

Creating Conditions for Success:

How Districts Can Build and Sustain a Stronger and More Diverse Educator Workforce



1MTC
ONE MILLION
TEACHERS OF COLOR

ABOUT US

The One Million Teachers of Color (1MToC) Campaign is a national call to action with the bold goal of rallying the nation to add 1 million teachers of color and 30,000 leaders of color to the educator workforce by 2030. The 1MToC Campaign is led by a Steering Committee, which includes leading experts from the Center for Black Educator Development, The Education Trust, The Hunt Institute, Latinos for Education, Men of Color in Educational Leadership, New Leaders, Teach Plus, and TNTP. Learn more at <https://1mtoc.org> and contact us at info@1MToC.org.

One Million Teachers of Color Campaign. (2024). *Creating Conditions for Success: How Districts Can Build and Sustain a Stronger and More Diverse Educator Workforce*. [insert hyperlink for landing page].



Table of Contents

Executive Summary	4
Introduction	7
Methodology	9
Findings	12
Why does educator diversity matter?	13
What challenges have you experienced when it comes to strengthening and diversifying the educator workforce?	15
What bright spots are leading to better systems and solutions for diverse educators?	22
Action Plan	24
What are the most important steps local education officials can take to increase the strength and diversity of their educator workforce?	25
Conclusion	33
References	35
Appendix	39





Executive Summary

For young people to succeed in school and beyond, they need strong academic experiences. As ample research and data show, a high-quality, diverse educator workforce—including teachers, principals, and other school leaders—delivers strong learning opportunities and increases students’ sense of belonging during their K-12 experience. While federal and state policy and practice are critical in shaping the systems to recruit, hire, and retain a quality, diverse educator corps, what takes place at the district level has a tremendous impact on the K-12 educator workforce and, ultimately, students’ experiences.

This report seeks to better understand the local conditions that impact educational leaders’ ability to build and sustain a strong and diverse educator corps. To generate actionable insights for local education officials—such as superintendents, local school board members, and other district and charter network leaders—we asked 30 classroom, school, and system-level leaders—including teachers, principals, district superintendents, and central office staff—from small to large districts across the country, to share their knowledge, expertise, and wisdom on four key questions:

Why does educator diversity matter?

We heard unequivocally from the educational leaders who participated in our interviews and focus groups that strengthening and diversifying the educator workforce go hand in hand. And, indeed, their insights affirm decades of research showing:

- ▶ **Insight 1:** Educators of color improve academic achievement and attainment for all students, equitably improving overall school performance.
- ▶ **Insight 2:** Educator diversity can help school systems promote consistent access to rigorous, grade-level coursework for all students.
- ▶ **Insight 3:** Educator diversity is an effective strategy for reducing exclusionary and inequitable discipline.

What challenges have you experienced when it comes to strengthening and diversifying the educator workforce?

Teaching and leading our schools is intellectually challenging, emotionally demanding work that is ultimately deeply rewarding for the educators with whom we spoke. At the same time, interviewees and focus group participants shared that educators of color face additional challenges on the job stemming from several inconvenient and undeniable truths:

- ▶ **Challenge 1:** There are sizable financial barriers that discourage people of color from entering teaching, and that hinder their ability to build long-term, sustainable careers in education.
- ▶ **Challenge 2:** Difficult working conditions and political contexts exact a disproportionate toll on educators of color.
- ▶ **Challenge 3:** Structural and interpersonal racial bias can exist in education talent systems—and when it does, it negatively impacts everyone, regardless of one’s racial identity.

What bright spots are leading to better systems and solutions for diverse educators?

Despite formidable challenges, interviewees and focus group participants expressed steadfast commitment to transforming our schools and school systems to better support and sustain educators of color at every stage of the talent pipeline. They are especially energized by a few critical developments:

- ▶ **Bright Spot 1:** Addressing systemic bias is helping to create concrete reforms and more inclusive systems in some districts.
- ▶ **Bright Spot 2:** Promising initiatives and partnerships with entities that influence talent pipelines (e.g., higher education and private sector entities) are positioning school systems to increase educator diversity in the years ahead.
- ▶ **Bright Spot 3:** There is growing recognition that school systems alone cannot tackle the complex social, economic, and political dynamics that profoundly shape our educator workforce.

What are the most important steps local education officials can take to increase the strength and diversity of their educator workforce?

We asked classroom, school, and system-level leaders to identify the most critical and pressing steps local education officials can take to make the educator workforce more representative of the students and communities our public school system serves. Their responses highlighted five key action steps:

- ▶ **Action 1:** Leverage data to emphasize the importance of diverse educators in improving student outcomes and invite stakeholders to help make their communities a thriving place for educators of color.
- ▶ **Action 2:** Establish clear goals and timelines, along with shared accountability and support, for increasing teacher and school leader diversity.
- ▶ **Action 3:** Regularly assess how welcoming, inclusive, and culturally affirming your classrooms and schools are to educators, students, and families of color—and take meaningful action based on that data.
- ▶ **Action 4:** Invest in your educator talent pipeline early and holistically, and forge partnerships with preparation providers and community organizations that can help advance teacher and school leader diversity goals.
- ▶ **Action 5:** Prioritize personal and professional development and support to sustain and retain educators of color currently serving your students and communities.

A smiling Black woman with curly hair, wearing a patterned top, holding a tablet. The background is a classroom with other students and a whiteboard. The image has a blue overlay.

01

Introduction



To thrive in a multicultural world and workforce, young people need access to learning environments led by effective and diverse educators.

Today, people of color face far too many barriers to choosing and pursuing teaching or school leadership as a viable career choice. Even when educators of color overcome these challenges, they often face a new set of obstacles once in the classroom. It's no wonder we do not have adequate representation of people of color in our educator pipelines: while 55% of U.S. students are children of color,¹ just 22% of teachers and 23% of principals are people of color.^{2,3} Further, while the overall national student-teacher ratio is 14.8 to 1, the ratio of white students to white teachers is 8.5 to 1, the ratio of Black students to Black teachers is 25.1 to 1, and the ratio of Latino students to Latino teachers is 43.8 to 1.⁴

It doesn't have to be this way.

The U.S. workforce is becoming more racially/ethnically diverse every year, and people of color are projected to comprise a majority of the labor market by 2030 (Vuong, 2013). We risk overlooking untapped talent if the barriers that make it difficult to recruit and retain educators of color go unaddressed. We need to proactively remove unnecessary barriers that prevent candidates of color from entering the classroom, and improve working conditions so they can truly thrive once they get there. This isn't a challenge that gets fixed by focusing on one entry point. We need to build comprehensive and sustainable systems that effectively train and support our educators, and welcome them fully.

We need to think holistically.

This report draws on the experience, expertise, and wisdom of educational leaders from across the nation to highlight promising and successful strategies for increasing the representation of teachers and leaders of color in our local school systems.

Because greater diversity in the educator workforce is critical to the success of our students, schools, and society as a whole.

1 The statistic that 55% of U.S. schoolchildren are students of color is sourced from the U.S. Department of Education's Common Core of Data. The percentage represents the most recent school year where both teacher and student data is available in each state. 43 states' (including DC) data is from the 2022-23 school year; 4 from the 2021-22 school year, 3 from the 2020-21 school year, and 1 (California) from the 2018-19 school year. Please visit <https://tntp.org/k-12-demo-data/> for more information.

