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AIR CENTER ON GREAT TEACHERS AND LEADERS

Insights on Diversifying the Teacher Workforce

Data Tool for Practitioners

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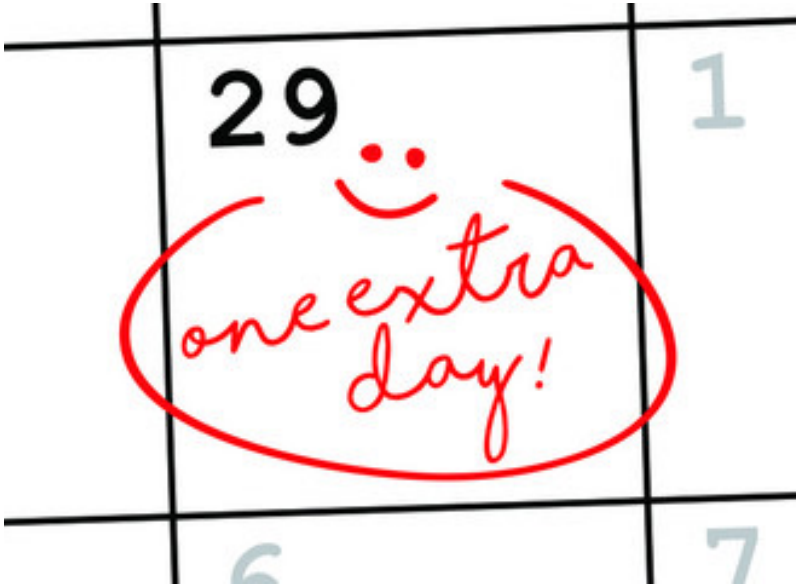
Diverse Educator Recruitment and Success| February 2024

Welcome!

Please introduce yourself in the chat

- Name
- Your organization/institution
- It’s a Leap Year! What are your plans for your extra day?



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Partnership

ILLINOIS STATE BOARD OF EDUCATION

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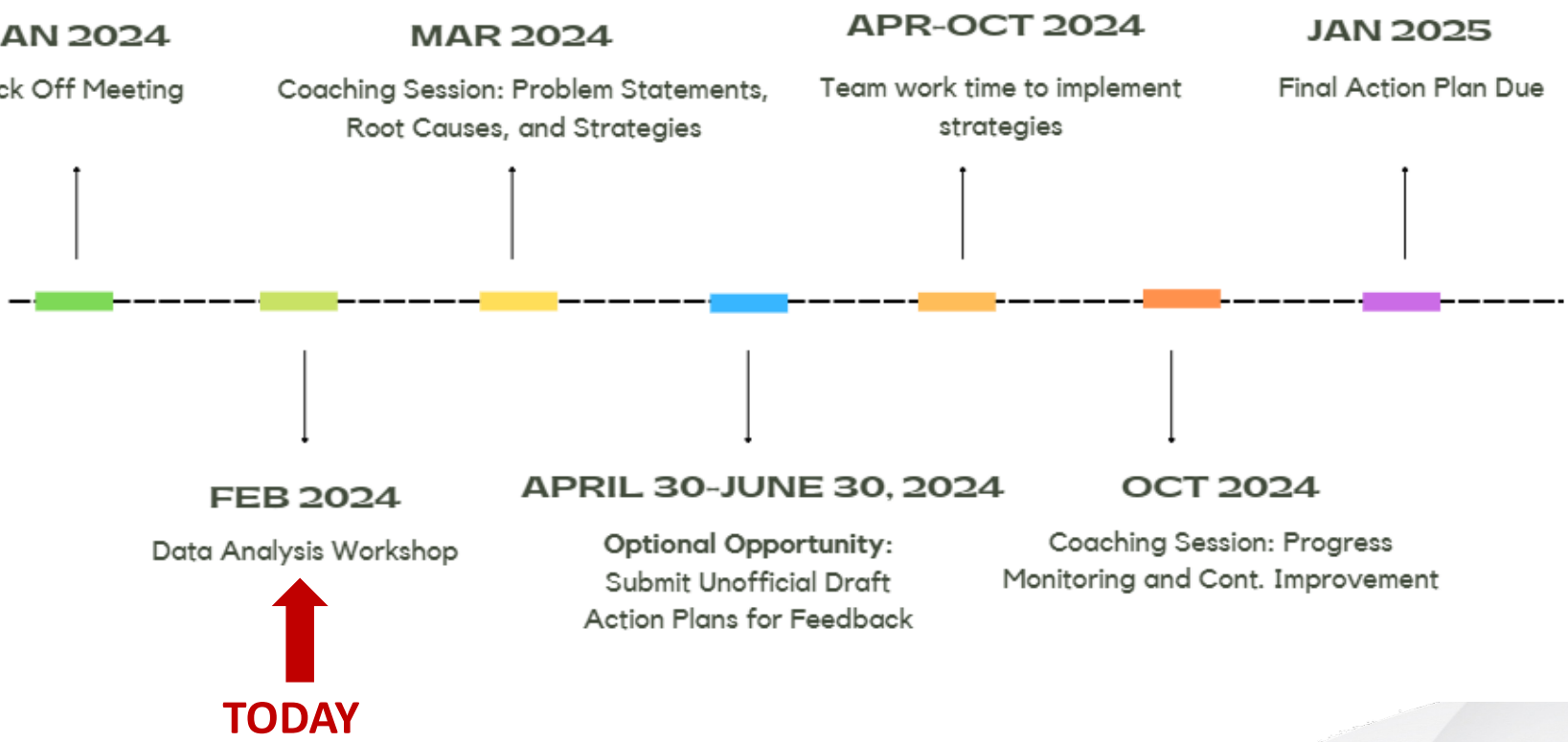
Project Timeline



Today's Objectives

1. Partner with other educator preparation programs (EPPs) on recruitment and success efforts.
2. Learn how to utilize the EPP Action Plan to assist in goal setting for diversifying candidate recruitment and developing success strategies aligned with those goals.
3. Engage with a data tool that will support EPPs in developing strategies to address teacher shortages and diversify the workforce.

