



RUTGERS

Graduate School of Education

Advancing Excellence and Equity in Education

Teacher Leaders of Color Diversifying the Teaching Profession Project 2021-2022

Findings Report and Recommendations

Presented by:

District Professional Development Coordinator

High School Language Arts Teacher

Middle School Special Education Teacher, Social Studies

Elementary School PreK Teacher

Google Technology Specialist

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Table of Contents

Executive Summary	3
Section 1: District Wide Environmental Scan	5
Section 2: Key Theme of Recruitment of Teachers of Color	8
Key Theme 1: Recruitment	8
Key Theme 2: Hiring Practices	14
Section 3: Key Theme: Making Connections to Induction, Mentoring, and Retention of a Diverse	18
Section 4: Summary of Recommendations and Next Steps	19
Section 5: Next Steps	22
Appendix A: Available Resources	23
Reference	24

Executive Summary

In order to support X School District to develop procedures, policies, and practices to recruit, hire, and retain a more diverse teaching workforce, began the process of assessing the status of key aspects of School District's functioning related to creating a more diverse workforce. This work was completed in collaboration with Rutgers Graduate School of Education with the funding of a grant from the NJDOE.

The team began its work with a collection and analysis of data, followed by review of best practices available around the nation, and finally with a set of specific recommendations for the School District. The team's work primarily focused on recruitment and hiring practices, however implications for induction, mentoring, and retention of a more diverse teaching workforce in the district are also discussed. Therefore, the three thematic areas presented in the report include:

- Recruitment Procedures for More Diverse Teachers and Leaders
- Hiring Procedures to Diversify the Teaching and Leadership District Workforce
- Making Connections to Induction, Mentoring, and Retention of a Diverse Teaching Force.

The team's analysis revealed that X Township School District is committed to improving equity and diversity. A vital component of this work is the intentional hiring of Teachers of Color (TOC). The findings in this report seek to support in this goal, with emphasis on the district's recruitment and hiring practices.

X Township School District recognizes the value of providing its students of color with teacher role models who can relate to and understand their home community and identify with their cultural background. Recently, the number of TOC has decreased both locally and nationally. Therefore, the need to address the cultural mismatch between teachers and students has become even more urgent. X Township School District has a diverse student population made up of 81.1% Nonwhite students and 23% nonwhite teachers. This represents a 58.1% gap between our Nonwhite student population and the number of Nonwhite teachers in the district.

According to available data, as of 2017, approximately 17% of the certified teachers in New Jersey were teachers of color, while 56% of the student population were of other races including Black, Latinx, Asian, Native American or Hawaiian Native (Weber, 2019). While the student population's racial makeup has been changing, the racial makeup of the teachers tasked with the education of these students has not kept up with the changes in the student population. In fact, the mismatch has increased. A 2015 report by The Project on the Next Generation of Teachers at Harvard Graduate School of Education, identified that almost half of public schools in the US are Black or Latino (Aud, Fox, & KewalRamani, 2010). The report goes on to state that particularly in the Northeast, the odds of a Black or Latinx student attending an integrated school today are only slightly higher than they were in the south before the Brown vs. Board of Education ruling (Orfield & Frankenberg, 2014). Before the Brown vs.

Board of Education ruling, most Black students attended a school where they were taught by Black teachers. As one of the only respectable career paths available to persons of color at that time, there was an abundance of well-trained professional educators of color. Although the landmark SCOTUS decision on school desegregation was a necessary and important move toward greater racial equity, it had a few unintended negative consequences including putting many qualified Black teachers out of work because they were not hired by predominantly white-serving schools and decreasing the opportunity for students of color to be taught by teachers who shared their racial, ethnic, linguistic, and cultural background.

This Findings and Recommendations Report highlights the learnings from the Teacher Leaders of Color (TLOC), representing X Township School District. This Findings and Recommendation Report will be comprised of the following sections:

- **Section 1** - District Wide Environmental Scan Data
- **Section 2** - Key Themes 1-2
Each Key Theme centers around Recruitment and Hiring of TOCs
- **Section 3** - Key Themes connections to Mentoring, Induction and Retention and
- **Section 4** - Summary of Recommendations
- **Section 5** - Conclusion and Next Steps
 - Appendix



Section 1: District Wide Environmental Scan

A critical step in the assessment process is identifying appropriate methods for collecting data and identifying what data is available and in a useful form. Good data should provide information to determine the extent of strengths, challenges and areas of improvement needed in specific area(s). For the purposes of this Findings Report, below are the methods used to collect data with a brief description of the process:



Stakeholder Analysis

The five-member team of Teacher Leaders of Color (TLOC) from X Township School District, conducted a stakeholder analysis of the district. We first identified the stakeholders in the district. The current engagement of each stakeholder group was determined, and consideration was given to the amount of engagement we would like them to have. We further assessed their motivation to enact changes that would result in closing the diversity gap between the student and teacher populations. The identified stakeholders included the district administration (Central Office and building-based administration) as well as the community. We determined that increasing community engagement around the recruitment and hiring process would be a positive step for diversifying.

We would like to build on the existing positive steps that the district has already made towards equity and diversity. We believe that through transparency, open and honest communication along with the implementation of changes that require courage and forward thinking, we will be able to succeed in improving our district's academic outcomes as well as creating a community of educators who more accurately represents our student population.