2 The statistic that 22% of U.S. teachers are people of color is drawn from state department of education websites or via public information requests. The percentage represents the most recent school year where both teacher and student data is available in each state. 43 states' (including DC) data is from the 2022-23 school year; 4 from the 2021-22 school year, 3 from the 2020-21 school year, and 1 (California) from the 2018-19 school year. Please visit <https://tntp.org/k-12-demo-data/> for more information.

3 The statistic that 23% of U.S. principals are people of color is from: National Center for Education Statistics. (2022). National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2020-21. https://nces.ed.gov/programs/digest/d22/tables/dt22_212.08.asp.

4 Please see [TNTP's Teacher Diversity Data Statements](#) and visit <https://tntp.org/k-12-demo-data/> for more information.



202

Methodology

Interviews & Focus Groups

The One Million Teachers of Color Campaign believes that the best education policies are those that are designed in collaboration with—and that draw on the lived experiences and insights of—the people at the center of our work: educators, students, and families. For this report, we highlight the perspectives of classroom, school, and system-level leaders—including teachers, principals, district superintendents, and central office staff—who work with fellow educators, students, and families each and every day. To recruit interviewees and focus group participants, we conducted outreach via IMToC Campaign Steering Committee networks, reaching more than 200 educational leaders. Of these, 30 ultimately participated in a 1:1 interview or focus group.

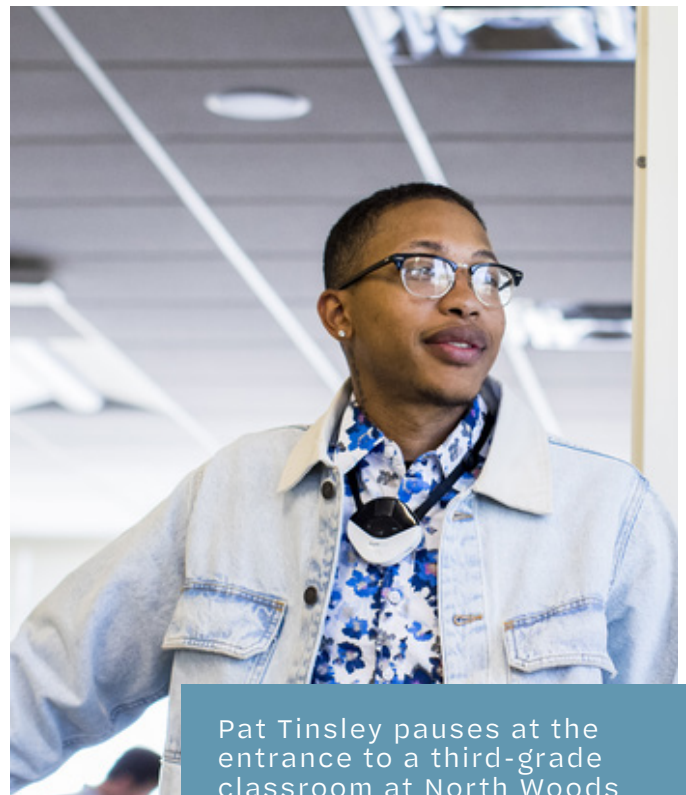
Participants represented a broad cross-section of educational leaders, holding positions that include district superintendent, central office senior official, executive director, director, principal, assistant principal, dean, and other school-based positions like special programming coordinator and teacher leader. They serve schools across 19 states⁵ and 35 cities, including public school districts, charter networks and schools, and higher education institutions. Using a semi-structured protocol, we inquired about the challenges and opportunities they've experienced and/or witnessed as it relates to strengthening and diversifying the educator workforce. Interviewees and focus group participants were promised anonymity in their reflections.

Note: The content of this report reflects our synthesis of interviews and focus group findings, and does not necessarily reflect the viewpoints of the IMTOC Campaign Steering Committee member organizations.

⁵ Arkansas, California, Colorado, Delaware, Florida, Illinois, Kansas, Maryland, Massachusetts, New York, Pennsylvania, Tennessee, Texas, Virginia, Washington

A Coherent Policy Agenda

The One Million Teachers of Color Campaign has developed policy briefs highlighting key actions that state and federal decision-makers can take to strengthen and diversify the educator workforce. In developing this local policy report, we consulted those resources and aligned the feedback and ideas we heard from interviewees and focus group participants, where appropriate, to relevant state and federal policy levers. In this way, we intend for this on-the-ground resource by classroom, school, and system-level leaders and for local education officials to be highly relevant to and actionable in distinct local contexts while maintaining coherence with the state and federal efforts of our broader coalition work.



Pat Tinsley pauses at the entrance to a third-grade classroom at North Woods Elementary in Plymouth, Minn.



“When we walk into schools and our students see themselves in us—‘You have braids like my cousin!’ ‘You look like my Tía!’—that’s huge.”

—DISTRICT OFFICIAL, MASSACHUSETTS



03

Findings

We asked, we listened, and we probed. We wanted to deeply understand how classroom, school, and system-level leaders think about the role of educator diversity in the success of their schools and school systems, the challenges they've encountered, and the progress to date that fuels their resolve to keep pressing for a stronger and more representative educator workforce. Here's what we learned from our interviews and focus groups.

Why does educator diversity matter?

Young people thrive, in school and in life, when they have access to rigorous and engaging academic content in safe, supportive, and inclusive learning environments. Research shows educators of color are particularly skilled at cultivating such environments (Blazar, 2021) through pedagogy that is variously described as “culturally relevant” (Ladson-Billings, 1995), “culturally responsive” (Gay, 2002), and “culturally sustaining” (Paris, 2012). Below are insights from our interviewees and focus group participants on this broader finding, along with research that illustrates the positive effects teachers and school leaders of color have for students of color and all students:

Insight 1: Educators of color improve academic achievement and attainment for all students, equitably improving overall school performance.

Interviewees and focus group participants were clear that their personal commitment to increasing educator diversity is tied to the benefits this has for all of their students. “At the end of the day, this work is about making a difference in our students’ lives,” one superintendent shared. Students’ learning was hit hard during pandemic-era schooling (Fahle et. al., 2024; Goldhaber et. al., 2022), with U.S. students now performing at about the same level as they were in the 1990s—setting our nation back 30 years in terms of overall academic progress. Further, despite years of focused efforts to close academic gaps

between students of color and white students, white students continue to outperform their Black, Latino, and Indigenous peers in math and literacy by 20- to 30- percentage points or more (U.S. Department of Education, 2024).

“When we walk into schools and our students see themselves in us—‘You have braids like my cousin!’ ‘You look like my Tía!’—that’s huge.”

—District Official, Massachusetts

Recruiting and sustaining educators of color is an under-emphasized strategy for bolstering the academic success of all students, particularly young people of color, thereby addressing academic gaps and lifting the overall performance of our schools. Research has found that teachers and school leaders of color improve the academic achievement of both ethno-racially matched students (Dee, 2004; Redding, 2019; Gershenson, et. al., 2022; Grissom, et. al., 2021; Meier, O’Toole, and Nicholson-Crotty, 2004; Bartanan and Grissom, 2019) and all students of color in their classrooms and schools (Blazar and Lagos, 2021). Further, high-quality experimental studies have found that white students’ academic achievement improves when they are randomly assigned to a classroom led by a teacher of color (Blazar, 2021). Clearly, strengthening and diversifying our educator workforce go hand in hand.

