

Investing in adult learners: Recruiting, supporting, and retaining educators of color in a virtual world

Webinar
October 8, 2020

If you can see the
slide and hear the
music, you are all set.



Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and the Q&A feature for questions during the webinar.

Getting started



Paul Fleming

Senior Vice
President

Standards, States,
& Equity

A screenshot of the Learning Forward website homepage. The top navigation bar includes links for "Become a member today!", "Log in", and "Career Center". The main header features the "50 YEARS learningforward THE PROFESSIONAL LEARNING ASSOCIATION" logo and a menu with "ABOUT", "ADVOCACY", "STANDARDS", "RESOURCES", "SERVICES", "PROGRAMS", "BOOKSTORE", and "JOIN". The main content area has a background image of people in a meeting. A large text block reads: "Educators around the world use Learning Forward's Standards for Professional Learning. The Standards outline the conditions for and characteristics of professional learning that leads to improved educator practices and increased student outcomes." Below this are two buttons: "Our Standards" and "Take Our Standards Assessment Inventory". A bottom navigation bar contains icons and labels for "Leadership & Practice", "Mission", "Standards & Impact", and "Advocacy & Policy". A dark blue footer bar contains "COVID-19 Statement | Resources | Support Community".

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

Participants will ...

- Understand the value and importance of having more educators of color and their impact on student success
- Learn about recruitment, support, and retention strategies to better support educators of color in a variety of settings (virtual, hybrid, and face to face) this school year
- Share questions and advice among a community of learners

Benefits of educators of color in the teaching workforce

Research Findings

From Learning Policy Institute, 2018

- Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college.
- Students of color and White students report having positive perceptions of their teachers of color, including feeling cared for and academically challenged.
- Teachers of color are resources for students in hard-to-staff schools. Many teachers of color report feeling called to teach in low-income communities of color where positions are often difficult to fill. Indeed, three in four teachers of color work in the quartile of schools serving the most students of color nationally.
- Greater diversity of teachers may mitigate feelings of isolation, frustration, and fatigue that can contribute to individual teachers of color leaving the profession when they feel they are alone.

Barriers to recruiting and retaining teachers of color

Research Findings

From Learning Policy Institute, 2018

- Inadequate teacher preparation when teachers enter through alternative routes and try to teach while they are in training, along with lack of ongoing support for new teachers, which drive high teacher turnover rates.
- Teacher licensure exams that disproportionately exclude teacher candidates of color despite little evidence that these exams predict teacher effectiveness.
- Poor working conditions and low salaries that discourage teachers from staying in their schools and in the profession.
- Displacement from the high-need schools they teach in, where accountability strategies have often resulted in staff reconstitution or closing schools rather than investing in improvements.

Recruiting, supporting, and retaining educators of color...



Panel discussion



Jessica Heard
Chief of Equity
and Inclusion
National Center
for Teacher
Residencies
(DC)



**J Evelyn
Bonner-Reed**
Chief Human
Resources Officer
Winston-
Salem/Forsyth
County Schools
(NC)



Cicely Woodard
Mathematics
Teacher
Kickapoo
High School
Springfield Public
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(MO)



Diarese George
Executive Director
Tennessee
Educators of Color
Alliance
Nashville
(TN)