Agenda

- Welcome and purpose
- Action Planning Review
- Data Analysis Tool Demonstration
- Breakout practice session
- Next steps

AIR Inclusive Meeting Guidelines

ENGAGE EVERYONE

BE HEARD AND SEEN

ACKNOWLEDGE SPEAKER

MAXIMIZE MICROPHONES

MINIMIZE NOISE

MAXIMIZE VISUAL DISPLAYS

These guidelines are intended to improve the meeting experience for virtual participants, as well as people with hearing loss, visual impairment, and those for whom English is an additional language. Developed by the Access AIR and AIR CREW Employee Resource Groups with support from the AIR Diversity, Equity, and Inclusion Office.

Meeting Norms

- Be present, participate, and be engaged.
- Share the air.
- Engage respectfully and listen to understand.
- Respect what is shared.
- Ask thoughtful and clarifying questions.
- Embrace diverse perspectives.
- Accept that there is not a finish line today.
- Others?

Action Plan

Action Plan Purpose

- Implementation
- Project Planning
- Project Management
- Progress Monitoring
- Living Document
- Customizable
- Individualized Experience

How to Use the Action Plan

- Team at the table
- Two goals: recruitment and success
- Multiple strategies
- Add and remove rows with table for tasks
- Add and remove rows with table for activities

SMART Goal No. 1	Areas of Emphasis
	__ Candidate Recruitment *__ Candidate Success*

Connections to EPP and State Plans and Initiatives	Considerations for Sustainability and Scale-Up

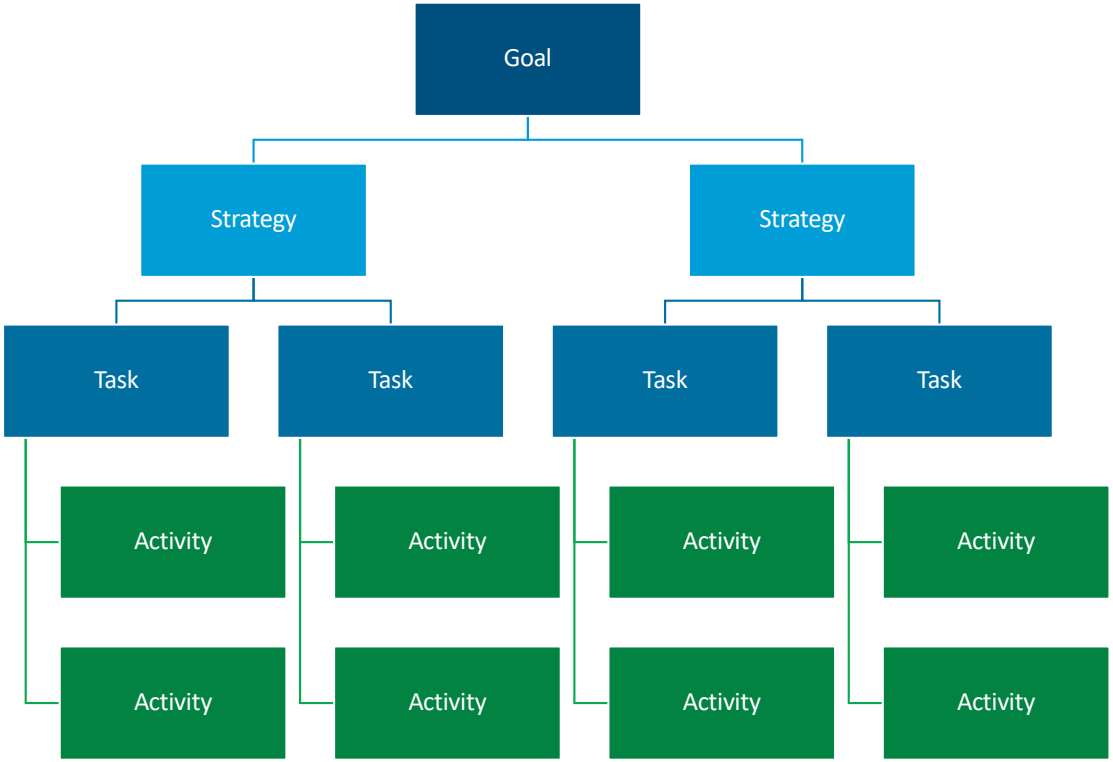
Strategy No. 1	Responsible Party	Resources	Status
	Department overseeing the strategy	*Funding, personnel, commitment, capacity, etc.*	*Not yet started* *In progress* *Completed*

Definition of Success	Outputs
We will have successfully achieved this strategy when . . .	*What artifacts, deliverables, or products will we produce?*

Outcomes	Due Date	Evidence of Outcome
Short-term: Changes in awareness/knowledge *Mid-term: Changes in behavior* *Long-term: Changes in condition (e.g., reformed policies and programs)*		*Provide a short summary of evidence/data demonstrating that achievement of the goal.*

Tasks	Activities	Lead	Due Date	Status
What are the steps needed to complete the strategy?	*What specific or small steps lead to the completion of the task?*	*Who is the individual person leading the activity/task?*	*When is this due?*	*Not yet started* *In progress* *Completed*
Task 1:				
Task 2:				

Action Plan Components



Diverse Educator Recruitment and Success Action Plan Rubric

Indicators	Needs improvement	Developing	Proficient	Exemplary
Written action plan	The initial action plan is incomplete. It lacks clear, measurable goals and strategies. Tasks and activities have not been developed.	The initial action plan is complete, including clear measurable goals, strategies, tasks, and activities.	The initial action plan is complete, including clear measurable goals, strategies, tasks, and activities that are based on data analysis.	The initial action plan is complete, including clear measurable goals, strategies, tasks, and activities that are based on data analysis and includes plans to scale and sustain efforts.
Parties responsible	The action plan does not identify anyone responsible for executing strategies.	The action plan identifies at least one person responsible for some but not all strategies.	The action plan identifies at least one person responsible for executing each strategy.	The action plan identifies two or three persons responsible for executing each strategy.
Metrics and timeline	The team has not identified metrics to measure progress toward the action plan goals and objectives.	The team has identified metrics and a timeline for some goals and objectives and documented them in the plan. Methods for data collection and documentation have not been established.	The team has identified metrics and a timeline to measure progress across all goals and objectives and has established data collection and documentation methods across some but not all goals and strategies.	The team has identified metrics and a timeline to measure progress across all goals and objectives and has established methods to ensure collection and documentation across all goals and objectives.
Resources	The action plan does not specify any resources.	The action plan identifies resources for at least one strategy.	The action plan identifies resources for some but not all strategies.	The action plan identifies resources for each strategy, including personnel and funding for each strategy.