Insight 2: Educator diversity can help school systems promote consistent access to rigorous, grade-level coursework for all students.

Coming out of the pandemic, there is broad concern that school systems may adopt instructional strategies focused on reviewing content students missed during school closures (TNTP, 2021), which disproportionately affected students of color and those from

low-income families (Gee, Asmundson, and Vang, 2023). According to our interviewees and focus group participants, such an approach is understandable, but misguided—and could exacerbate achievement gaps. When students engage in remedial activities, they end up nearly two months behind their peers (TNTP, 2018), whereas students who experience just-in-time support with grade-level tasks struggle less and learn more (TNTP, 2021). This “acceleration” approach is particularly beneficial for students of color, who have less access to grade-level assignments (TNTP, 2021). “We are miseducating our Black and Brown children,” another official explained, “but we can decide at the system level to stop creating more of the same results.” Indeed, local education officials play a profound role in shaping which of these experiences—remediation or acceleration—is the norm in classrooms and schools moving forward.

Educator diversity is an under-emphasized strategy for ensuring all students have access to high-quality, grade-level coursework. “Our district has prioritized educator diversity because educators of color often bring a passion to the work that is driven by their life experiences with diverse communities,” one local education official reflected. “We’ve seen that educators of color tend to hold an especially firm belief in the resilience and academic potential of underestimated kids.” Indeed, research has found positive, statistically significant effects on the academic and social-emotional outcomes of students randomly assigned to classrooms led by teachers of color, who hold higher expectations for students of color, have a growth mindset about all of their students, build stronger relationships with students and families, and spend more time differentiating instruction for all learners (Blazar, 2021). “Making sure every kid gets a quality education regardless of their zip code is our charge,” a school principal shared. “This means having a body of skilled educators who know our scholars and understand how to navigate their different backgrounds

and circumstances.” When we get more educators into our classrooms and schools who believe fully in their students’ ability to engage with rigorous coursework and have a strong grasp of effective, culturally responsive teaching and leading, it’s good for students of color and it’s good for all students.

Insight 3: Educator diversity is an effective strategy for reducing exclusionary and inequitable discipline.

Interviewees and focus group participants emphasized that when students are not in school, for any reason, they miss out on carefully planned and sequenced learning experiences—and it can be difficult for them to get caught up. At a time when local education officials are focused on addressing the lingering effects of pandemic-era schooling, especially the significant rise in chronic absenteeism (Future Ed, 2023; Malkus, 2024), discipline policies and practices that remove students from classrooms can undermine those efforts. “Reforming discipline practices is critical,” one educational leader shared. “Relying on the most severe approaches is not good for our kids.” Yet while the nation overall has made progress in reducing the use of suspensions, the Civil Rights Data Collection shows that Black, Latino, and Indigenous students are more likely to be removed from their classrooms than their white peers for the same behavioral infractions (Leung-Gagné, et. al., 2022; Lieu, 2023).

A stronger, more diverse educator workforce can help address these disparities. Reviewing a decade’s worth of data, Shirrell, Bristol, and Britton (2023) found that Black and Latino students are significantly less likely to be suspended when assigned to an ethno-racially matched teacher. Similarly, Bartanen and Grissom (2019) found that Black students are less likely to experience in-school suspension when their principal is Black, with effects growing larger the longer the principal leads the school. Given this evidence base, it is not surprising that supporting educators to

prioritize effective, equitable approaches to discipline is top of mind for the educational leaders with whom we spoke. “There absolutely has to be greater support for teachers around classroom management and schoolwide discipline practices,” one local education official reflected. “And we know our educators of color have many insights to add to these conversations.”

“When I recruit and hire teachers—or anyone working in our schools—I’m looking for quality. When we focus on getting great people in front of our students, on what actually matters for their success, we get more diversity. It’s not automatic, but that’s where it starts.”

—Principal, Florida

What challenges have you experienced when it comes to strengthening and diversifying the educator workforce?

Interviewees and focus group participants expressed steadfast commitment to transforming their school systems to better support and sustain teachers and school leaders of color at every stage of the talent

pipeline. At the same time, they reflected on a number of pressing issues and obstacles that can stymie local education officials’ efforts to strengthen and diversify the educator workforce, including:

Challenge 1: There are sizable financial barriers that discourage people of color from entering teaching, and that hinder their ability to build long-term, sustainable careers in education.

When we asked interviewees and focus group participants about the major barriers to increasing the representation of teachers and leaders of color in our classrooms and schools, funding was a cross-cutting theme. “Can I say money, money, money?” one leader emphasized. “With the ESSER funding cliff, all districts are facing major challenges,” another added. “This is affecting everything, including our ability to prioritize educator diversity initiatives and to add or sustain other programming and funding that would benefit all of our educators.” Within this context, it is all the more important that local school officials make every effort to invest in evidence-based strategies, including attracting and retaining a diverse staff.

Further, many of the educational leaders we spoke with shared that teaching does not feel like a financially viable career option for young people today. There is a tremendous need to strengthen the overall value proposition of the profession for anyone interested in teaching and leading. “I make an effort to share with high school and college students—and career changers, too—that education is a high-reward career,” one district leader shared. “But I’m also honest that it’s not instant gratification. The rewards, financial and otherwise, take time to accumulate.” In other instances, educational leaders are working hard to make visible important reforms they’ve enacted to teacher compensation systems. “We have a very competitive pay scale in

my district, but that’s not the perception most young people have,” a district leader acknowledged. “We need better marketing so that people know you can truly support a family as a teacher in our community.”

Other interviewees and focus group participants described how licensure and advancement requirements can become hurdles to prospective and current educators alike. “There are costly exams, grad school, and innumerable obligations folks are expected to fulfill during the work day,” a school principal shared. “It’s expensive and stressful, especially for new teachers but also veteran educators trying to move up.”

“I’m always going to do what’s right for my kids,” one educator shared, “but I do wonder sometimes: at what cost?”

Challenge 2: Difficult working conditions and political contexts exact a disproportionate toll on educators of color.

Another theme we heard clearly from our interviews and focus groups is the importance of psychological safety—and the reality that developments within and outside the education sector often “land” differently for teachers and leaders of color.

“Educators need to feel safe in their classrooms. They need to feel they can take the risk to deliver high-quality curriculum and culturally relevant instruction without fearing for their jobs,” one local education official shared. “This is what our students need to succeed.” School leaders observed that policies and practices that erode educators’ ability to be responsive to the needs of their students and communities make the profession increasingly challenging to sustain. “I’m always going to do what’s right for my kids,” one educator shared, “but I do wonder sometimes: at what cost?”

The educational leaders we spoke with also reflected on the reality that many teachers and leaders of color work with under-resourced and under-estimated communities, sometimes because they get pigeonholed into more difficult assignments and other times because they have chosen to work with students who may have more needs. Yet without adequate support, this situation contributes to burnout. Indeed, teachers and leaders of color leave their roles and the profession altogether at higher rates than their white peers at least in part due to this reality (Teach Plus and The Education Trust, 2019; Taie et. al., 2023).



Tress Blake gets a fourth-grade class excited to learn math at North Woods Elementary in Plymouth, Minn.