National Center for Teacher Residencies

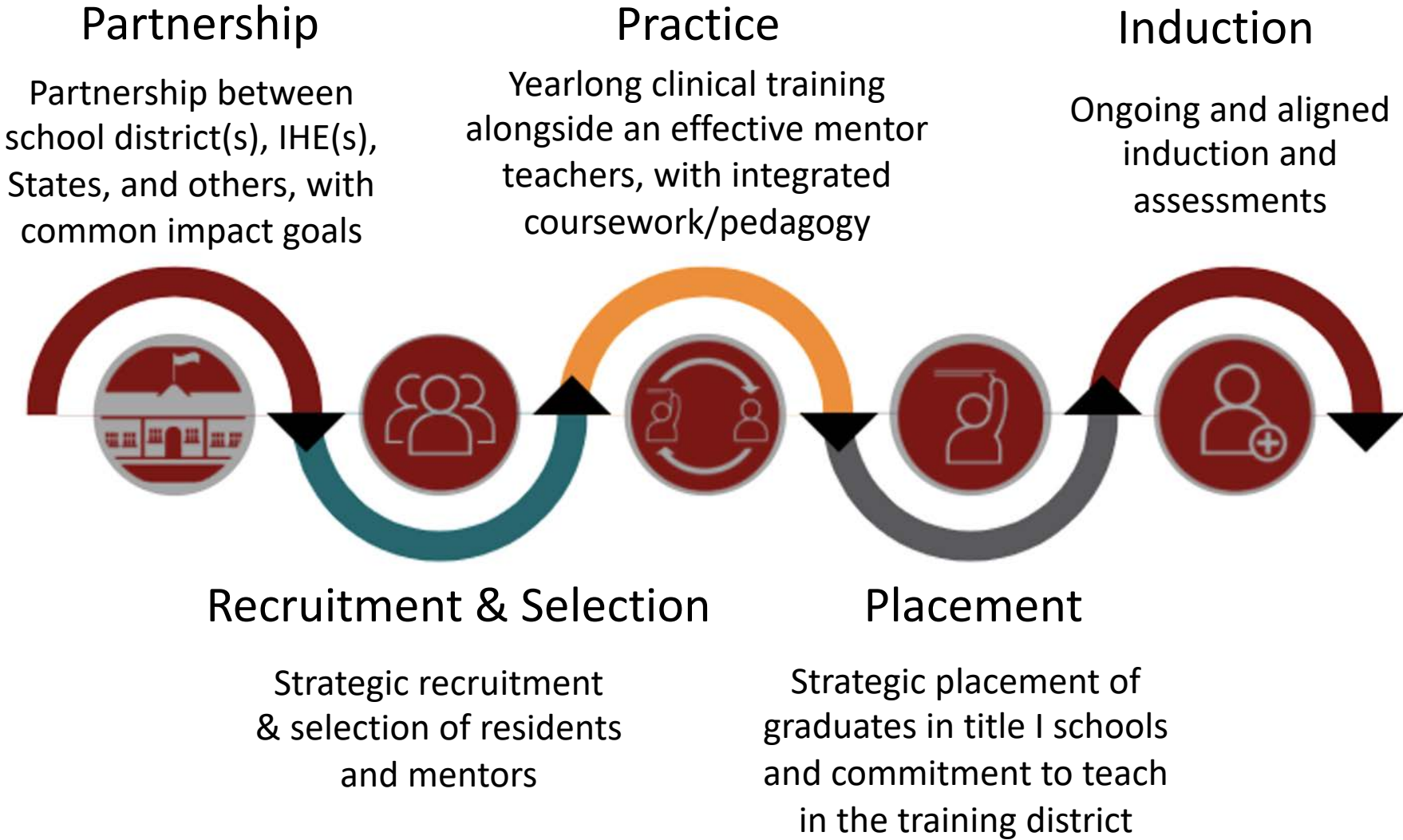
TEACHER RESIDENCIES: PREPARING DIVERSE AND
CULTURALLY RESPONSIVE EDUCATORS

Jessica Heard, Chief of Equity and Inclusion

OCTOBER 2020



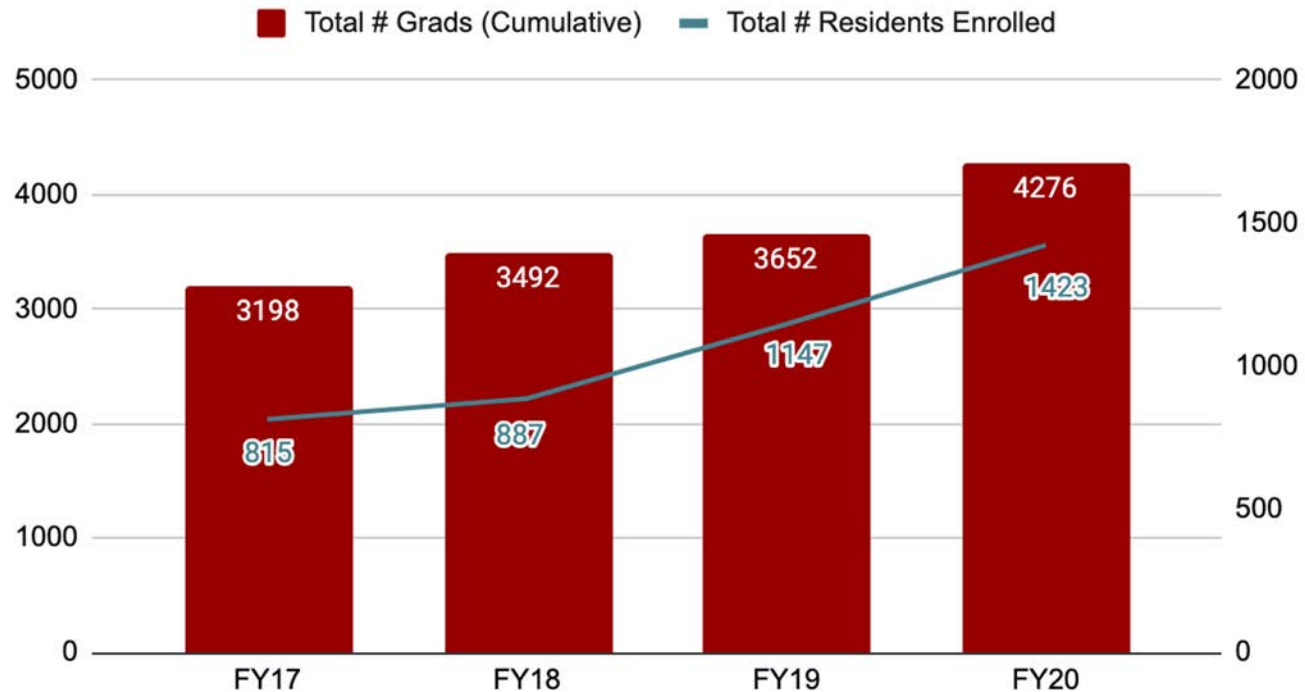
Residencies are the best way to recruit, prepare, and retain diverse, culturally responsive teachers who teach students of color and low-income students.



The teacher residency movement is growing.

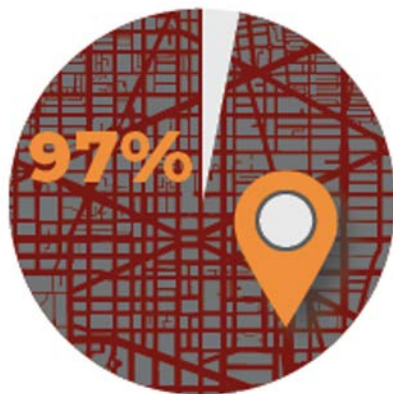
- 55 residency partners
- 4,789 applications received
- 1,423 residents enrolled
- 1,541 mentors
- 536 school or training sites
- 4,276 cumulative graduates

Residents and Graduates By Year



NCTR residency graduates predominately teach in Title I schools, serving children of color living in poverty.

Percent of Graduates Teaching in **Title I Schools**



In Title I schools, of 24 million students:

- 37% are Latinx
- 21% are African American
- 8% are Native American, Asian or Multicultural

Residents Identifying as **People of Color**



Historical and current predictable racial disparities in access, affirmation, and engagement drive the opportunity gap.

Residencies prepare Day 1-ready teachers to teach in Title I schools

Residencies:

1. Prepare teachers who are able to build strong relationships with students and their communities, enact culturally and linguistically sustaining pedagogies, and ensure that students both access and master rigorous College- and Career-Ready Standards
2. Close opportunity gaps for English learners, students with disabilities, children living in poverty, and other historically marginalized groups through improving teacher diversity, teacher effectiveness and teacher retention
3. Address systemic inequities that have led to students of color being underserved by public school systems
4. Tailor programming to meet the needs of a district or charter management organization and their communities.
5. Are a sustainable, community-based solution to advancing equity in public schools

NCTR builds upon the latest field research and blends it with the best practices from teacher residency programs.

Residencies focus on improving access to and retention of diverse teachers who more closely reflect the student body.

- 62% of residents identify as people of color (vs. 21% [of all new teachers, nationally](#))
- Overall, 86% of teacher residency graduates are still teaching in the same school after three years, compared to less than half of novice teachers in urban districts.

Mentors act as teacher educators, gain access to professional development, leadership opportunities, and career advancement

- Teachers using NCTR's mentor model have higher teacher effectiveness scores compared to similar teachers who do not host a resident.
- 42% of mentors identify as people of color (vs. 18% [of all teachers, nationally](#))



98% of Mentors

agree that participation in the residency program improved their abilities as a teacher leader.