The table below outlines each stakeholder group and our assessment of their current and desired motivations (on a 0 - +3 scale), as well as how they might be motivated and persuaded to participate in the diversification effort.

Stakeholders: Central Office

Desired engagement +3

Stakeholders: Building-based Administration

Desired engagement +3

Stakeholders: Community

Desired engagement +3

Data Table

Name/Group	Current Engagement (+3 to -3)	Desired Engagement (+3 to -3)	Their Motivation	What You Can Do
Clergy	+2	+3	-Influence of students/parents in the district and in the church community	-Congregation outreach -Engage them at critical phrases in the process
Greek Organization	+2	+3	-More students of color in leadership positions -Minority recruitment	-Organization outreach -Work around them
Parents	+1	+3	-Relatable educators they can confide in and trust	-Influence them through others
Business Owners	0	+2	-Graduating students can get jobs	-Engage them at critical phrases in the process -Individual business outreach
Community	+1	+3	-More diversity representing the community -District teachers becoming homeowners/members of the community -District alumni coming back to teach in their home district	-Influence them through others -engagement during recruitment stage
EOF Advisors of Colleges	0	+2	-More students of color in leadership positions	-Engage them at critical phrases in the process
Board of Education	0	+2	-Staffing Consistency and motivated and happy employees	-Address concerns directly
Administration	+2	+3	-Staffing Consistency and motivated and happy employees -TOC serve as mentors within the district and offer unique perspectives -Better representation of the student population -Closing the achievement gap	-Address concerns directly (district and building specific) -Have those “uncomfortable” conversations -Form culturally relevant support groups -Create relationships with college/universities for a more diverse hiring pool -Create incentives/programs to retain teachers
Teachers	0	+2	-Tenure, positive work environment, feel their opinions/ beliefs/ thoughts matter	-Individual Outreach -Have “uncomfortable” conversations
Students	+2	+3	-Relatable educators they can confide in and trust	-Influence them through others

Organizational Scan of Existing Data - District Demographics

Data on Teachers of Color Professional Characteristics

The TLOC team conducted a survey to all Teachers of Color (TOC) in the district to gain additional data on their experiences. Based on the TOC survey in which there were 36 respondents, 30.5% of the TOCs in the district have their Masters/Masters +30 with the remaining holding BA or BS degrees. The table below shows the existing racial and gender breakdown of students, teachers, and administrators in the district. The table shows the racial disparity between the students and the staff in the district. The greatest disproportionality is among African American and Hispanic students who are at a far greater percentage in the district than are African American and Hispanic teachers and administrators.

X Township District Student/Faculty Demographics (2019-2020) according to the Teachers and Administrators-Demographics presented at the Equity Committee’s presentations.

Category	Students in District	Teachers in District	Administration in District
Female	50.5%	77.5%	55.0%
Male	49.5%	22.5%	45.0%
Non-Binary/Undesignated Gender	<1%	<1%	<1%
White	18.9%	86.1%	71.0%
Hispanic	29.5%	2.7%	3.2%
Black or African American	42.4%	10.5%	22.6%
Asian	2.2%	0.8%	3.2%
American Indian/Alaska Native	0.1%	0.0%	0.0%
Native Hawaiian/Pacific Islander	0.1%	0.0%	0.0%
Two or More Races	6.8%	0.0%	0.0%

**Table from district demographics report (equity slides)*

Summary of Data Findings

Data was collected with the help of the Assistant Superintendent of Personnel (Human Resources). Information from Applitrak and an Affirmative Action Audit as well as information gleaned from The Superintendent's Equity committee provided the TLOCs with the data used to create the charts compiling this information. An interview with the Assistant Superintendent, a survey of teachers of color as well as informal conversations with district TOCs, provided the TLOC with information regarding existing policy and procedures. Working along with three other districts doing a deep dive for similar information, as well as reviewing the recruitment and hiring practices of districts nationally and statewide, we began looking for best practices that X Township could implement to address our need to diversify our educational staff.

Policy Review

In our review of the polity and practices of X Township School District we found that while efforts were made to recruit educators into the district, these efforts were not specifically focused on the recruitment of teachers of color. As far as the hiring process, while rubrics and an effort at consistency in interviewing practices were in effect, a more conservative and conventional approach has not provided results in the matter of the recruitment and hiring of teachers of color. A more thoughtful and targeted and individualized approach is necessary to expand recruitment practices and to introduce specific hiring practices that will lead to narrowing the diversity gap between students and teachers of color.

Section 2: Key Theme of Recruitment of Teachers of Color

After completion of the collection of data from each assessment method described in Section One, the Teacher Leaders of Color from X Township School District compiled, reviewed, and analyzed the data and noted several key theme areas that arose from the data. In this section, the Teacher Leaders of Color from X Township School District have highlighted those key themes, provided relevant data captured strengths, and challenges.

Key Theme 1: Recruitment

A well developed and intentional plan for recruitment is an essential part of the successful recruitment of district educators. The methods used for recruiting candidates committed to the social, emotional, and academic success of our students will greatly impact student achievement and the preservation of teaching staff. This is especially true as it relates to the recruitment of Teachers of Color. Studies have found that Latina youth believed that TOCs had higher confidence in their abilities, and a study out of North Carolina found that African American students are less likely to be taken from classrooms or out of schools as punishment when they are working with a Teacher of Color. (Kohli, R. 2021).