“You have to take care of others, and you also have to take care of yourself,” a female superintendent of color shared. “I was very prepared for my role, and I’m so proud to have broken a glass ceiling. Yet I still think about how long I’ll be able to do this.” Making careers in

education more sustainable for people of color is good for educator diversity, and it's good for all teachers and leaders serving our schools.

Challenge 3: Structural and interpersonal racial bias can exist in education talent systems—and when it does, it negatively impacts everyone, regardless of one's racial identity.

Interviewees and focus group participants recognize that bias within education talent systems can profoundly affect educators of color and ripple out to impact the entire school community. In some cases, seemingly race-neutral policies can perpetuate inequities due to underlying biases. These policies, while not explicitly discriminatory, can still disproportionately disadvantage educators of color. Examples of such policies cited by interviewees and focus group participants include teacher certification requirements and retention policies.

For example, a local education official discussed a recent proposal to prioritize “fully certificated” staff during staff reductions, acknowledging that “many of the educators of color in our district have come through alternative pathways and our grow-your-own program, so they might be on a provisional license as they complete their training.” Research suggests that such policies, while appearing race-neutral, can inadvertently and disproportionately disadvantage educators of color. According to a 2023 analysis, “Nationally, teachers of color are nearly 50% more likely to be in their first or second year than are white teachers. That percentage holds true in almost all states and grows to more than 100% in several, including Massachusetts and New York” (TNTP and Educators for Excellence, 2023). School districts commonly use seniority—“Last In, First Out,” or LIFO—to determine which teachers to lay off, a seemingly race-neutral policy. Yet because early-career teachers are more likely to identify as people of color, they are most likely to be let go (TNTP and Educators for Excellence, 2023). Similarly, policies like prioritizing fully certified staff during

reductions can disproportionately impact educators of color, which threatens progress school systems have made in strengthening and diversifying their educator workforce.

Other leaders shared how racial bias can also manifest in subtle but significant ways in the professional environment. For example, a central office leader shared an account of a district-wide session on educator retention, where they witnessed their new superintendent, a woman of color, being publicly scrutinized by white colleagues. Despite having been in the role for only two months, she faced harsh demands to immediately solve the district's challenges in recruiting and retaining educators of color. Reflecting on the situation, the central office leader recalled, “If this is how you treat your colleagues of color, it's no wonder they keep leaving. Our schools have to feel welcoming to communities of color, and this is not it.” The incident highlighted how racial bias can often place an invisible tax on leaders of color, often expecting them to bear the burden of solving diversity issues, while facing disproportionate criticism (Teach Plus and The Education Trust, 2019). This dynamic can undermine efforts to create truly inclusive and supportive environments for both teachers and leaders of color.

The educational leaders we spoke with were clear on one thing: it does a disservice to all educators, students, and stakeholders not to tackle these issues head on. Indeed, research drawing on a wealth of social and economic data shows that discriminatory laws, policies, and practices negatively impact everyone in our communities (McGhee, 2021). There are no silver bullet solutions to dismantling these barriers, but one thing is clear: if we don't take holistic steps to address these barriers - including those that appear race-neutral but still disproportionately impact educators of color - we're going to keep losing out on outstanding talent.

A woman with long dark hair is leaning over a table, looking at an open book. Two young children are sitting at the table with her. The child on the left is a young girl with long dark hair, wearing a blue and white striped shirt, looking down at the book. The child on the right is a young girl with braided hair, wearing a yellow shirt, resting her chin on her hand and looking at the book. The background is a blurred classroom setting with colorful decorations. The entire image has a blue tint.

04

Spotlight

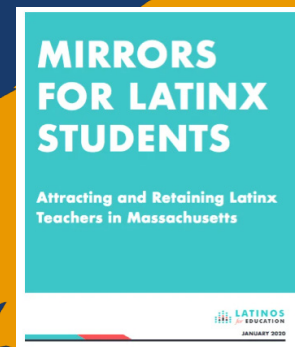
One Million Teachers of Color Campaign

Steering Committee Resources

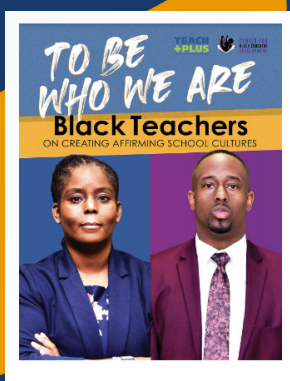
Below are additional resources that can aid local education officials in establishing talent strategies that support hiring and retaining a quality educator workforce that reflects the diversity of their student population. To do so, local education officials should better understand the distinct challenges that educators of color face when considering whether and how to build a career in the education sector.



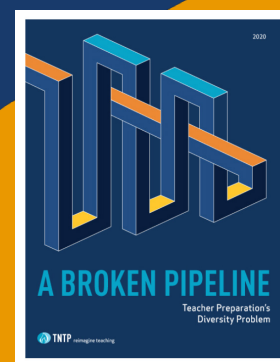
[Seeing Myself: Students of Color on the Pros and Cons of Becoming Teachers](#)



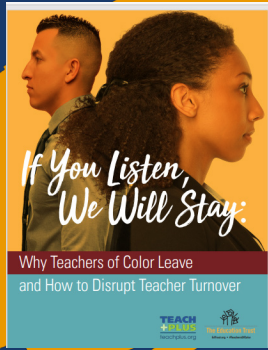
[Mirror for Latinx Students: Attracting and Retaining Latinx Teachers in Massachusetts](#)



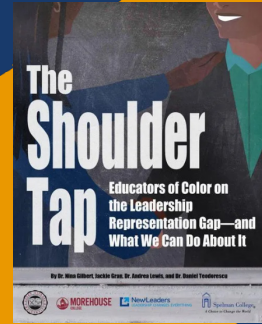
[To Be Who We Are: Black Teachers on Creating Affirming School Cultures](#)



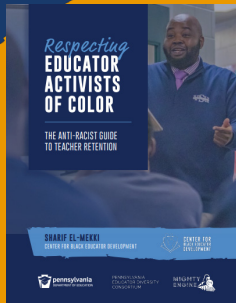
[A Broken Pipeline Teacher Preparation's Diversity Problem](#)



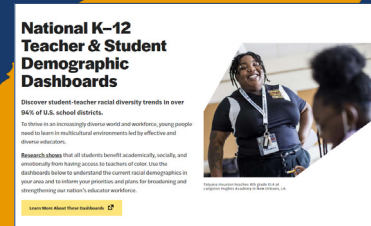
[If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover](#)



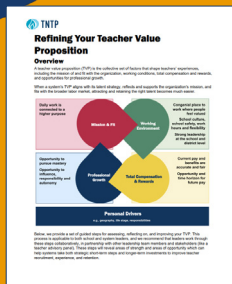
[The Shoulder Tap: Educators of Color on the Leadership Representation Gap—and What We Can Do About It](#)



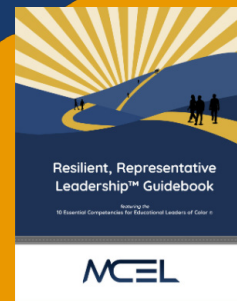
[Respecting Educator Activists of Color: The Anti-Racist Guide to Teacher Retention](#)



[National K-12 Teacher & Student Demographic Dashboards](#)



[Teacher Talent Toolbox](#)



[Resilient, Representative Leadership™ Toolkit](#)



“I feel a responsibility to make space for students to be themselves by being myself. I decided a while back to push through the expectations and show up as me—mohawk, locs, ears pierced, and purple hair. Our students need to see role models who are their authentic selves.”