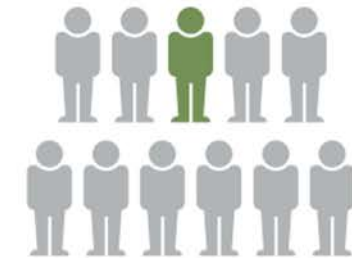
NCTR builds upon the latest field research and blends it with the best practices from teacher residency programs.

Districts (and principals) can vet for quality before hiring candidates

- *In low performing schools, it takes 11 potential replacements to find one highly effective candidate (TNTP)*

LOW-PERFORMING SCHOOL

When a top teacher leaves
only 1 in 11 potential replacements
will be of similar quality



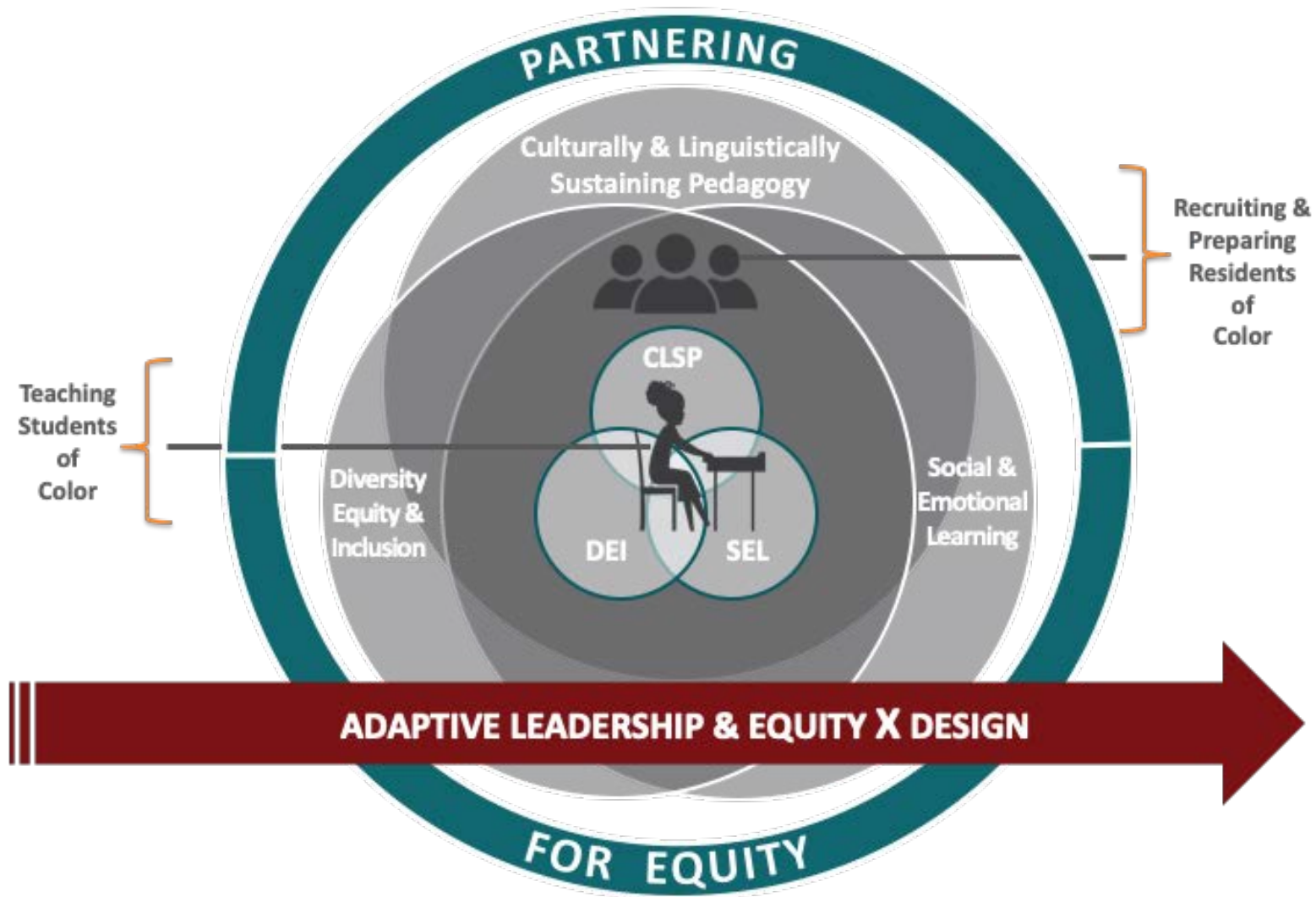
- *91% of principals report that the residency program improved achievement and student learning at the school.*



91% of Principals

agree that residents outperform teachers prepared through other pathways.