The diversity of the student population of X School District requires that a focus be placed on recruitment of educators with an ability to teach to a diverse student population. (Solis. A. 2004).
Having a plan in place that is directed and effective in the recruitment of Teachers of Color to support

the students of X School District will have a positive long-term impact on student achievement as well as the retention of our teaching staff.

X has not historically tracked data regarding how Teachers of Color have been recruited into the district. Information regarding racial demographics is requested on a voluntary basis during the application process via Applitrack; however, there is currently no process to track applicants of color who are interviewed, hired, or retained.

Findings

Number of Applicants in X Township 2018-2021 according to the EEO Reporting.

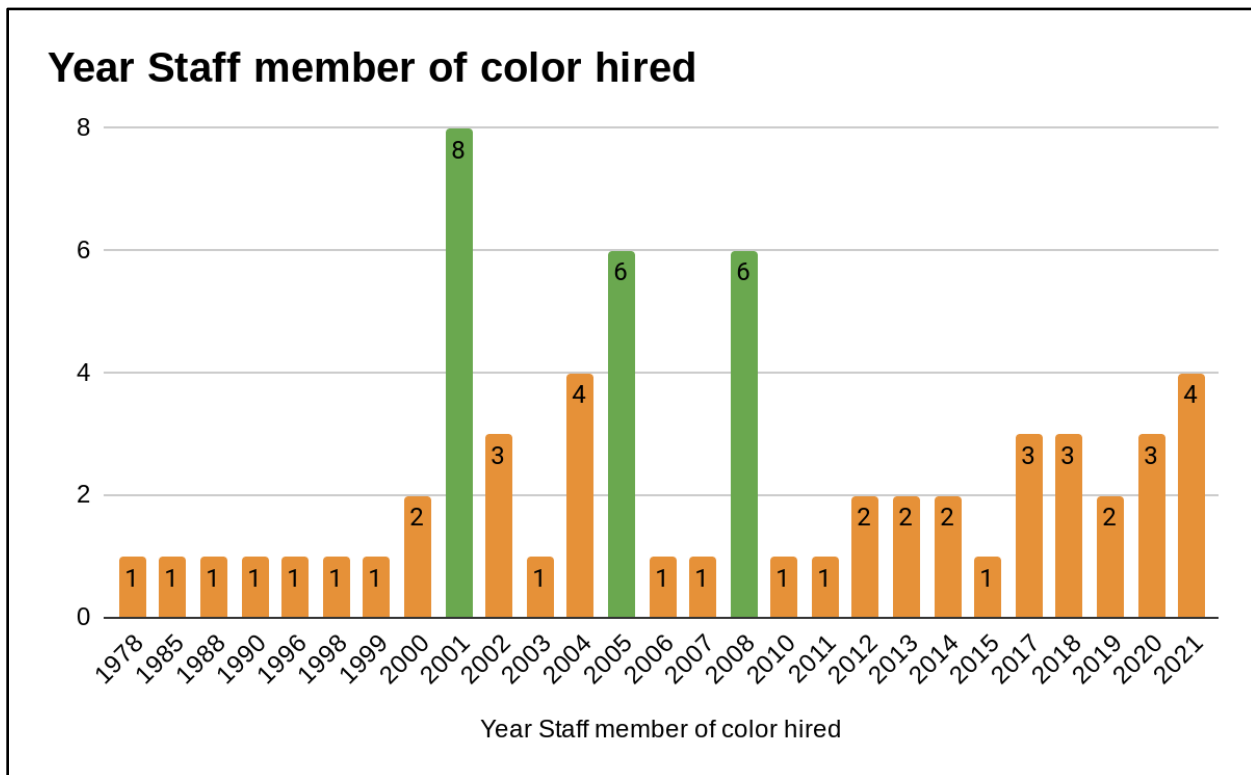
Category	2018-2019	2019-2020	2020-2021	Total # 2018-2021
Asian, Pacific Hawaiian or Pacific Islander	13 (1.3%)	3 (0.5%)	8 (1.3%)	24 (1.1%)
Black/African American	31 (3.2%)	21 (3.3%)	18 (3%)	70 (3.2%)
Hispanic	36 (3.7%)	29 (4.6%)	47 (7.8%)	112 (5.1%)
Two or more races	8 (0.8%)	7 (1.1%)	8 (1.3%)	23 (1%)
White	840 (86%)	531 (83.4%)	509 (85%)	1,880 (85%)
Total number of applicants*	976	637	599	2,212

**Total number of applicants includes those who chose not to respond to race/ethnicity. (Numbers are rounded off to the nearest tenth)*