—DISTRICT OFFICIAL, TENNESSEE

What bright spots are leading to better systems and solutions for diverse educators?

Teaching and leading our schools is intellectually challenging, emotionally demanding work that is ultimately deeply rewarding for the educational leaders with whom we spoke. They see their impact on students and schools, and that recognition is a source of deep motivation. Many participants reflected on the progress and bright spots they see in districts where there is an intentional effort to strengthen recruitment and retention systems to bring quality, diverse talent into schools:

Bright Spot 1: Addressing systemic bias is helping to create concrete reforms and more inclusive systems in some districts.

Despite many ongoing challenges, the educational leaders who participated in our interviews and focus groups all pointed to specific changes, large and small, that reflect a growing comfort among local education officials and broader communities in recognizing the role of bias in our schools and society. Several participants highlighted new or improved hiring practices designed to mitigate bias, like equity training for hiring committees and blind resume reviews. In addition, school systems across the country are asking applicants to share how they reflect on their racial identity in their work and to demonstrate their knowledge of culturally responsive instruction and/or leadership. Interviewees and focus group participants also highlighted changes to discipline policies and practices, such as shifts to restorative approaches, paired with robust training for schoolwide teams, as important examples of school policy changes that are increasing inclusivity and belonging for educators and students of color—as well as students with disabilities and learning differences. In some cases, school systems have eliminated the use

of discretionary suspensions and expulsions for the youngest learners, or even all students, as well as behavioral referrals for subjective and ambiguous categories like “defiance” and “disobedience,” which disproportionately result in the removal of students of color from their classrooms (Lieu, 2023).

Bright Spot 2: Promising initiatives and partnerships with entities that influence talent pipelines (e.g., higher education and private sector entities) are positioning school systems to increase educator diversity in the years ahead.

Many of the educational leaders we spoke with shared examples of partnerships with Historically Black Colleges and Universities (HBCUs) and other Minority-Serving Institutions (MSIs) that are helping their school systems recruit more high-quality, diverse educators into their classrooms and schools.



“This work cannot be done in siloes,” one local official shared with us. “You have to partner with community organizations, locally and nationally, and create that village and that team. Cross-sector collaboration is key.”

In addition, in school systems across the country, educational leaders shared local initiatives to attract and retain stronger, more diverse educator workforces. For example, Teach Tomorrow Chicago recruits Chicago Public School graduates into education careers in their hometown; Chelsea Public Schools in Massachusetts partners with Latinos for Education to recruit strong local candidates; and Kansas City Schools works with Men of Color in Educational Leadership on strengthening their local staffing strategies. In Hamilton County Schools, Tennessee, a strategic staffing initiative has provided school leaders serving higher needs communities with more funding and greater flexibility in how to use those dollars to meet school needs, a unique model that holds promise for dramatically and equitably improving school performance while retaining outstanding teachers and leaders where they're needed most.

“We are looking for ways to partner with others, such as rental property owners, to provide discounted rates for new employees. I am excited about this collaborative, cross-departmental work that will draw upon connections across different economic sectors to advance our educator diversity goals.”

—District Official, Florida

Bright Spot 3: There is growing recognition that school systems alone cannot tackle the complex social, economic, and political dynamics that profoundly shape our educator workforce.

“This work cannot be done in siloes,” one local education official shared with us. “You have to partner with community organizations, locally and nationally, and create that village and that team. Cross-sector collaboration is key.” Several interviewees and focus group participants shared that challenges such as increasing costs of living, as well as unwieldy workloads and restrictive schedules in a market where other careers offer more flexibility and balance, make it increasingly challenging to recruit and retain a high-quality and diverse educator workforce. Interviewees and focus group participants underscored the importance of partnerships that can mitigate those external challenges. They highlighted initiatives in which school districts are partnering with public and private entities to address housing affordability, pushing to ensure that educators can live in the communities they want to serve, today and well into the future. For example, Los Angeles Unified School District has partnered with The Watts of Power Foundation, a community-based organization that offers The Village Initiative, to prepare Black male educators, and to provide them with affordable housing in the city during their training.

A man with glasses and a blue lab coat is standing in a laboratory, holding two white molecular models. The background shows laboratory equipment and a whiteboard. The entire image has a blue tint.

05

Action Plan

What are the most important steps local education officials can take to increase the strength and diversity of their educator workforce?

Five key actions that local education officials can take to make the educator workforce more representative of the students and communities our public school systems serve clearly came through from the reflections of interviewees and focus group participants.⁶



Leverage data to emphasize the importance of diverse educators in improving student outcomes and invite stakeholders to help make their communities a thriving place for educators of color.



Establish clear goals and timelines, along with shared accountability and support, for increasing teacher and school leader diversity.



Regularly take stock of how welcoming, inclusive, and culturally affirming your classrooms and schools are to educators, students, and families of color—and take meaningful action based on that data.



Invest in your educator talent pipeline early and holistically, and forge partnerships with preparation providers and community organizations that can help advance teacher and school leader diversity goals.



Prioritize personal and professional development and support to sustain and retain educators of color currently serving your students and communities.

⁶ Local education officials should consult with legal counsel to ensure action steps are permissible under applicable law prior to implementing any of the recommendations incorporated in this report.



“Our district has the heart to make change, but has difficulty taking the pulse of our community to determine the right changes to impact all students at all levels. We need to work together to coherently tackle these interconnected issues.”

—SPECIAL EDUCATION COORDINATOR, TEXAS

Action 1: Leverage data to emphasize the importance of diverse educators in improving student outcomes and invite stakeholders to help make their communities a thriving place for educators of color.

1.a. Build buy-in and support by messaging clearly and consistently to school, family, and community stakeholders why educator diversity is important for all students.

“Our school district is unapologetic about our desire to have key representation and to engage all diverse stakeholders in a meaningful way,” an HR director with one of the nation’s largest school systems shared. They use data to make their case, center the needs of communities of color and other systematically marginalized groups, and continuously demonstrate how more equitable approaches benefit all students. “When you have a leader who isn’t afraid or ashamed to advocate for this issue, it’s extremely beneficial,” another educational leader shared. “It can take the pressure off teachers and leaders of color who are advocating in other spaces, and often experiencing pushback.” This helps generate broad-based support for educator diversity from all stakeholders who benefit. “Black History Month shouldn’t just be important to Black people,” one local education official shared, “because that history is important for everyone. In the same way, increasing the presence of educators of color in our schools needs to matter to all of us, because we all benefit.”

1.b. Acknowledge fear and discomfort that some may experience as demographics and political contexts change, while maintaining a steadfast focus on solutions that center the needs of an increasingly diverse student population.

“One lesson I have learned is that some people are not ready, and that’s actually okay,” a superintendent shared. “The way to face it is to be in a place where you are prepared to accept other people’s perspectives. To listen. To be innovative. To be ready to do things outside of the box.” From there, the educational leaders we spoke with shared experiences of being able to build on relationships and mutual respect to start leaning into hard, courageous, essential conversations. “Another lesson I’ve learned is that some people are ready, and they just don’t realize it,” that same superintendent shared. “Acknowledging their concerns can be that first step.”