NCTR is infusing equity into every facet of our programming and consulting.



NCTR's Black Educators Initiative (BEI) is a major investment in residencies to recruit, prepare, and retain 750 Black educators over the next five years.



Successfully **administer the BEI grant** designed to support the training of **750 Black residents** over the five-year grant term



Annually, provide **at least eight residencies** the funding and capacity they need to identify and implement local, contextual strategies to **recruit, train, and retain Black educators**



Build NCTR's capacity to support Network residencies in their efforts to recruit, prepare, and retain Black Educators in school districts that have high concentrations of Black students

NCTR's Black Educators Initiative (BEI) enacts a comprehensive set of responsive practices to mitigate barriers facing Black educators.



The BEI Community of Practice



The BEI Community of Practice



BLACK EDUCATORS INITIATIVE

The BEI Community of Practice



BLACK EDUCATORS INITIATIVE



Recruiting Educators of Color

Jevelyn Bonner-Reed

Chief Human Resources Officer, Winston-Salem/Forsyth County Schools

Strategies: Short Term

- Use data and assets to develop your strategic focus
- Involve current educators of color as part of the recruitment strategy
- Build Relationships with HBCU & HSI Schools of Education
- Strategically place student teachers
- Network with non-education student and professional organizations of color such as NSBE, SHPE, etc.

Strategies: Long Term

- Generate interest in teaching that targets middle school students
- Encourage participation in Teacher Cadets (High School Teacher Career Programs)
- Provide scholarships for Teacher Cadets
- Target teachers of color with leadership potential for administrative degree programs
- Provide scholarships for administrative licensure programs
- Support high-potential Assistant Principals

Strategies for Supporting Educators of Color

Cicely Woodard
@cicely_woodard

Mathematics Teacher

Kickapoo High School
Springfield, MO



Educators of color need to feel valued.

Offer educators of color opportunities for leadership.

Be honest about where you are with embracing diversity and where you are going.

Allow educators of color to be their authentic selves without judgement or retribution.

Intentionality around creating connection is critical.

- Mentorship
- Permission and encouragement to support students of color
- What do you need? What can I do?



Education about diversity and inclusion opens the door for communication.

- Districtwide professional learning
- Resources
- Reflection and follow-up



Strategies for Supporting Educators of Color

Educators of color need to feel valued.

Intentionality around creating connection is critical.

Education about diversity and inclusion opens the door for communication.

TECA

TENNESSEE EDUCATORS *of* COLOR ALLIANCE

Growing and Retaining Teachers of Color

Diarese George

Executive Director

Tennessee Educators
of Color Alliance



Growth & Retention: Who's Responsibility Is It?



Education Prep Programs



Districts and Schools

Districts & Schools: What Can You Do?

1. Data Transparency & Accountability
2. Mentorship & Induction Programs
3. Affinity Spaces
4. Leadership Pathways & Opportunities



Data Transparency & Accountability

- Know your data!
 - Who is coming into your district, who is staying, and who is leaving
 - Understand the trends and disparities that exist
- Make it known and publicly available
- Create intentional, realistic goals to work towards
 - Parity with students of color is a start
- Develop intentional strategies
 - Don't do this in isolation; lean toward and learn from experts
- Progress monitor, evaluate, and make necessary adjustments

Mentorship & Induction Programs

- When possible, pair new TOC with mentor TOC
 - Mentors should not only evaluate, but provide intentional support to ensure success
 - Mentors should receive PD on providing feedback, coaching teachers, and culturally relevant instructional practices
 - Earn compensation or other incentives
- Districts should consider incorporating in New Teacher Academies & Induction programs
 - Intentional year-long program
 - Should plan to address implicit, explicit, and unconscious bias along with acknowledging and addressing systemic and institutional inequities