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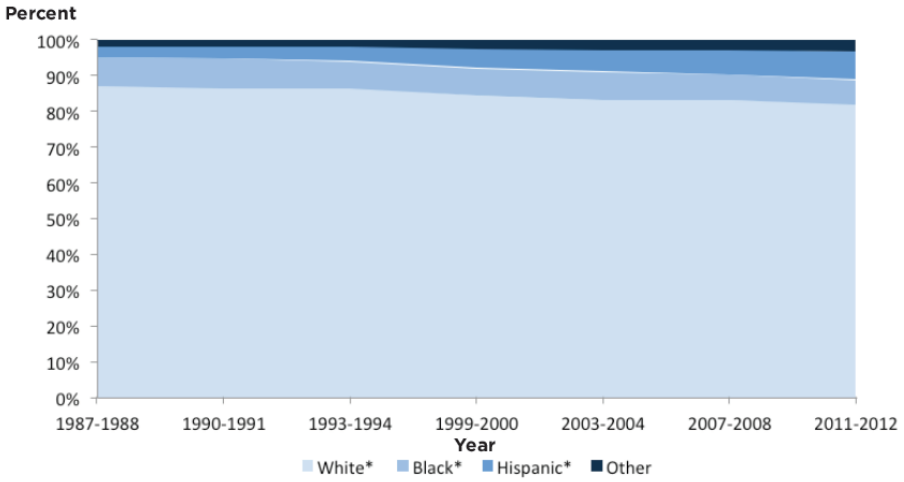
Insights on Diversifying the Teacher Workforce

Data Tool for Practitioners

The US Educator Workforce is Predominantly White

Figure 2. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: Selected years, 1987–88 through 2011–12



**Data for years 1987–88 through 1999–2000 are only roughly comparable to data for later years, because the new category of two or more races was introduced in 2003–04.*

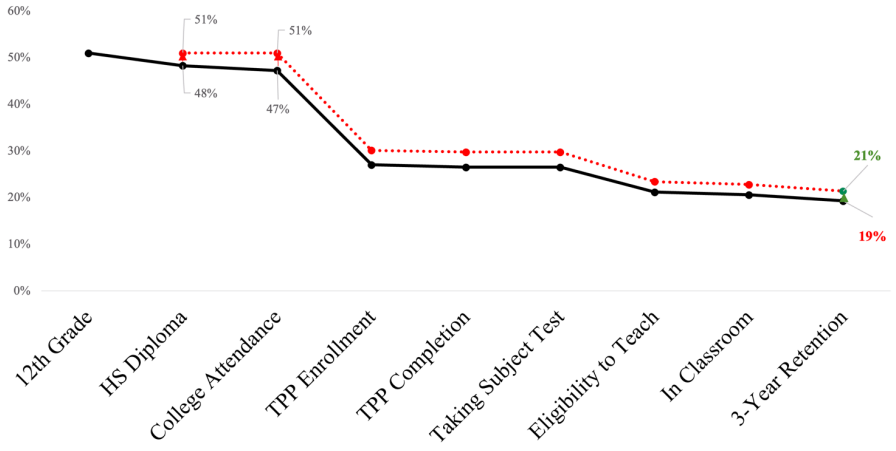
U.S. Department of Education. (2016). *The state of racial diversity in the educator workforce*. Retrieved from https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf

Benefits of Diverse Workforce

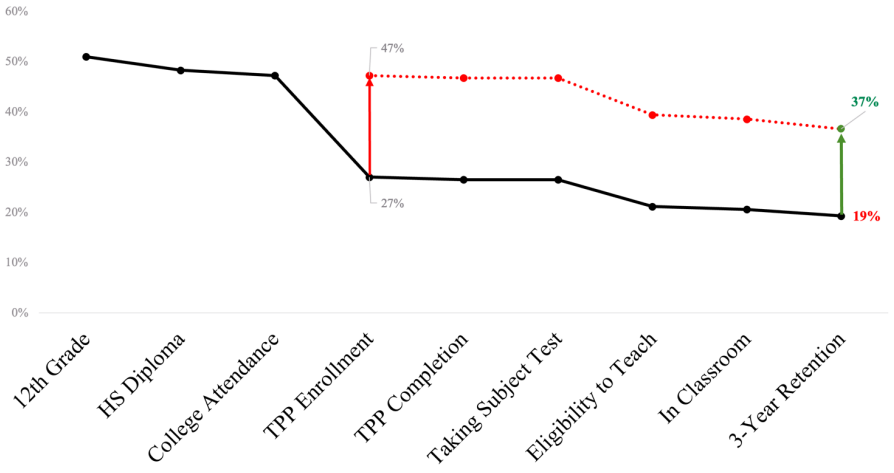
Diverse Educators:

- hold higher expectations for minority students
- serve as role models for students
- reduce disparities in both special education & gifted placements, and suspension and expulsion rates
- improve academic outcomes for students

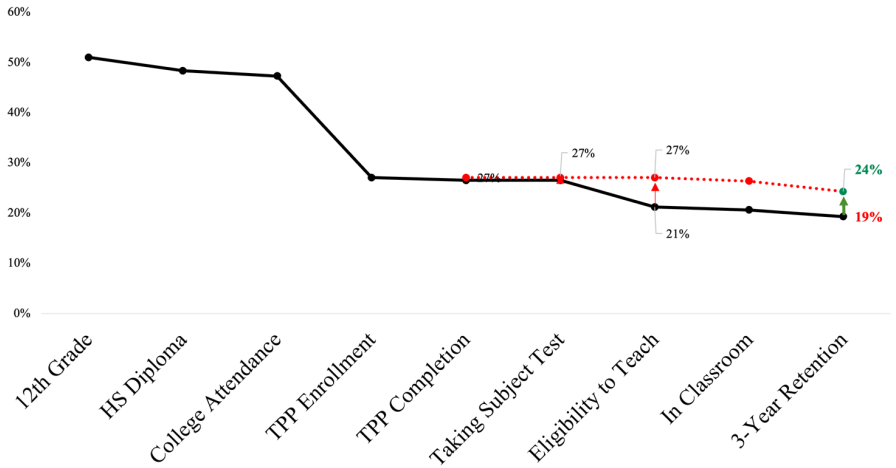
(A)
Simulation 1: High School Diploma and Four-Year College-Going Rates are Equivalent Across all Race/Ethnicity Groups