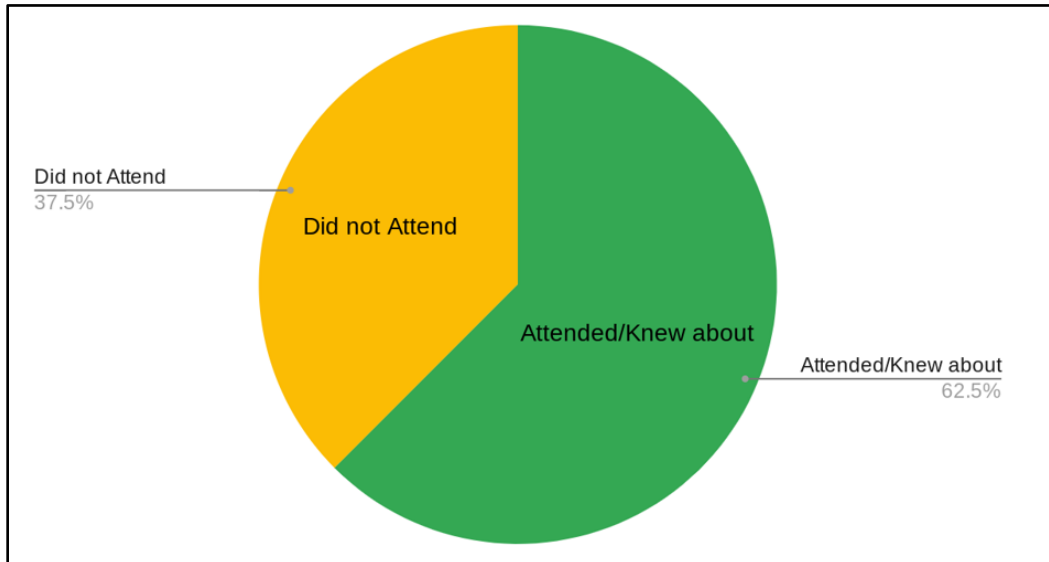
X Township School District invited our Teachers of Color to participate in an anonymous survey. One of the questions asked was “How were you recruited to work in X?”. This question was included in the survey because of the data that showed that the year that X School District held an in-district job fair was the year that the greatest number of TOCs were hired in the district. The TLOC wanted to home in on the methods of recruitment that were the most effective in attracting TOCs to the district. Below are the results of this question.

Between the 2018/19 and 2020/21 school year X School District saw 7 TOCs resign, and 1 TOC retire. Based on the chart above, 12 TOCs were hired in those same 3 years. 8/12 - +4

2001 had the most staff members of color hired.



2001 New Hires that attended the Job Fair



Current Recruitment Policies and Procedures

Relevant Policy

- X Township's policies and practices follow New Jersey Department of Education policies and regulations.

Strengths

Since 2019 X Township school district has been following a “Comprehensive Equity plan” which supports the recruitment and retention of TOC. More through data collection by the HR department has also helped to make it easier to see trends in recruitment. In line with this, X has put into place the following:

- Beyond compliance with all state guidelines, The Human Resources department has implemented practices and procedures that have greatly streamlined and supported data collection.
- The Human Resources department requisitioned an Affirmative Action Audit to ensure compliance with all laws and regulations as well as to provide suggestions for best practices.
- The Human Resources Department attends job fairs for potential candidates.
- Postings are displayed on School Jobs.com, Twitter, LinkedIn, and K12JobSpots.
- Comprehensive Equity plan in place since 2019
- Data collection from HR office
- Desire of district to recruit and hire TOC
- Partnership with Rutgers University GSE/DTP Project for 2021/22 school year to produce a comprehensive action plan for district diversity
- Administration/HR has put in place procedures to standardize the questions used during the interview process and developed a rubric to assist administration during the interviews

Challenges

X faces many challenges in the recruitment of teaching staff. As the pool of teaching candidates shrinks each year, the inability to recruit educators at all has become problematic. Non-competitive salaries, along with our location in one of the top five expensive counties in the state, has resulted in losing teaching candidates to other districts. This is an even more serious issue when it relates to TOCs.

- Every year applicants of color are shrinking compared to other staff
- Recruitment has been traditional and has not led to TOC candidates seeking to apply in the district
- Budget cuts and non-competitive pay
- District located in one of the top 5 expensive counties in New Jersey
- Lack of housing opportunities within sustainable commuting distance
- Lack of “affordable or moderate” housing in respect to the salary guides (See appendix - Cost of Living Analysis)
- Constructive criticism gleaned from evaluation by peer districts revealed that X’s website does not adequately represent our district as diverse with a commitment to hiring TOCs
- The Jumpstart Education program is being underutilized as a potential Grow Your Own program
- Collecting and keeping data from TOC applicants for positions that may come up in the future

Recruitment Recommendations

For X to recruit and hire Teachers of Color, the challenges must be addressed, and the strengths reinforced. Education of the current administrative and teaching staff regarding recognizing and addressing implicit biases during the recruitment process as well as development of a X’s “Ideal Teaching Candidate” profile will assist and improve recruitment as well as help to lead better candidates who are the best fit for the job and the district to apply for positions.