1.c. Share and co-design specific, practical ways a diverse array of community members, including school staff members, families, business, and nonprofit partners, can be part of solutions to advance educator diversity.

“The first question we ask is ‘What does inclusion look like to you?’” a school district official shared. Interviewees and focus groups participants emphasized that strategies for increasing the strength and diversity of the educator workforce need to include specific, actionable ways that a wide range of community members can step up to support, and getting up-front buy-in can be a game-changer. “You have to have other voices at the table when you are creating policy,” a superintendent shared. “People have to see what the problem is before they can get to a solution. If you come with a solution without engaging, it creates a different narrative. We had to look at the research and root causes, and then have a conversation with a diverse group—including our staff, students, and parents—and create the strategy together.”

Action 2: Establish clear goals and timelines, along with shared accountability and support, for increasing teacher and school leader diversity.

2.a. Set goals and assess diversity along the entire talent pipeline, from recruitment through retention.

When it comes to increasing educator diversity, “There is no magic bullet,” one district official acknowledged. “It’s hard work that needs to be intentional and consistent. Clear goals serve as guideposts and accountability mechanisms to help make that happen.” Many of the educational leaders we spoke with shared examples of school systems setting and tracking progress against specific benchmarks, but more important is the way those targets inspire action. “We’ve had really important conversations about how we measure educator diversity,” another district official shared. “We usually go straight to race/ethnicity and that’s important, but we’ve found that’s one piece of the puzzle. We’re getting even more expansive.” On the flip side, some interviewees and focus group participants reflected on what can happen in the absence of metrics: “Nothing. Some of our districts are doing a lot of talk about diversity, but where is the measurable action?” one principal summarized.

2.b. Adequately staff and fund an equity office/department to lead diversity efforts and partner with school, family, and community stakeholders on execution of aligned strategies.

Many of the educational leaders we spoke with shared their excitement when their school systems created new roles and departments focused on diversity, equity, and inclusion, only to feel let down when those functions weren’t given the resources they needed to succeed. “It’s all on my shoulders to strategically weave in the things that will change the system,” a DEI officer with a local school system shared. “I’m committed, but that’s a lot to put on one person.” On the other hand, when diversity initiatives are properly supported, they can make a big difference within and outside of schools. “How do we help educators and parents, alike, who may be uninformed about diversity and equity issues? About race/ethnicity and socioeconomic challenges? And how do we effectively communicate how these things intersect with academic outcomes?” one local education official reflected. “Dedicated staffing is an important place to start.”

2.c. Build school board champions who can provide valuable oversight and support.

Like the nation’s educator workforce, school board membership does not represent our increasingly diverse and multicultural student body: 78% of school board members are white (NSBA and K12 Insight, 2018). “We need our white peers in places of power to embrace an equity mindset,” one local education official of color shared. “It’s key for the success of our students, and the success of teachers and leaders of color.” This is critical, interviewees and focus group participants shared, because school boards are essential to a superintendent’s and district’s success. “Every official needs to think: ‘How are we, the people who have a seat at the table, disrupting the system of brokenness?’ There is a fire, but some of us act like it’s not my house. We all need to share that sense of urgency and take steps to support superintendents of color.”

Action 3: Regularly take stock of how welcoming, inclusive, and culturally affirming your classrooms and schools are to educators, students, and families of color—and take meaningful action based on that data.

3.a. Collect information from educators, students, and families on school/organizational climate and instructional practices, disaggregate results by race/ethnicity (among other factors), and transparently share results and action steps with stakeholders.

Reflecting on the journey from school principal to system leader, one local education official shared, “I wasn’t able to properly invest in my community until I knew their needs.” Systematically gathering data and information from stakeholders on school and district climate is critical for local education officials to have a comprehensive, nuanced understanding of what’s going well and what can be improved. Yet, too often, this information is incomplete or organized in a way where it doesn’t showcase the distinct experiences and needs of certain communities, interviewees and focus group participants shared.

3.b. Model reviewing data with an equity lens, and establish protocols to support consistent equity-centered, data-driven instructional conversations at the school and classroom levels.

“We need better and more transparent data,” one school principal shared, “and we also need to critically interrogate the data we collect and use, and look beyond scores on state standardized tests.” One way to think more holistically about data is to start with different questions. “If I have a colleague struggling with talent management, I always ask: ‘Do you know the strengths and stories of each of your people?’” a school principal shared. “After I spent time trying to answer that question, I really got to know my staff in new ways. We built on those conversations to co-create a strategic plan for professional development (PD) that drew on their self-identified strengths and growth areas.” Reimagining the structures in which stakeholders review data matters, too: “We curate affinity spaces for our educators of color three times each year to check-in on progress,” one local education official shared. “These meetings are cultural, food-centered, and off campus. It’s not just circles in a classroom, but true data-driven, professional learning that is overtly celebratory.”

3.c. Pair all data collection and review with concrete, transparent action steps that are grounded in the larger ecosystem that shapes the experiences of students and educators.

Across all of the stories of success and challenges interviewees and focus group participants shared, one thing was abundantly clear: educators of color—and all teachers and leaders—need to know that the information they share and the data they see is going to be used to fuel improvement. Interviewees and focus group participants cautioned that collecting input without meaningful action can feel performative, and it can add to the “invisible tax” (King, 2016) that already weighs heavily on educators and communities of color. Local education officials should pair transparent, disaggregated data discussions with specific, aligned strategies designed to address systemwide deficiencies and build on areas of collective strength.

Action 4: Invest in your educator talent pipeline early and holistically, and forge partnerships with preparation providers and community organizations that can help advance teacher and school leader diversity goals.

4.a. Consider dual enrollment opportunities for high school students to explore K-12 education careers.

The educational leaders we spoke with emphasized that recruitment into the education sector starts early, before college, with current K-12 students. “It’s important for us to ensure that the youth are having positive experiences, so that they actually want to become a teacher,” one official shared. Another added: “The work we do with our principals to set the right tone in our schools? That’s how we support educators today, and it’s how we start encouraging high schoolers to think about a career in education tomorrow.” We also heard energy and excitement around concurrent and dual-enrollment programming through which high school students can learn about teaching careers, earn transferable college credits, and get real experience working in classrooms as student-teachers—all before college.

4.b. Consider Grow Your Own (GYO) programs that span the entire education talent pipeline, from community volunteer to paraprofessional, paraprofessional to teacher, teacher to school and district leader, and school leader to district leader.

Another strategy highlighted by interviewees and focus group participants is GYO programming, which has been embraced by school systems across the country in recent years. These programs can address needs along the talent pipeline, from initial entry into school all the way through senior system-level leadership. According to our interviewees and focus group participants, where GYO models may be especially powerful is the transition from instructional support role to classroom teacher. “Our paraprofessionals are more diverse than our larger educator workforce, and most live in our community and have been in our district for years,” one local education official shared. “But, until recently, no one had pushed them to consider becoming a teacher. We’ve partnered with Teach Plus to encourage them, tap them on the shoulder and say, I think you’ve got what it takes, and then pair them with training and support to get their credential.” GYO can also help career-changers. One educational leader we spoke with shared that TNTIP is helping their district get experienced professionals who have deep content knowledge into classrooms while simultaneously building up their pedagogical skills. These approaches are getting results: “We are one of the fastest improving districts in our state,” one local education official shared, “and it is absolutely a result of all the investments we’ve made in our internal pipeline.”

