of the rubric, education leaders will

1. review the district's educator diversity goals and strategies;
2. read the description for each indicator (descriptions of indicators for each component are provided in sections 3a-c); and
3. **place an X** in the cell for each indicator (e.g., columns B through R in the Goals sheet) that has been implemented. If an indicator has not been implemented, **leave the cell for that indicator blank**.

**NOTE:** It may be helpful to conduct reviews in pairs to increase inter-rater consistency and reliability. Each person will independently review and complete the tool, and then the pair of reviewers will meet to reconcile discrepancies.

#### 4.1 Practical goals

Goal-setting indicators are used to assess the extent to which LEA leaders have developed diversity goals designed to measure impact and effectiveness. There are also indicators to ensure goals are based on a variety of measures and are shared widely with the community. Sample items and indicators for this component are in Table 1.



**Table 1. Sample practical goal items and indicators**

<b>District</b>	<b>Item 1: The local education agency (LEA) has established quality educator diversity goals</b>  Goals are specific	<b>Item 2: Educator diversity goals are designed to measure impact and effectiveness of strategies</b>  Goals include quantitative metrics to determine impact/ effectiveness	<b>Item 3: Educator diversity goals are based on a variety of key indicators</b>  Indicators include subgroups served by the LEA	<b>Item 4: LEAs engaged the local community to develop or refine educator diversity goals</b>  Interest groups/ activities include other LEAs

## 4.2 Innovative recruitment strategies

Indicators aligned with items 5 through 8 in prompt LEA leaders to consider the various groups and opportunities it might leverage to facilitate the recruitment of a diverse educator workforce (e.g., representatives from community groups and minority serving institutions). Sample items and indicators for this component are in Table 2.

**Table 2. Sample innovative recruitment strategy items and indicators**

<b>District</b>	<b>Item 5: LEA recruitment strategies are established</b>  Strategies target paraprofessionals	<b>Item 6: Collaboration and partnerships are cultivated to address recruitment efforts</b>  Collaboration includes revising recruitment and application materials	<b>Item 7: LEA strategies leverage state and national initiatives</b>  Sample initiatives include Teaching as a Profession	<b>Item 8: LEAs use various communication channels to recruit diverse applicants</b>  Sample channels include message boards or newsletters





### 4.3 Sustainable retention practices

Effective retention practices are facilitated, in part, by engaging in collaborative partnerships (e.g., between educator preparation program [EPP] providers and LEAs) to address identified barriers as they arise, review data trends, and incorporate feedback from various interest groups, including educators, students, families, and advisory groups. Sample items and indicators for this component are in Table 3.

**Table 3. Sample sustainable retention practice items and indicators**

District	Item 9: Trend data are used to develop retention strategies Data are on placement	Item 10: Feedback is gathered from a variety of sources Interest groups include educators	Item 11: Training and support provided to educators Strategies include induction and support for early-career minority educators

After identifying implemented indicators, education leaders will review and reflect on scores generated for each component.

## 5. Post-review Action Steps

A score will be automatically generated for each item and component in the “Scores” columns, based on the number of indicators rated as being implemented. A higher (versus lower) score suggests that districts developed goals and are implementing strategies aligned with state policy that help the education agency achieve its goals to diversify (or maintain the diversity of) the educator workforce.

Scores are summed for each district in each section of the rubric, and scores are aggregated across all districts in the “State summary” section of the rubric. Review scores for each district and for the state to assess progress toward goal and strategy implementation. After assessing the implementation of goals and strategies, use the guiding questions (Tables 5–7) to reflect on and strengthen them.

Results will indicate the status of implementation using the following categories:

- » **0 = Not implementing:** There has been little to no formal process established to address the stated priorities.
- » **1 = Emerging:** LEA leaders *begin to* implement processes to address the stated priorities.



- » **2 = Operationalizing:** LEA leaders *advance implementation* of established processes to address the stated priorities.
- » **3 = Optimizing:** LEA leaders fully integrate processes consistently to address the stated priorities.

Automatically generated scores are as follows:



The "State summary" sheet provides a synopsis of automatically generated results across districts by component and corresponding items. (See Table 4 for sample elements from the state summary sheet.)

**Table 4. Sample elements from the state summary sheet**

Element	Goals: Percentage of districts not implementing (0)	Goals: Percentage of districts emerging (1)	Goals: Percentage of districts operationalizing (2)	Goals: Percentage of districts optimizing (3)
Item 1				
Item 2				
Item 3				
Item 4				
Number and percent in stage				
Average score				



**Table 5. Reflection questions for practical goals**

**Guiding questions: Practical goals**

1. What conclusions can be drawn from comparing the percentage of minority educators employed to the percentage of minority students served within your LEA?
2. Where are the gaps between the percentage of minority educators and the percentage of minority students enrolled within the LEA by school, geographic region, or grade span?
3. Where are the gaps between the percentage of minority and non-minority educators teaching within their area of certification (area of skill and expertise)?
4. Which subgroups of students and needs do goals represent?
  - a. Which subgroups and needs are missing?
5. What disparities in teacher experience exist between the number of minority educators and the percentage of minority students enrolled within the LEA?
6. Did LEA leaders conduct a root cause analysis to determine the factors leading to the disparities?
  - a. If so, which findings from the root cause analysis influenced the identification of educator diversity goals?
7. Do LEA leaders conduct evaluation activities related to school or LEA staffing or workforce diversity?
  - a. In what ways were evaluation findings from the most recent school year used to develop current educator diversity goals?
8. How often do stakeholders review and evaluate the educator diversity goals during the year? Who is involved in reviews? When do reviews occur? In what ways do results influence policies and/or practices?