X must explore all opportunities to work with educational establishments such as the New Jersey Department of Education, as well as colleges and universities around the state. We must fully utilize Applitrack functions, which could help us to identify TOC candidates and make recruitment and hiring easier. As X currently has relationships with the NJDOE, various universities and colleges and Applitrack, making greater use of all these agencies is not only cost-effective, but supports what X is presently doing. Research on residency programs for teachers has shown that they are an effective way to attract TOC into and prepare them for successful long term teaching careers. Nationally 49% of residents are people of color and this matches the proportion of public-school students of color (Caver-Thomas, 2018)

- Update the district’s second promotional video that reflects our community (include a highlight of district employees who are Alumni of X Schools, particularly our TOCs and younger educators)
- Update and revise of job postings for X School District postings (See Appendix revised job posting)

- Place job offerings (postings) at venues/on social media that serve the Hispanic/African American community. (Sororities, Fraternities, clubs, organizations)
- Utilize current district events to advertise for recruitment of community members as subs, future teaching candidates. (Setting up informational booths at all district events, staffed if possible or with informational video running)
- Create engaging social media posts that include infographics about our district [Recruiting Practices and Strategies](#)
- Place social media posts on websites and informational brochures about X School District at the physical locations of organizations that serve African American, Hispanic and other ethnic communities (www.100bmnj.org/ (NJ chapter)
- Join **CJPride** and attendance at CJPride job fair by Recruitment committee
- Enlist the recruitment committee to attend job fairs, including TOCs, especially fairs with a higher attendance of candidates of color.
- Host a **X-based** job fair for open positions
- Create a structured calendar for recruitment trips/fairs (dates placed in HR calendar)
- Develop an “Ideal Teaching Candidate” (See appendix - Ideal Teaching Candidate)
- Utilize our existing JumpStart Education Academy more fully, reaching out to recruit students of color, specifically recruiting students from student organizations such as the Black Alliance, Latin American club etc. Look into organizations such as [Educators Rising](#) for tested best practices.
 - Mock interviews for Jumpstart Students
 - Allow JumpStart students to shadow teachers in “real time”
 - Provide students with incentives to return to X School District if positions are available upon graduation
 - Guarantee priority interview if candidate meets certification requirements
 - Guarantee position stabilization for first three years
 - Licensing fees reimbursed (fingerprinting, etc.)
- Strengthen our relationship with partnering universities within their prospective educators of color. Partner with local college universities and community colleges to have them meet with future teachers- tips for best practices for interviewing (HBCUs and MSIs) (Carver-Thomas, 2018)
- Partner with ETS to identify Teacher Candidates of Color in New Jersey who have registered to take a licensure exam and provide them with support (test preparation, tutoring, subsidization of exam fees, etc.) (Carver-Thomas, 2018)
- Create and advertise a District’s Racial Affinity/Ally Group
- Utilize the power of recruiting by Employee referrals, Word of mouth and district-based job fairs (63.8% of the respondents on the TOC survey applied to the district based on one of these three methods)
- Teacher Residency partnership with participating universities
- Non-monetary incentives for current X employees to refer teacher candidates (If Jane Doe, gets hired, X employees can have a sick day turned into a floating nonrestrictive personal day)
- Vouchers to cover license testing costs incentive if recruited and hired

- Provide mentoring to TOC candidates to pass the Praxis if they are subbing in the district (Administration lead workshops)
- Include *TLOCs/Student leadership on hiring and interview committees
- Display/disseminate a district “X District Profile Sheet” brag sheet with a focus on diversity and equity
- Continue to strengthen methods of keeping track of teachers of color applicants who interview and may not be eligible for positions at the time of interview (Candidate A reached out for a good-fit position in the future)
- More detailed information on specific grade level/subject teaching positions on job positions (aids in focus of candidates who apply)

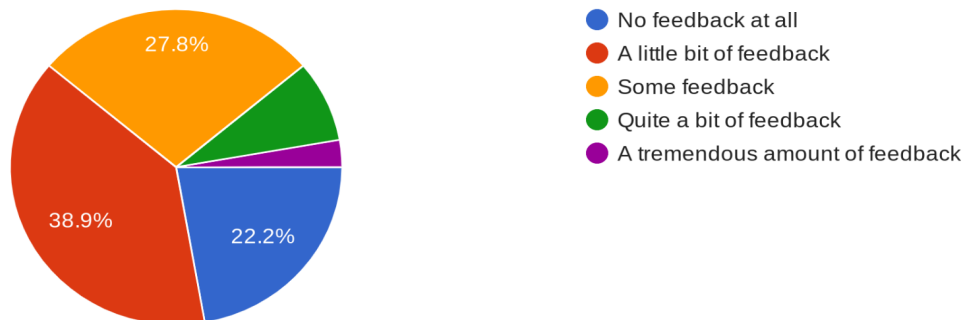
Key Theme 2: Hiring Practices

Hiring Data

Teachers of Color in X Township were invited to participate in an anonymous survey. Below are the results of one of the questions that was asked.

8. How much feedback did you receive during or after your interview?

36 responses



Number of Hired in X Township 2018-2021

-Data according to the HR Teacher Minority Hire Report given by Dr. X

-Total number in district as of 3/8/2022 according to X Board of Education Race/Gender Distribution Report (Active Employees & Job Category "NTEA-Teachers)

Category	2018-2019	2019-2020	2020-2021	2021-2022	Total # 2018-2022	Total # in district currently
Asian, Hawaiian or Pacific Islander	0	0	0	1 (6.2%)	0	5 (1.3%)
Black/African American	2 (7.7%)	1 (4.8%)	0	0	1 (1.3%)	35 (8.9%)
Hispanic	2 (7.7%)	1 (4.8%)	1 (5.6%)	0	2 (2.6%)	10 (2.5%)
Two or more races	0	0	0	0	0	2 (0.5%)
White	22 (84.6%)	19 (90.4%)	17 (94.4%)	15 (93.8%)	73 (96.1%)	342 (87%)
Total number hired:	26	21	18	16	76	394

**Numbers are rounded off to the nearest tenth*

Hiring Policies and Procedures

Relevant Policy

- Applicants apply through Applitrack and HR filters candidates based on meeting the certification requirements for the position.
- The Head of HR (assistant superintendent) creates a hiring committee that consists of an administrator, the building principal, and a supervisor or a department chair specific to the position.
- The hiring committee then writes a rationale for those who are excluded or included in the interview. From there, they select the group of interviewees.