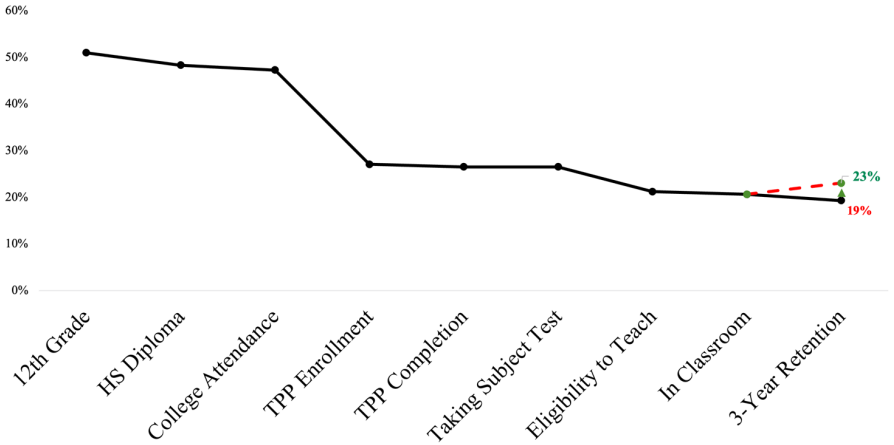
(B)
Simulation 2: Equal Probability of Attending in an Educator Preperation Program

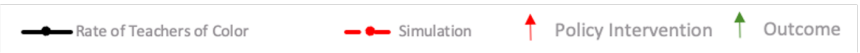


(C)
Simulation 3: Equal Probability of Completing EPP and Passing Licensure Test

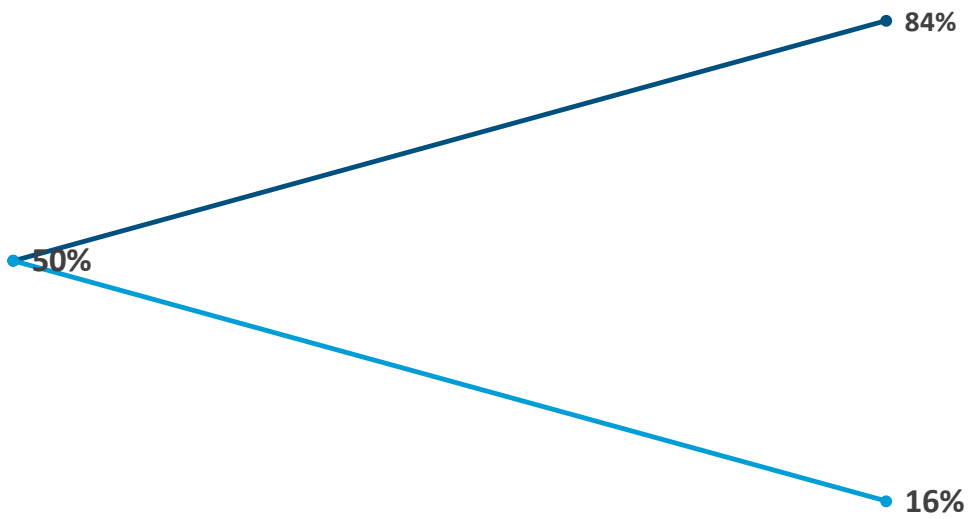


(D)
Simulation 4: Retention Rate for Teachers of Color in the Workforce is 100 Percent for Their First Three Years

