

Strategy D: Develop Teacher Preparation, Recruitment and Retention for Staff of Color

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NATIONAL PERSPECTIVES FROM THE RESEARCH LITERATURE

Lack of Diversity in the Teaching Workforce

The Minneapolis Star Tribune reported in 2015 the percentage of teachers of color in Minnesota was less than 4%.

According to the U.S. Department of Education (2016):

- ❖ Over 80% of U.S. elementary and secondary school educators are White, while nearly 50% of U.S. students are non-White.
- ❖ Diversity decreases across the teacher preparation pipeline at multiple points.
- ❖ HBCUs and alternative programs produce a disproportionate percentage of teachers of color.

Why Diverse Teachers Are Needed

- ❖ Racial mismatch between school staff and students negatively impacts expectations of students of color (Gershenson, 2015).
- ❖ Students of color perform better on a variety of academic outcomes if they are taught by teachers of color (Boser, 2014).
- ❖ Groups of more diverse problem solvers outperform groups of less diverse problem solvers (Hong & Page, 2014; U.S. Department of Education, 2016).

Best Practices and Key Issues in Developing a Diverse Teaching Staff

- ❖ School districts such as Boston Public Schools and the Oakland Unified School District have increased their workforce diversity through various Grow Your Own Programs (U.S. Department of Education, 2016).
- ❖ Developing a plan for recruiting diverse staff members must be accompanied by a plan for retaining them (White House Initiative on Educational Excellence for African Americans, 2015).
- ❖ Increasing diversity in the teacher workforce requires intentionality and creativity (National Education Association, 2014).

PERSPECTIVES FROM EXPERIENCE AND PRACTICE

Historical and Contemporary Practitioner Perspectives

Perspectives gained from experiences with various initiatives to diversify teaching workforce.

New Initiatives:

- ❖ Grow Your Own Program
- ❖ MOA with Robbinsdale Federation of Teachers

Memorandum of Agreement with Robbinsdale Federation of Teachers

The School Board may terminate or place probationary teachers on unrequested leave from their teaching area and from any other fields to which they are assigned, in reverse order of their employment. No teacher who has acquired continuing contract rights shall be placed on unrequested leave of absence while probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is licensed. This agreement adds the following to the provision above beginning with the 2018-2019 group of hired teachers.

Additional exceptions: Notwithstanding the provisions above, if reducing a probationary teacher before another probationary teacher within the same year of hire would prevent students from having access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students, the District may retain the teacher even if the retained teacher is a teacher with less seniority. These exceptions would only be available to teachers holding Tier 3 or Tier 4 licenses, and would not be available to any teacher holding a Tier 1 or Tier 2 license.



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At Robbinsdale Area Schools, we are dedicated to
Academic Excellence for *ALL* Students!

QUESTIONS?



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GUIDED DISCUSSIONS

Discussion #1

Based upon from Robbinsdale's presentation on Item D of the Reimagine Minnesota strategies **(Develop teacher preparation, recruitment and retention for staff of color), discuss the opportunities and challenges to implementing this in Fall 2018.**

Discussion #2

Discuss how you might create an action plan for the 2018-2019 school year to:

- 1) Develop teacher preparation**
- 2) Recruitment**
- 3) Retention for staff of color**

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Recruiting and Retaining Teachers of Color

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THANK YOU



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