- The hiring committee’s training is informal and directed by the head of HR.
- The hiring committee is given a set of recommended questions grouped by position to ask the interviewees.
- With these responses, the Hiring Committee fills out a rubric that scores the interviewees and an employee is chosen for the position.

Strengths

HR has been collecting data which is relevant and accessible

The interview procedure has been reworked to be more structured and consistent

Partnership with Rutgers University GSE/DTP Project for 2021/22 school year

Awareness of need for hiring TOCs

Encouragement from the Superintendent and Assistant Superintendent to apply for the grant

Several X Alumni return to the area to seek employment

Assistant Superintendent of HR has begun to offer more individualized support to potential TOC candidates.

Challenges

- Fewer TOC being hired in the last 20 years
- Fewer TOC applying to the district
- Lack of meaningful feedback to applicants
- Missing opportunities to collect specific interviewing data
- Lack of feedback provided to potential future candidates as well as candidates who are hired
- Late and midyear hiring preventing attracting best candidates
- Shared agreeance with the importance of diversifying our staff not all members of the X School District on board
- Giving targeted additional support to new teachers, especially TOCs.
- Collecting and keeping data from TOC applicants for future reference
- District physically exists in an area of the state that is traditionally an expensive area to live in.
- Competition with districts in the area that can offer a higher starting salary
- Shrinking student enrollment which affects school budget

Hiring Recommendations

As hiring begins with the interviewing process it is especially important for all on a hiring committee to have an open mind as to what the best fit candidate looks like. Trabian Shorters the founder and CEO of BMe Community, talks about a type of psychology called Asset-Framing. It is a narrative model that defines people by their assets and aspirations before noting their challenges and deficits. The model invests in people for their continued benefit to society. ([“asset framing of communities of Color”](#)). In the book, *Teachers of Color: Resisting Racism and Reclaiming Education*, Rita Kohli mentions asset framing as a core competency for admission into teacher education programs. (Kohli, 2021-pg. 152) The same could be applied to the mind-set of hiring committees.

The following recommendations for hiring are based on these sources.

- Provide Professional Development opportunities for Hiring committee members/training for bias, equity, and cultural diversity
- Maintain data collection to ensure equitable hiring practices.
- Education and support of the mindset of current staff through intentional and long-term professional development on bias and equity.
- Use the experiences of TLOC in our district utilized to create changes.
- Include TOCs on aspects of the screening process or interviews, mock lessons.
- Include more equity-based questions in the interviewing process (See Appendix - Cultural Competency Race and Equity questions)
- Offer vouchers to assist with covering license testing costs incentive if hired
- Incentivize all levels of the substitute process. From new sub to long term sub (encouragement to continue education)
- Work to hire TOCs who have the ability to do extended term assignments and provide these subs with support in passing the Praxis, guiding them through paperwork and supporting them in finding programs that work with TOCs to become contracted teachers. [New Jersey Department of Education Eligibility Pilot program-limited eligibility certificate program](#). (See Appendix - Limited Certificate of Eligibility Program)
- Work on relationships with TPPs to better disseminate information to teacher candidates (substitutes) to elevate or promote their daily or extended term status to a contracted employee (“Grow Your Own Educator” program from Substitute pool) (See Appendix)
- Offer targeted training for our substitutes who are in teacher preparatory programs.
 - Workshops-Help with passing the Praxis, Community College partnerships
 - Best practices hiring document (explicit)
 - Focused feedback to candidates who go through at least one interview (Feedback form checklist)
 - Continue refining onboarding process
 - Rubric criteria/questions should reflect District’s equity mission and goals and hiring
 - Providing bias awareness training for the screening process and interview panel
 - Rework the interview rubric
- Revise rubric and questioning to reflect deliberate hiring practices that seek candidates that possess culturally relevant instructional practices. This revised document will maintain equity and consistency amongst all schools in the district.
- Intentionally place new staff with consideration of the organizational conditions of the school, the strength of the school’s leadership team, and overall fit for the teachers. Teachers of color are more likely to be placed in schools with weak organizational conditions, poor leadership, and difficult working conditions, which increases the likelihood of attrition. (See references)
- Guarantee position stabilization for the first three years. Just as we care for and give special attention to the placement of a plant in our home, recognizing that some need full sun, some partial, others shade, we should do the same with all our educators and particularly our TOC.

Section 3: Key Theme: Making Connections to Induction, Mentoring, and Retention of a Diverse

Teaching Force

Utilizing the information gleaned from the above Key Theme areas, the following section contains some broad-based recommendations focused on building connections in three areas: *Induction, Mentoring, and Retention*. These three areas are critical to the diversification of the teaching workforce and although the TLOC were unable to conduct a full data-informed analysis, the following recommendations are based on national best practices, what we know about current district practice, and portions of the data presented earlier.