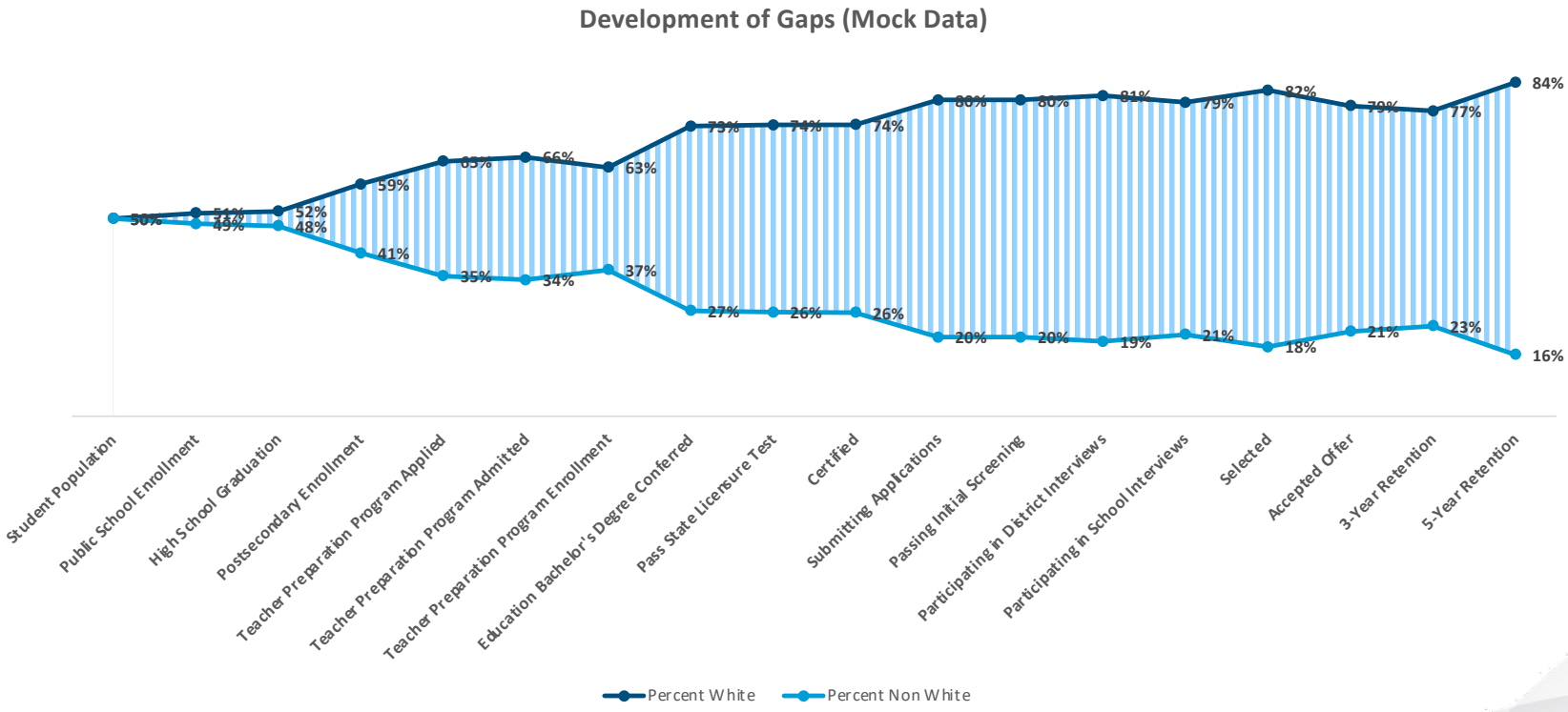




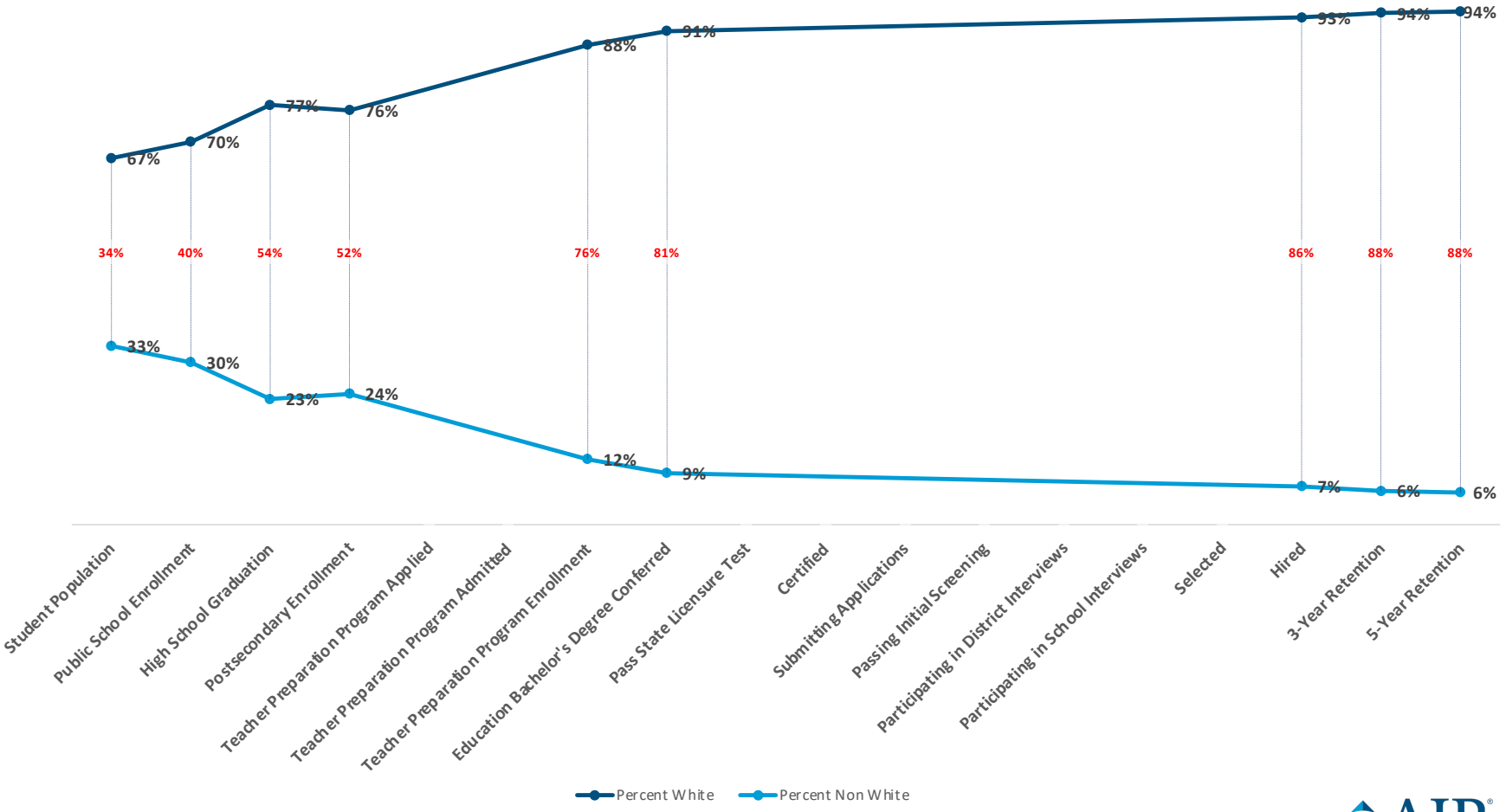
The Development of Gaps



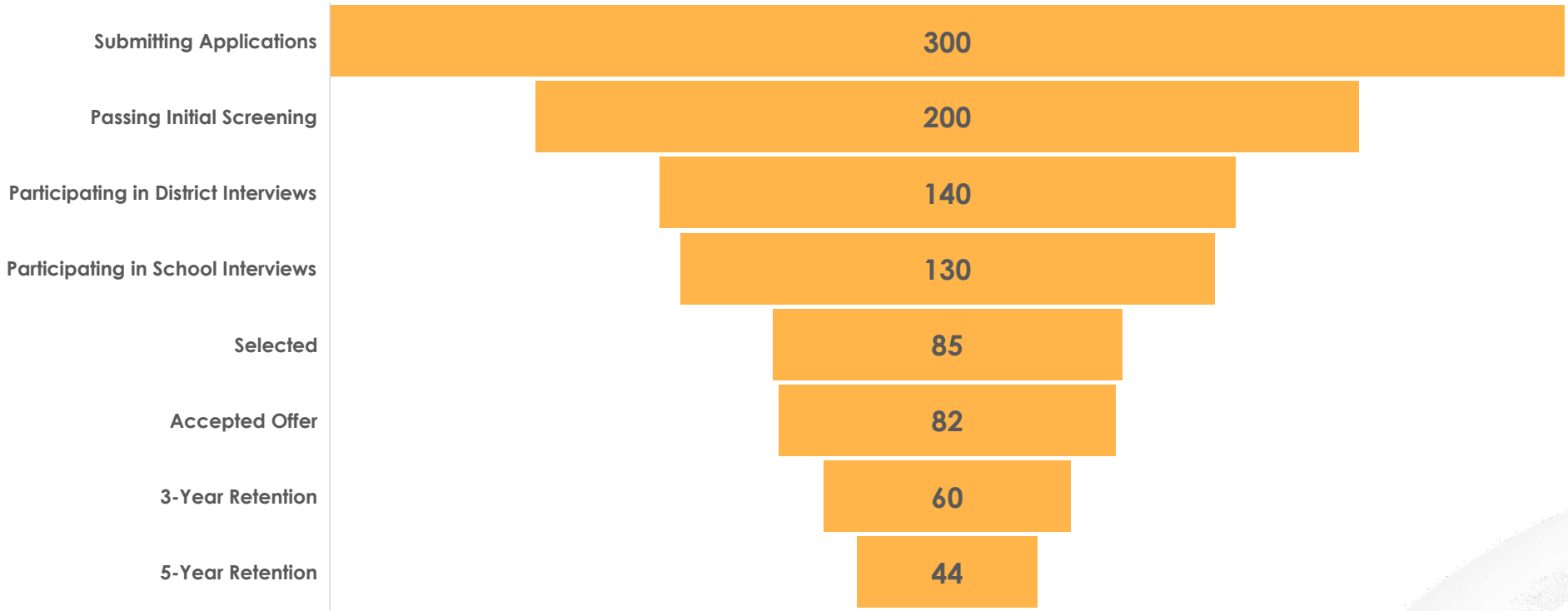
The Development of Gaps



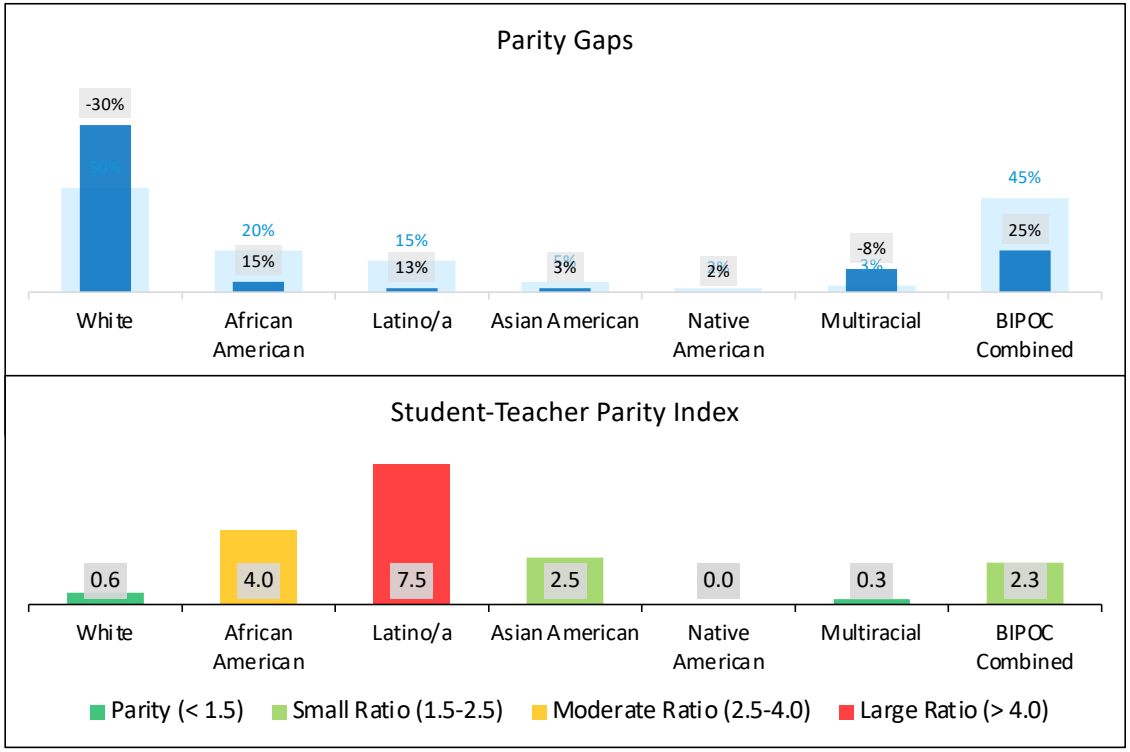
State of Ohio Example



Hiring Funnel



Parity Gaps


Parity Gaps
-30%
20%
15%
15%
13%
3%
2%
-8%
45%
25%
White
African American
Latino/a
Asian American
Native American
Multiracial
BIPOC Combined