4.c. Establish recruitment strategies (which may include financial incentives) that account for the value of diverse backgrounds and tangible skill sets.

Innovative approaches are making it possible for local education officials to attract and, critically, retain diverse educators who bring distinct and valuable skill sets to the classroom. For example, Rochester City School District has a number of partnerships in place to recruit bilingual educators, including from outside the U.S. They recently switched from a per diem substitute teaching compensation system to full-fledged contracts for those enrolled in a program that leads to state certification, and the district pays for candidates’ training.

Action 5: Prioritize personal and professional development and support to sustain and retain educators of color currently serving your students and communities.

5.a. Consider establishing professional learning communities that care for identity (e.g., via affinity spaces) and make meaningful connections to high-quality instructional practice and materials.

“We need to focus on retention as much as we think about recruitment,” one local education official shared. “If we can encourage teachers to come, we have to be thinking about why they choose to stay.” In our interviews and focus groups, affinity spaces came up repeatedly as an important strategy for wrapping educators of color in networks of support—with a caveat. “I would add that the space has to have a purpose,” one educational leader shared, echoing a sentiment we heard from others. “After eating a good meal and conversation, how are you giving people time to connect on a deeper level, investing in their development, and creating space for them to have a seat at the table to make change?” The educational leaders we spoke with shared that integrating the affinity space model with PD around evidence-based instructional practices and implementing high-quality instructional materials is invaluable. “These schools have harmed many of us, and there has to be professional healing and support,” one leader reflected. “And we’ve got to know we’re leaving better—emotionally and with knowledge and tools to do our jobs well.”

5.b. Implement representative mentorship that cares for distinct lived experiences and supports tailored career planning.

One persistent challenge the educational leaders we spoke with emphasized is the lack of mentorship in order to move up the career ladder and to navigate familiar challenges. One local education official shared that “having someone you can talk to and trust with no agenda other than your own development and well-being creates generational networks of trust and communication.” Another leader added: “I was fortunate enough to rub shoulders with other leaders of color over the years who provided invaluable support, but my experience, unfortunately, is not the norm.” Whether strategizing around common challenges or building critical instructional or management skills, connecting with someone who’s walked a similar path can be life-changing.

5.c. Consider establishing financial incentives and stipends to compensate educators for additional responsibilities and service to schools/community.

In our interviews and focus groups, participants emphasized that strategies to ease the financial burdens of education careers, like stipends for student-teachers and loan forgiveness, can be critical for prospective educators of color. Many interviewees and focus group participants shared that they are first-generation college graduates. “We can’t ask educators to take on this demanding, socially valuable career path and work a second job,” one local education official shared. Another emphasized that there are opportunities to improve the incentives many educators currently rely on; for example, the federal Public Service Loan Forgiveness program requires 10 years of service before debt is forgiven. “How can we expect teachers to sustain 10 years on the salaries we see in some districts?” one local education official wondered. In addition, several interviewees and focus group participants noted the value of stipends and additional compensation for educators who take on leadership responsibilities; teacher-leader stipends, for example, can support educators to grow and advance in their careers, while respecting their desire to continue directly supporting students in the classroom part-time.



“The more we talk, connect, lift, and support one another’s efforts—this is how we build and sustain a movement to grow a stronger and more diverse educator workforce.”

—DISTRICT LEADER, FLORIDA

A photograph of a classroom scene. A female teacher with her hair in a bun, wearing a brown blazer over a light blue shirt, stands in the center. She is smiling and pointing her right hand towards a student. The student, seen from behind, has braided hair and is wearing a white vest over a teal long-sleeved shirt. Her right hand is raised high. In the background, a whiteboard has some faint handwriting, including the words 'ning', '7', '2 to the', and 'th.'. The entire image has a blue tint. Large, thick, orange brushstrokes are overlaid on the lower-left portion of the image, forming the number '06'.

06

Conclusion

To succeed in the multicultural workplaces of tomorrow, young people need access to rich, engaging learning environments led by effective and diverse educators. There are no easy solutions to the challenges our school systems face in addressing the barriers that currently prevent too many talented people of color from entering the educator workforce and building sustainable careers.

But we hope the holistic guidance educational leaders have shared with us can support others to advance promising strategies for increasing the representation of teachers and leaders of color in their communities. Because greater diversity in the educator workforce is critical to the success of our students, schools, and society as a whole.



A first-grade student poses in the classroom at James Russell Lowell School 51.

A woman with short, curly grey hair and glasses is looking down at an open book. She is wearing a red top with a white polka-dot pattern and a floral design. The background is a blurred library with bookshelves. The entire image has a blue tint.

006

References

1. Bartanen and Grissom. (2019). School Principal Race and the Hiring and Retention of Racially Diverse Teachers (EdWorkingPaper No.19-59). Annenberg Institute at Brown University: <http://edworkingpapers.com/ai19-59>.
2. Blazar. (2022). How and why do black teachers benefit students?: An experimental analysis of causal mediation. https://edworkingpapers.com/sites/default/files/Blazar_How%20and%20Why%20Do%20Black%20Teachers%20Benefit%20Students_Working%20Paper.pdf.
3. Blazar and Lagos. (2021). Professional Staff Diversity and Student Outcomes: Extending our Understanding of Race/Ethnicity-Matching Effects in Education. Annenberg Institute at Brown University. <https://edworkingpapers.com/sites/default/files/ai21-500.pdf>.
4. Dee. (2004). Teachers, Race, and Student Achievement in a Randomized Experiment. *The Review of Economics and Statistics*, 86(1), 195-210. <https://www.jstor.org/stable/3211667>.
5. Fahle, Kane, Reardon, and Staiger. (2024). The First Year of Pandemic Recovery: A District-Level Analysis. Center for Education Policy Research at Harvard University and The Educational Opportunity Project at Stanford University. <https://ed.stanford.edu/news/new-report-shows-historic-gains-pandemic-recovery-many-us-school-districts>.
6. FutureEd. (2023). Tracking State Trends in Chronic Absenteeism. <https://www.future-ed.org/tracking-state-trends-in-chronic-absenteeism/>.
7. Gay, G. (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53(2), 106-116. <https://doi.org/10.1177/0022487102053002003>.
8. Gee, Asmundson, and Zang. (2023). Educational Inequities Related to Race and Socioeconomic Status Deepened by the COVID-19 Pandemic. https://poverty.ucdavis.edu/sites/main/files/file-attachments/gee_covid_educational_impacts_brief.pdf?1701816264.
9. Gershenson, Hart, Hyman, Lindsay, Papageorge. (2022). The Long-Run Impacts of Same-Race Teachers. *American Economic Journal: Economic Policy*, 14(4), 300–342. <https://doi.org/10.1257/pol.20190573>.
10. Goldhaber, Kane, McEachin, Morton, Patterson, and Staiger. (2022). The Consequences of Remote and Hybrid Instruction During the Pandemic. National Bureau of Economic Research. <https://www.nber.org/papers/w30010>.
11. Grissom, Egalite, and Lindsay. (2021). How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research. The Wallace Foundation. <https://wallacefoundation.org/report/how-principals-affect-students-and-schools-systematic-synthesis-two-decades-research>.
12. King. (2016). Option: The invisible tax on educators of color. *The Washington Post*. https://www.washingtonpost.com/opinions/the-invisible-tax-on-black-teachers/2016/05/15/6b7bea06-16f7-11e6-aa55-670cabef46e0_story.html.
13. Ladson-Billings, G. (1995). But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory Into Practice*, 34(3), 159–165. <http://www.jstor.org/stable/1476635>.