Induction - X Township has a very robust program for the induction and mentoring of new teachers, which has led to improved retention of new teachers in the district. A four-day summer New Staff Orientation is held each year before the school year begins. During this orientation, an introduction to the district, the New Teacher Academy as well as mandatory and district-based training are given. In the 2012/2013 school year, X established a formal induction program addressing the need for highly trained mentors and a professional learning community with *three years of concentrated attention* specifically addressing the needs of novice teachers. With the support of the Human Resource and CIA departments and a full time Professional Development Coordinator, selection, and training of mentors to work with teachers in the Provisional program and formal mentoring has been accomplished. There are, however, still challenges that impact any successes found in the hiring of Teachers of Color.

While the training and support for new teachers and teachers new to the district is quite intensive, there is not a specific element of the induction or mentoring program that addresses the unique needs of TOCs. The district still experiences TOCs resigning or retiring from the district at a higher rate than they are hired.

Placing more focused attention on the induction process as it relates to TOCs is important and makes sense if, as a district, we are working to actively recruit and hire TOCs.

Mentoring - The work done to train our mentors to work with new teachers is based on requirements and recommendations made by the NJDOE. X has in place the required training of mentors as well as opportunities for them to receive mentoring information beyond the required NJDOE training. As one of the key themes that so greatly impacts retention of teachers in general, let alone TOCs, we must work to include specific training opportunities for our mentors to recognize the importance of specific mentoring strategies that are tried and tested ways to support TOCs.

Retention - The final key theme of retention, while not presented in detail in this report, is an especially important element of the efforts to recruit, hire and successfully retain TOCs.

One of the best ways to see the retention of educators of color is for them to feel supported and have space to have their voices heard and considered, their abilities seen, and appreciated.

Recommendations regarding recruitment is to let potential TOC hires know that there is a community, an affinity/ally group, in the district where they can share common experiences and can gather and connect with other TOCs as well as Allies for support, professional conversation and learning based on the unique needs of TOCs. (Kohli, 2021).

When potential TOCs research X School District, they should clearly see the reasons why X should be their choice over a district that can monetarily compensate them more generously. X should also invest and will benefit by presenting workshops on equity each year. Such professional development should be cumulative and recursive. If possible, consideration should be given to outsourcing professional development to specialized professionals that focus on equity and diversity until the district builds an internal cadre of experts.

Allowing for focused book clubs/studies that would count as professional development should also be prioritized. We recommend starting with the book Teachers of Color: Resisting Racism and Reclaiming Education by Rita Kohli that was studied by the TLOC during their training with Rutgers DTP. Such a book club would develop teacher knowledge, foster collaboration, and connection, and provide a real-world model for how to conduct book clubs in the classroom.

Section 4: Summary of Recommendations and Next Steps

In the following sections, we present a summary of our key recommendations for Recruitment and Hiring of more diverse candidates. Following that, we offer some conclusions and next steps for the X Township School District.

Summary of Recruitment Recommendations

- Create an updated or second promotional video that reflects our community (include a highlight of district employees who are Alumni of X Schools, particularly our TOCs and younger educators)
- Update and revision of job postings for X School District postings (See Appendix revised job posting)
- Place job offerings (postings) at venues/on social media that serve the Hispanic/African American community. (Sorrieties, Fraternities, clubs, organizations)
- Utilize current district events to advertise for recruitment of community members as subs, future teaching candidates. (Setting up informational booth at all district events, manned if possible or with informational video running)
- Create engaging social media posts that include infographics about our district [Recruiting Practices and Strategies](#)
- Place social media posts on websites and informational brochures about X School District at the physical locations of organizations that serve African American, Hispanic and other ethnic communities (www.100bmnj.org/ (NJ chapter)
- Join **CJPride** and attendance at CJPride job fair by Recruitment committee
- Engage the Recruitment committee to attend job fairs, including TOCs, especially fairs with a higher attendance of candidates of color.
- Host a **X-based** job fair for open positions
- Structure calendar for recruitment trips/fairs (dates placed in HR calendar)
- Develop an “Ideal Teaching Candidate” (See appendix - Ideal Teaching Candidate)
- Utilize our existing JumpStart Education Academy more fully, reaching out to recruit students of color, specifically recruiting students from student organizations such as the Black Alliance, Latin American club etc. Look into organizations such as [Educators Rising](#) for tested best practices.
 - Mock interviews for Jumpstart Students
 - Allow JumpStart students to shadow teachers in “real time”
 - Provide students with incentives to return to X School District if positions are available upon graduation
 - Guarantee priority interview if candidate meets certification requirements
 - Guarantee position stabilization for first three years
 - Licensing fees reimbursed (fingerprinting, etc.)
- Strengthen relationship with partnering universities within their prospective educators of color. Partner with local college universities and community colleges to have them meet with future teachers- tips for best practices for interviewing (HBCUs and MSIs) (Carver-Thomas, 2018)
- Partner with ETS to identify Teacher Candidates of Color in New Jersey who have registered to take a licensure exam and provide them with support (test preparation, tutoring, subsidization of exam fees, etc.) (Carver-Thomas, 2018)
- Create and advertise District’s Racial Affinity/Ally Group