Student-Teacher Parity Index
0.6
4.0
7.5
2.5
0.0
0.3
2.3
White
African American
Latino/a
Asian American
Native American
Multiracial
BIPOC Combined
Parity (< 1.5)
Small Ratio (1.5-2.5)
Moderate Ratio (2.5-4.0)
Large Ratio (> 4.0)

Parity Gaps: Racial Groups

(demonstration in data tool)

District Prioritization

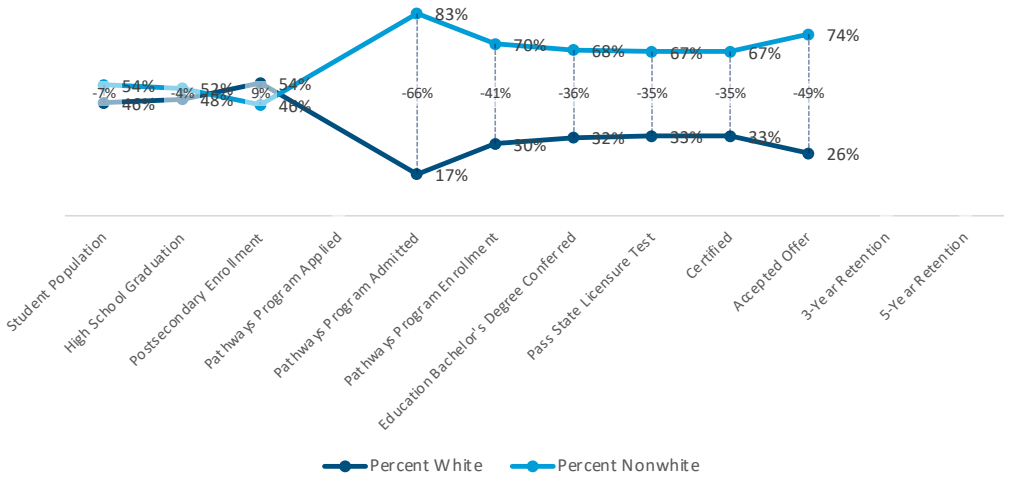
(demonstration in data tool)

Breakout Rooms

Key Discussion Question:

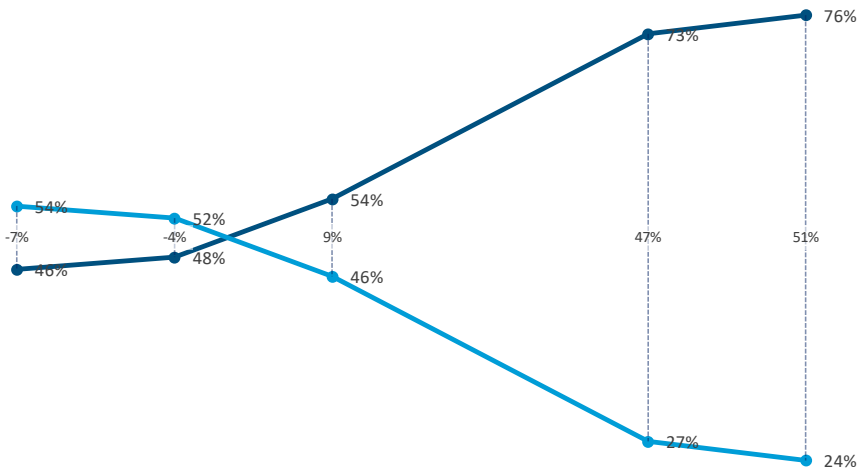
What is the goal that this program needs to put on their action plan?

Illinois Preparation Programs Example 1

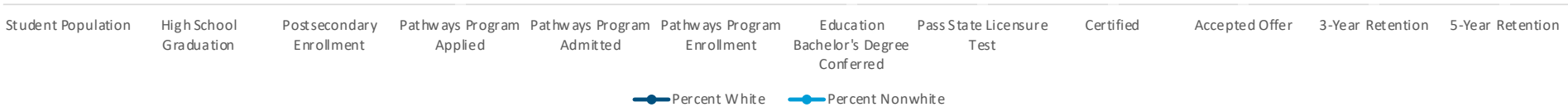


Rank	Category	Gap Increase
1	Pathways Program Enrollment	25%
2	Postsecondary Enrollment	13%
3	Education Bachelor's Degree Conferred	5%
4	High School Graduation	3%
5	Pass State Licensure Test	1%
6	Certified	0%
7	Accepted Offer	-14%
8	Pathways Program Admitted	-75%

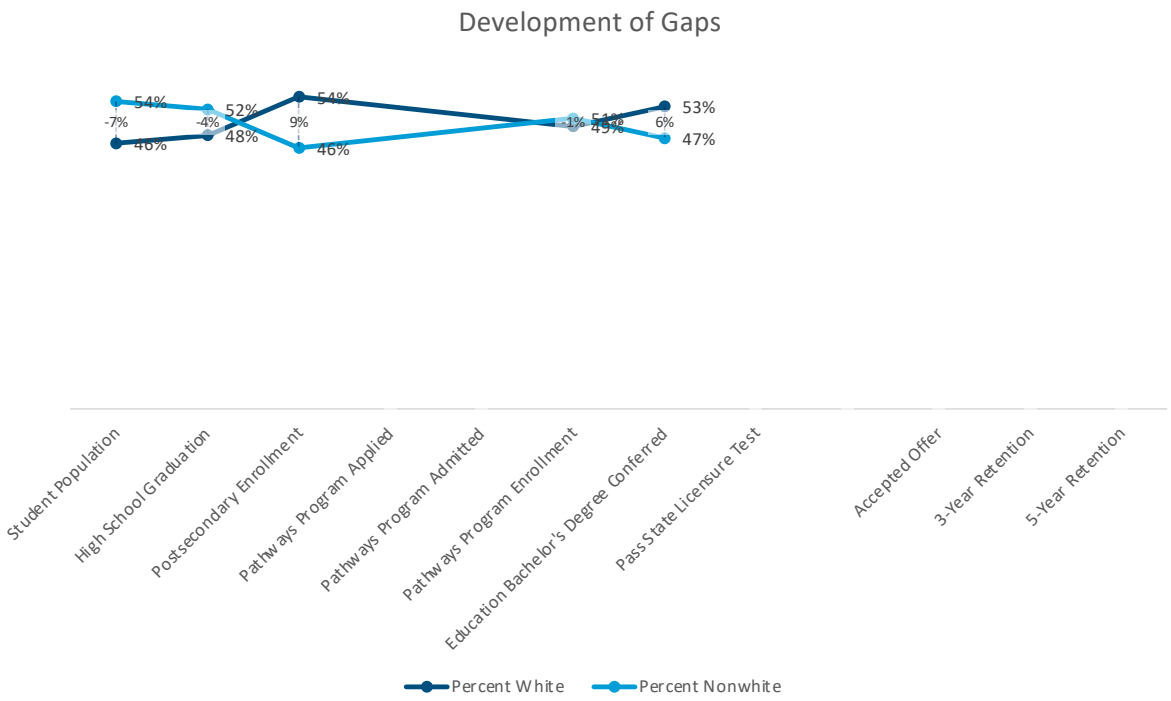
Illinois Preparation Programs Example 2



Rank	Category	Gap Increase
1	Pathways Program Admitted	54%
2	Pathways Program Enrollment	4%
3	High School Graduation	0%
4	Postsecondary Enrollment	0%

