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News you can use

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Keeping you informed so you can be your best for your students!



Recruiting, Supporting, and Retaining Educators of Color Makes a Difference for Kids

Students of color in America's public schools are not doing as well as they should nor as well as their classmates. The pandemic has exacerbated these conditions. ¹ An effective strategy for

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<https://www.studentclearinghouse.org/nscblog/a-data-driven-approach-needed-to-close-the-equity-gap>

supporting all students' success is to hire and support teachers and administrators of color. Nationally less than 20% of teachers are people of color and most often serving in urban environments (Putman & Hansen & Walsh & Quintero, 2016). Teachers of color may have a positive impact on the academic achievement of students of color (Dee, 2004; Gershenson, Hart, Lindsay, & Papageorge, 2017). It's also important to note white students with teachers of diverse ethnicity can experience expanded civic engagement and other cognitive and social benefits. (Wells, Fox, & Cordova-Cobo, 2016). Teachers and administrators of color can serve as role models and sometimes even as intermediaries between school and home cultures (Clewell & Villegas, 2001; Monzo & Rueda, 2001; National Collaborative on Diversity in the Teaching Force, 2004; Weiher, 2000). The benefits of these practices are elusive due to the disparity in ethnic identity between educators and their students (<https://nces.ed.gov/programs/coe/indicator/cge>). Public school teachers and administrators are committed to making every effort to maximize all students opportunity to succeed, so how can we get more teachers and administrators of color for students?

Public school districts have developed a range of effective practices for recruiting, selecting and hiring, and for onboarding and retaining administrators and teachers of color. Effective recruitment includes outreach beyond individual and local networks and ongoing relationship based engagement that could sometimes include institutional partnerships. Selection and hiring practices that yield results have involved broadly publicising vacancies, involving people of color in the hiring process, and related practices to actively counter bias, and lastly, utilizing multiple measures to evaluate applicants. Lastly district's have learned that effective onboarding and retaining teachers and administrators of color include providing competitive salaries and benefits, strategic placement, high quality induction and professional support, and supportive working conditions (Motamedi & Stevens, 2018).

Examples of school districts taking intentional informed action to hire, support, and retain teachers and administrators of color are found throughout the United States. Teachers and administrators of color can sometimes experience isolation that adds to the stress of the job. Montgomery County Public Schools in Maryland took steps to counter this dynamic by launching the [Bond Project](#) (Building Our Network of Diversity). The project was designed to help recruit, support and retain men of color as teachers and administrators via professional learning, mentoring and fellowship activities.

Sacramento County also has several creative and bold projects to recruit, support, and retain teachers and administrators of color. Natomas Unified School District, for example has operated the Aspiring Leaders Pipeline and the Diverse Future Teacher Program. These programs

[ty-gap-in-education/#:~:text=The%20Clearinghouse%E2%80%99s%20data.in%20our%20economy.%E2%80%9D](https://nces.ed.gov/programs/raceindicators/indicator_RCA.asp)

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actively recruit high school students who are interested in one day becoming teachers. They participate in teacher related training and experiences. Additionally Natomas' leaders recruit NUSD graduates who are finishing college offering mentorship and scholarships to return to their school district as a teacher.

These practices reflect the work of urban school districts:

- [Philadelphia Teacher Residency Program](#)
- Partnerships to Uplift Communities (PUC) Alumni Teach Project, Burbank, CA
- Boston's Male Educators of Color (MEOC) Executive Coaching Leadership program ([BPS Male Educators of Color \(MEOC\) Program — TeachBoston.org](#))

The Northwest Regional Educational Laboratory has assembled helpful resources for recruiting, hiring, and retaining teachers of color: [Resources for Recruiting, Hiring and Retaining Teachers of Color \(educationnorthwest.org\)](#)

If you are aware of or have developed effective practices contact ARLP to share what you've learned and/or get connected with other practitioners who share your focus and commitments.