14. Leung-Gagné, McCombs, Scott, and Losen. (2022). Pushed Out: Trends and Disparities in Out-of-School Suspension. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/2022-09/CRDC_School_Suspension_REPORT.pdf.
15. Lieu. (2023). Disciplinary referrals, teachers, and the sources of racial disciplinary disproportionalities. The Brookings Institution. <https://www.brookings.edu/articles/disciplinary-referrals-teachers-and-the-sources-of-racial-disciplinary-disproportionalities/>.
16. Malkus. (2024). Long COVID for Public Schools: Chronic Absenteeism Before and After the Pandemic. American Enterprise Institute. <https://www.aei.org/research-products/report/long-covid-for-public-schools-chronic-absenteeism-before-and-after-the-pandemic/>.
17. McGhee. (2021). The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together.
18. Meier, O'Toole, and Nicholson-Crotty. (2004). Multilevel governance and organizational performance: Investigating the political-bureaucratic labyrinth. *Journal of Policy Analysis and Management*, 23(1), 31-47. <https://onlinelibrary.wiley.com/doi/10.1002/pam.10177>.
19. National School Board Association (NSBA) and K12 Insight. (2018). Today's School Boards and Their Priorities for Tomorrow. https://cdn-files.nsba.org/s3fs-public/reports/K12_National_Survey.pdf.
20. Paris. (2012). Culturally Sustaining Pedagogy : A Needed Change in Stance, Terminology, and Practice. <https://stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf>.
21. Redding. (2019). A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes. *Review of Educational Research*, 89(4), 499–535. <https://journals.sagepub.com/doi/10.3102/0034654319853545>.
22. Robert Wood Johnson Foundation. (2016). The Relationship Between School Attendance and Health. <https://files.eric.ed.gov/fulltext/ED592870.pdf>.
23. Shirrell, Bristol, and Britton. (2023). The Effects of Student-Teacher Ethnoracial Matching on Exclusionary Discipline for Asian American, Black, and Latinx Students: Evidence From New York City. <https://edworkingpapers.com/sites/default/files/ai21-475.pdf>.
24. Taie, Lewis, and Merlin. (2023). Principal Attrition and Mobility: Results from the 2021–22 Principal Follow-up Survey to the National Teacher and Principal Survey. Institute of Education Sciences. www.nces.ed.gov/pubs2023/2023046.pdf.
25. Teach Plus and The Education Trust. (2019). If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover. https://teachplus.org/wp-content/uploads/files/downloads/teachers_of_color_retention_.pdf.
26. TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It. <https://opportunitymyth.tntp.org/>.
27. TNTP. (2021). Accelerate, Don't Remediate: New Evidence from Elementary Math Classrooms. <https://tntp.org/publication/accelerate-dont-remediate/>.

28. TNTP and Educators for Excellence. (2023). So All Students Thrive: Rethinking Layoff Policy to Protect Teacher Diversity. <https://tntp.org/publication/so-all-students-thrive/>.
29. U.S. Department of Education. (2024). "Achievement Gaps Dashboard." Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years and subjects: 2008 and 2016 Arts; 1998–2022 Civics; 2006 and 2012 Economics; 1994–2018 Geography; 1990–2022 Mathematics; 1992–2022 Reading; 2009–2019 Science; 2014 and 2018 Technology and Engineering Literacy (TEL); 1994–2022 U.S. History; and 1998, 2002, and 2011 Writing Assessments. https://www.nationsreportcard.gov/dashboards/achievement_gaps.aspx.
30. Vuong, A. (2013). "The Role of People of Color in the Future Workforce." Center for American Progress. <https://www.americanprogress.org/article/the-role-of-people-of-color-in-the-future-workforce/>.

06

Appendix

$$\begin{array}{r} 33 + \\ 15 = \\ \hline 48 \end{array}$$

$$\begin{array}{r} 73 - \\ 21 = \\ \hline \end{array}$$

Focus Group Protocol: Exploring District Leaders' Perspectives on Educator Diversity

Research Questions

- What conditions at the state and district level are necessary to aid superintendents and school leaders in their efforts to retain educators of color?
- What makes creating those conditions challenging or makes creating those conditions easier?
- What strategies do they employ to enhance and sustain this diversity?

Introduction

Hello [Participant Name]. Thank you for taking some time to speak with me today. The One Million Teachers of Color Campaign Local Policy Brief aims to elevate the voice of district leaders in addressing the critical issue of what conditions are necessary to retain educators of color within the education system. This initiative recognizes the importance of having a diverse teaching workforce that reflects the demographic makeup of the student population. Through this brief, district leaders will define the conditions for sustaining policies and practices that promote diversity, equity, and inclusion within their schools.

Because your responses are important and I want to make sure to capture everything you say, I would like to record our conversation today. Do I have your permission to record this interview? [If yes, thank the participant, let them know you may ask the question again as you start recording, and then turn on the recording equipment].

This interview should last about 60 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you to move ahead and complete this line of questioning. Do you have any questions before we begin?

Part 1: Background Information

- Can you please provide a brief overview of your role and responsibilities within the district?
- How long have you been in your current position, and what previous experience do you have in education leadership?

Part 2: Understanding of Educator Diversity

- How do you define educator diversity within your district?
- From your perspective, what are some successes your district has had in promoting educator diversity?
 - Conversely, what are some challenges your district has faced in this regard? How have you navigated them?
- In your opinion, what external factors (e.g., community demographics, state, local, or district policies) influence educator diversity in your district?

- Internally, what factors (e.g., hiring practices, professional development initiatives) have played a significant role in advancing or hindering efforts to focus on and increase educator diversity?
- Can you share any specific policies, initiatives, or programs your district has implemented to enhance educator diversity? How successful have they been?

Part 3: Necessary Conditions for Advancing Educator Diversity

- From your perspective, what are the key conditions– policies or practices– necessary to advance educator diversity within your district?
- Are there any systemic changes or policy reforms you believe are crucial to fostering educator diversity?
- How do you ensure that the commitment to educator diversity is sustained over time within your district?
- To what extent does your district collaborate with external stakeholders (e.g., community organizations, universities) to promote educator diversity?
- How do you engage with diverse communities within your district to ensure that educator diversity reflects the student population?

Part 4: Reflection and Future Directions

- Looking ahead, what do you envision as the future of educator diversity within your district?
- Are there any new strategies or approaches you plan to implement to further enhance educator diversity?
- What lessons have you learned from your experiences in promoting educator diversity that you believe could benefit other districts?
- Is there anything else you would like to share or discuss regarding educator diversity within your district?

Closing

Thank you so much for your insights and participation today. After the interview, I may have some follow-up questions. Would you be open to follow-up questions sent by email if needed? Thank you again for your time.

Note: Adapt the questions and probe further based on the responses provided by the interviewee to gather comprehensive data on their perspectives about educator diversity and the strategies employed within their district.



©2024 1MToC. All Rights Reserved.