**Table 6. Reflection questions for innovative recruitment strategies**

**Guiding questions: Innovative recruitment strategies**

1. How does your recruitment strategy prioritize outreach to racially and ethnically diverse candidate pools?
2. What partnerships do you have or want to develop with universities, organizations, or communities to attract diverse candidates?
3. In what ways can your job postings and application materials be more welcoming and inclusive?
4. What steps can you take to reduce bias in your hiring process?
5. What steps can (or do) you take to ensure recruitment events, like job fairs or networking opportunities, appeal to diverse educators?
6. What feedback have you sought or received about types of incentives that could help attract diverse candidates?
7. To what extent are you leveraging social media and other digital platforms to reach a diverse audience?
8. How do you incorporate diverse educators' input and feedback in recruitment efforts?
9. To what extent do you analyze recruitment data to identify gaps or areas for improvement in attracting diverse educators?
10. To what extent are you showcasing your commitment to diversity, equity, and inclusion to potential candidates?
11. To what extent do the racial and ethnic characteristics of teaching staff reflect the race and ethnicity of the student body?
12. What challenges do you face recruiting a racially or ethnically diverse staff?
13. What changes, if any, have you made to address the challenges?
14. To what extent is your commitment to teacher diversity reflected in your mission, strategy, and actions? What more could be done?



**Table 7. Reflection questions for sustainable retention strategies**

**Guiding questions: Sustainable retention strategies**

1. To what extent are there support systems (e.g., mentorship programs, affinity groups) in place for diverse educators?
2. To what extent are professional development opportunities specifically designed to support the growth of diverse educators?
3. To what extent do you ensure diverse educators feel valued and included in decisionmaking processes?
4. What steps are you taking, or could you take, to create an inclusive and welcoming school culture for all staff?
5. To what extent do you regularly gather feedback from diverse educators about their experiences and act on it?
6. To what extent do you request support to address existing challenges to retain a diverse educator workforce?
7. To what extent do you collect data and evidence to understand teacher diversity and the perspectives of teachers of color?
8. How do you promote career advancement opportunities for diverse educators within your organization?
9. How ready and equipped do teachers and staff feel to support all learners?
10. To what extent do you ensure that education leaders are prepared and able to foster an inclusive and affirming culture for teachers of color?
11. To what extent are steps taken to empower teachers of color by ensuring curriculum and learning and work environments are inclusive and respectful of members of all racial and ethnic groups?
12. To what extent do your school policies, programs, or systems address the sustained support and retention of teachers of color?

## 6. Self-assessment Checklist and Resource/Support Form

SEA leaders are encouraged to use the self-assessment checklist and the resource/support description form to identify currently available resources (Table 8) and provide descriptive details of available resources/support (Table 9) to facilitate planning for next steps.



**Table 8. Self-assessment checklist**

Checklist items	Yes	No
<b>Does the SEA provide tools and resources to support LEAs in achieving educator diversity goals about the following:</b>		
Development of educator diversity goals?		
Articulation of recruitment strategies?		
Retention of minority educators?		
<b>Does the SEA provide data and resources that are easily accessible to LEA shareholders, including:</b>		
Percentage of minority educators employed in each LEA?		
Percentage of minority students attending each LEA?		
Biennial reports that analyze the state of educator diversity in the state?		
<b>Does the SEA provide support to groups in the state that are doing work to improve educator diversity, including:</b>		
Communities of practice?		
Webinars?		
Regional roundtables?		
Personalized office hours?		
<b>Does the SEA provide funding to help LEAs establish or broaden educator diversity efforts, including:</b>		
Mini-grants (e.g., small grants to be used over a short window of time)?		
Competitive grants?		
Multi-year grants?		



**Table 9. SEA resource/support description form**

**Describe resources or supports the SEA provides in the spaces below.**

**What data and resources can SEAs offer LEA leaders to strengthen the development and implementation of local educator diversity goals?**

**What kind of assistance does the SEA provide to support LEA implementation of each component?**

**Where does the SEA provide the most/least support?**

**For which indicators do LEAs have the highest/lowest scores?**

**In which areas can the SEA use existing resources and support to strengthen LEA implementation?**

**In which areas are new resources and support needed to support implementation?**

**Which resources and supports have the potential to reach the greatest number of schools, students from minority backgrounds, or low-income households?**