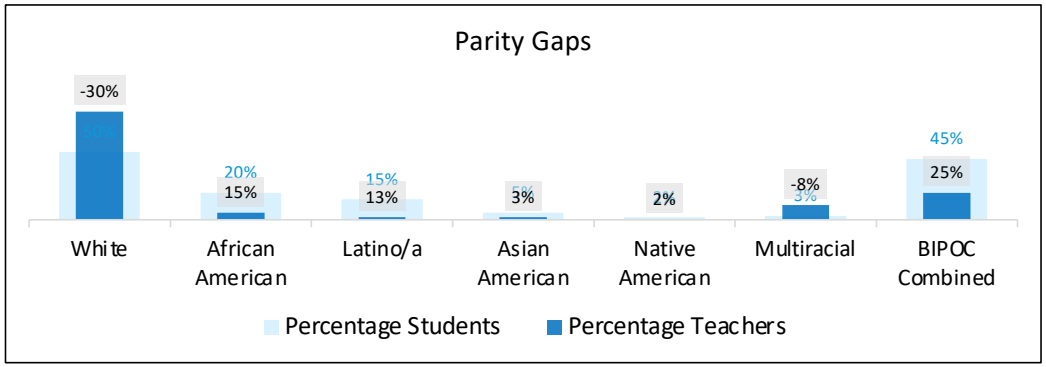


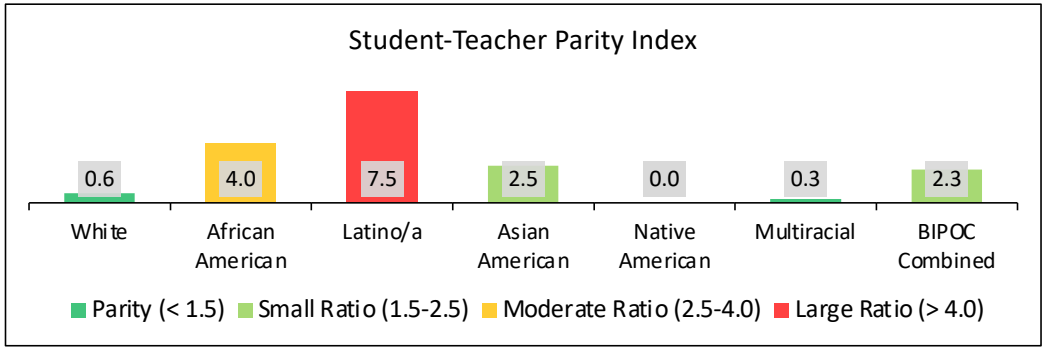
Illinois Preparation Programs Example 3



Rank	Category	Gap Increase
1	Postsecondary Enrollment	13%
2	Education Bachelor's Degree Conferred	7%
3	High School Graduation	3%
4	5-Year Retention	-1%
5	3-Year Retention	-10%
6	Pathways Program Enrollment	-10%

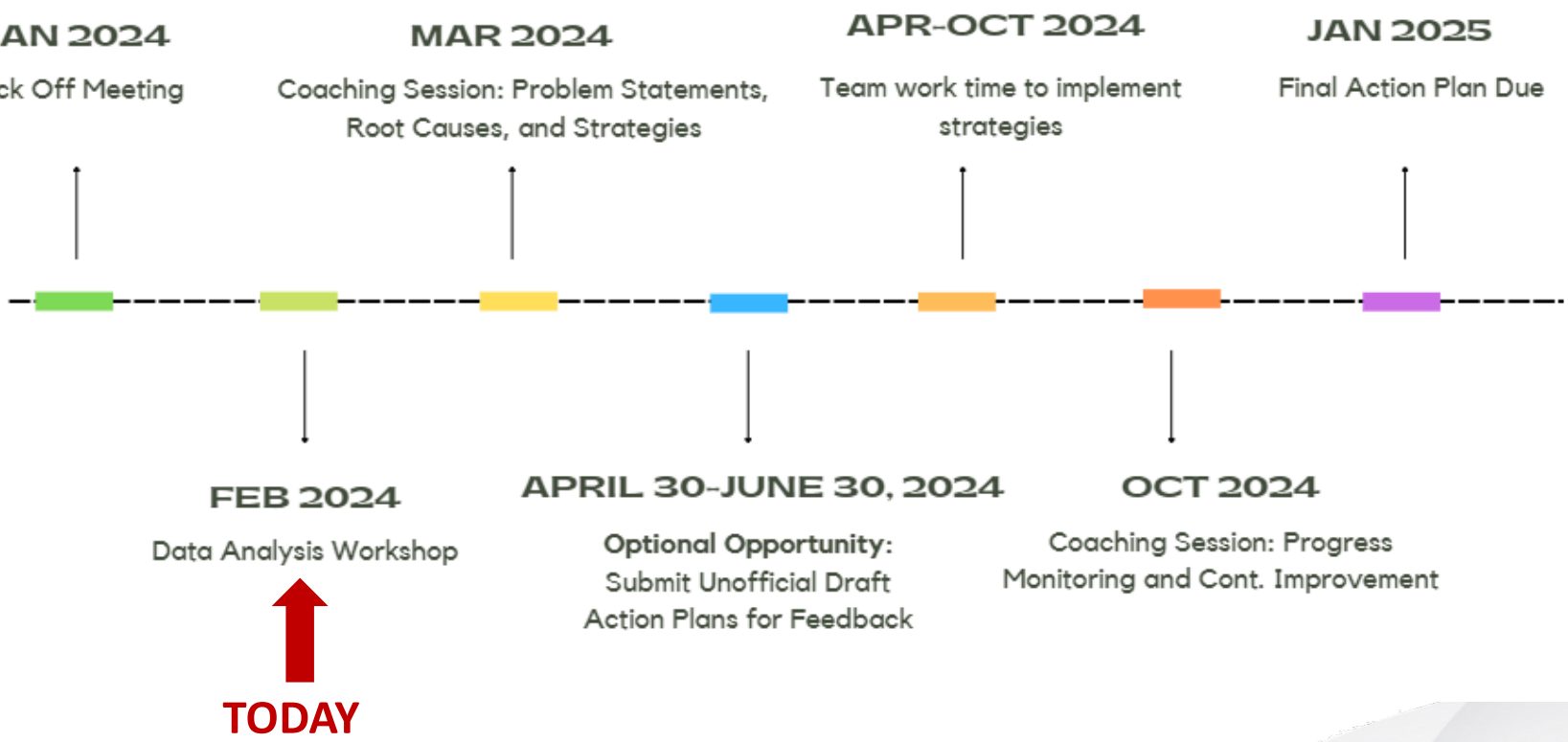
State Example





Conclusion

Project Timeline



Next Steps

- Small Group Coaching Session: March 20-April 3
  - 90 minutes interactive session
  - Development of actionable strategies utilizing root cause analysis
  - Bring data tool results
- Share your availability for the Coaching Session:
- https://airtable.com/appVbyvfDftQTibhG/shr7hX0YhusIsNwj3
  - Complete on or before March 15, 2024

Join us for a dynamic ninety-minute coaching session where teams from three to five Educator Preparation Programs (EPPs) collaborate to develop actionable strategies for recruiting and supporting ethnoracially diverse teacher candidates. Through interactive exercises, participants will establish connections between data and root cause analysis, identify barriers to addressing educator shortages and fostering diversity, and categorize challenges to inform targeted action plans. By the session's end, attendees will possess concrete strategies poised to drive meaningful change within their EPPs, contributing to a more inclusive and diverse teaching profession.

Thank you!

- End of Session Evaluation: http://tinyurl.com/ydw985hz