Affinity Spaces

- Teachers of Color = racial isolation
 - There are deficits to this i.e. disciplinarian, translator, cultural misappropriation, limited in expertise
- Structure to allow TOC to tackle PoP in their learning communities, at school and district levels
- Create more intentional spaces to learn from and network with each other
- Use space to celebrate TOC and lift of promising practices
- Feedback loop to districts and schools regarding areas of opportunity and success

Leadership Pathways & Opportunities

- Maximize potential & utilize endorsement
- Create leadership pathways
 - ILT committees, grade level chair, content level chair
 - Develop programs that train & prepare TOC to assume these roles
- Create teacher leadership opportunities at the district level
 - Superintendent cabinets, fellowships, working groups, taskforces
 - Establish goals to ensure that make-up reflects demographic of students being served or better
 - Ensure programming supports and is reflective of TOC and, when possible, exposes participants to other leaders of color

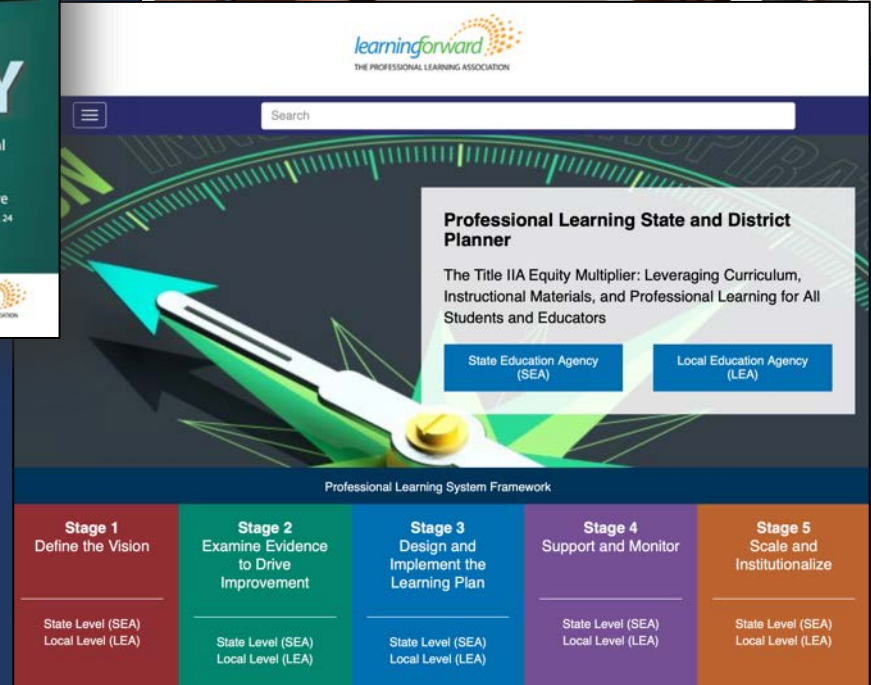
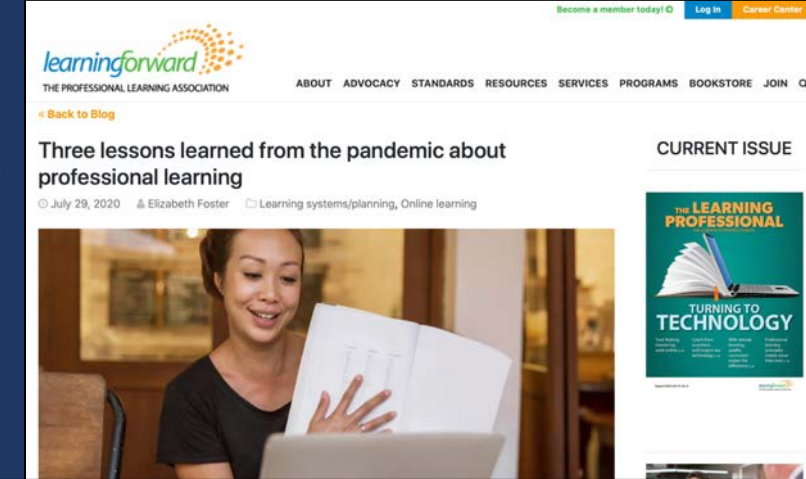
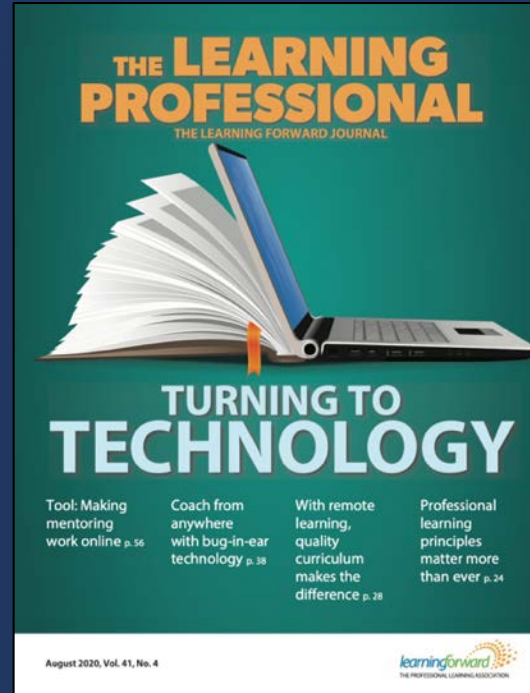
Discussion and Questions



Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



Mark your calendars

Tuesday
October 20
3 pm ET

The role of principal supervisors in challenging times: Focus on teaching and learning

Thursday
October 22
3 pm ET

Equity-centered leadership in challenging times

Wednesday
October 28
3 pm ET

My Teaching Partner: Proven strengths-based coaching model that raises student achievement and engagement

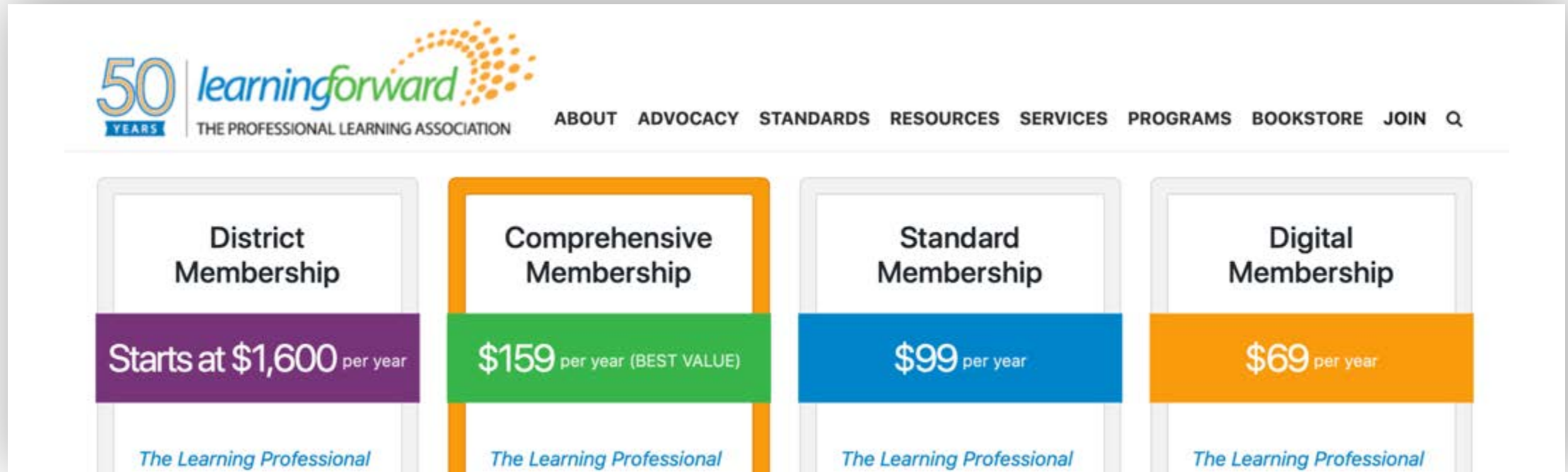
We're going virtual!

VIRTUAL | *learningforward* 
**2020 ANNUAL
CONFERENCE**
DEC. 6-8, 2020



Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars***
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Additional Info
District Membership	Starts at \$1,600 per year	The Learning Professional
Comprehensive Membership	\$159 per year (BEST VALUE)	The Learning Professional
Standard Membership	\$99 per year	The Learning Professional
Digital Membership	\$69 per year	The Learning Professional

Thank you!