- Utilize the power of recruiting by Employee referrals, Word of mouth and district-based job fairs (63.8% of the respondents on the TOC survey applied to the district based on one of these three methods)
- Teacher Residency partnership with participating universities
- Non-monetary incentives for current X employees to refer teacher candidates (If Jane Doe, gets hired, X employee can have a sick day turned into a floating nonrestrictive personal day)
- Vouchers to cover license testing costs incentive if recruited and hired
- Aid TOC candidates to be mentored in passing the Praxis if they are subbing in the district (Administration lead workshops)
- *TLOCs/Student leadership on hiring and interview committees
- Display/disseminate a district “X District Profile Sheet” brag sheet
- Continue to strengthen methods of keeping track of teachers of color applicants who interview and may not be eligible for position at time of interview. (Candidate A reached out to for good-fit position in the future)
- More detailed information on specific grade level/subject teaching positions on job positions (aids in focus of candidates who apply)

Summary of Hiring Recommendations

- Provide Professional Development opportunities for Hiring committee members/training for bias, equity, and cultural diversity
- Maintain data collection to ensure equitable hiring practices.
- Support the mindset of current staff through intentional and long-term professional development on bias and equity.
- Highlight the Experiences of TLOC in our district to create changes.
- Include TOCs on aspects of the screening process or interviews, mock lessons.
- Include more equity-based questions in the interviewing process (See Appendix - Cultural Competency Race and Equity questions)
- Vouchers to assist with covering license testing costs incentive if hired
- Incentivize all levels of the substitute process. From new sub to long term sub (encouragement to continue education)
- Work to hire TOCs who can do extended term assignments and provide these subs with support in passing the Praxis, guiding them through paperwork and supporting them in finding programs that work with TOCs to become contracted teachers. [New Jersey Department of Education Eligibility Pilot program-limited eligibility certificate program](#). (See Appendix - Limited Certificate of Eligibility Program)
- Work on relationships with TPPs to better disseminate information to teacher candidates (substitutes) to elevate or promote their daily or extended term status to a contracted employee (“Grow Your Own Educator” program from Substitute pool) (See Appendix)
- Target training for our substitutes who are in teacher preparatory programs.
 - Workshops-Help with passing the Praxis, Community College partnerships
 - Best practices hiring document (explicit)

- Focused Feedback to candidates who go through at least one interview (Feedback form checklist)
- Continue refining of onboarding process
- Rubric criteria/questions should reflect District’s equity mission and goals and hiring
- Provide bias awareness training for the screening process and interview panel
- Rework the interview rubric
- Revise rubric and questioning to reflect deliberate hiring practices that seek candidates that possess culturally relevant instructional practices. This revised document will maintain equity and consistency amongst all schools in the district.
- Intentional Placement that considers the organizational conditions of the school, the strength of the school’s leadership team, and overall fit before placing new teachers. Teachers of color are more likely to be placed in schools with weak organizational conditions, poor leadership, and difficult working conditions, which increases the likelihood of attrition. (See references)
- Guarantee position stabilization for the first three years. Just as we care for and give special attention to the placement of a plant in our home, recognizing that some need full sun, some partial, others shade, so with all our educators and particularly our TOC.

Section 5: Next Steps

Moving forward with the assistance and support of the DTP fellows, as well as three additional TLOCs, and two Allies, The X School District and leadership along with the TLOCs/Allies, will dive deeper into each recommendation, identifying X School District priorities and the actions necessary for the successful creation and implementation of a X School District Roadmap for Change. X School District leadership has demonstrated a high

readiness for change and a desire to strengthen the trust within the community, with stakeholders and among X School District staff. X has committed to continuing this work during the 2022/23 school year with four of the original TLOC being joined by three more TLOCs as well as two teacher Allies. This district team will work together to support the work of creating a district culture that continues to foster academic excellence and moral character, and further ensure that the social and cultural consciousness of our organizational members are being developed. This work is aimed at ensuring that all X School District students are safe, engaged, and supported to become successful, productive, and contributing citizens in a pluralistic society.

The TLOC will meet in a manner consistent with the approved position posting which includes summer sessions as well as monthly team meetings. Professional release time will allow the team to meet, plan,



attend (and offer) workshops. The team will also collaborate regularly with the X School District equity committee and administration to implement recommendations.

Aligning the X School District Roadmap for Change with the goals listed above and as referenced in the Executive Summary, will ensure future and sustainable success for X School District's recruitment, hiring, induction, mentoring and retention of Teachers of Colors to create a more diverse and equitable workforce to meet the needs of X's students.

Appendix A: Available Resources



- [Cost of Living Analysis](#)
- [Ideal Teaching Candidate Ideas](#)
- [TOC survey](#)
- Comprehensive Equity Plan
- [Revised Job Posting](#)
- [NJ DOE Limited CE/CEAS Pilot Program](#)
- <https://www.newamerica.org/education-policy/grow-your-own-educators/>
- <https://nepc.colorado.edu/topics/1380>
- [Cultural Competency, Race and Equity questions](#)
- ["Grow Your Own" Programs: Examining Potential and Pitfalls for a New Generation of Black, Indigenous, and People of Color Community Teachers](#)
- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#)

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