



Diversifying the Teacher Workforce: Local Strategies and Impacts on Kids and Community

Tyler Livingston, Angela Mansfield, Anne Parks

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Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

- Understand the “why” behind this initiative and the current reality.
- Gain awareness of *state* activities seeking to increase, diversify, and retain an excellent educator workforce.
- Hear stories from districts about their actions to increase and diversify their teachers.
- Identify and share ideas to increase, diversify and retain teachers at a *local* level.

Why Do Teachers and School Leaders Matter?— *Research At-a-Glance*

- *Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school (Leithwood, Seashore Louis, Anderson and Wahlstrom, 2004).*
- *Although teachers are the single greatest school-based factor affecting student achievement, high-need students often have less access to the most effective teachers (Reform Support Network, 2015).*
- *A growing body of research demonstrates that teachers of color provide benefits to all students, especially to students of color (Learning Policy Institute, April 2018).*

Current Reality— *2019 Teacher Supply and Demand Report*

- Percentage of teachers of color remain stagnant (4.3%) while the percentage of students of color continues to grow in Minnesota (33.5%).
- Districts continue to report a perception of “very difficult” (41.9%) and “difficult” (51.8%) to fill teaching positions.
- Slightly more than half (52.5%) of teachers holding an active teaching license are not currently working as a teacher in a Minnesota public school.
- Licensure areas with a high percentage of teachers on special permission include career technical education (CTE) fields, world languages, special education, and science, technology, engineering and mathematics (STEM).

Current Reality— *2015 Equitable Access Report*

In Minnesota, 13.56% of teachers are “inexperienced” and 2.41% of classes are taught by teachers working out of their licensure field (“out-of-field”).

1. Schools in the **highest poverty quartile** are more likely to have inexperienced and out-of-field teachers than schools in the lowest poverty quartile.
2. Schools in the **highest minority quartile** are more likely to have inexperienced and out-of-field teachers than schools in the lowest minority quartile.
3. **Priority and Focus schools** are more likely to have inexperienced and out-of-field teachers than Reward schools.
4. **Charter schools** are more likely to have inexperienced and out-of-field teachers than non-charter schools.

Definition of “Educational Equity”

Educational equity is the condition of justice, fairness and inclusion in our systems of education so that **all students have access to the opportunities** to learn and develop to their fullest potential.

The pursuit of educational equity recognizes the **historical conditions and barriers that have prevented opportunity** and success in learning for students based on their races, incomes, and other social conditions.

Eliminating those **structural and institutional barriers to educational opportunities** requires systemic change that allows for the **distribution of resources, information and other support** depending on the student’s situation to ensure an equitable outcome.

Plain Language for “Educator Workforce Development”



From Minnesota Education Equity Partnership’s (MNEEP) [ImprintU website](#).

Explore → Prekindergarten-12 career exploration *or* second career adults thinking about teaching.

Become → Participation in a licensure program or alternative pathway.

Grow → Licensed and employed educators who are new. Induction and mentoring.

Thrive → Retention, support, leadership, development opportunities through an educator’s career.

What Must Be Done?



Achievement and Integration Program

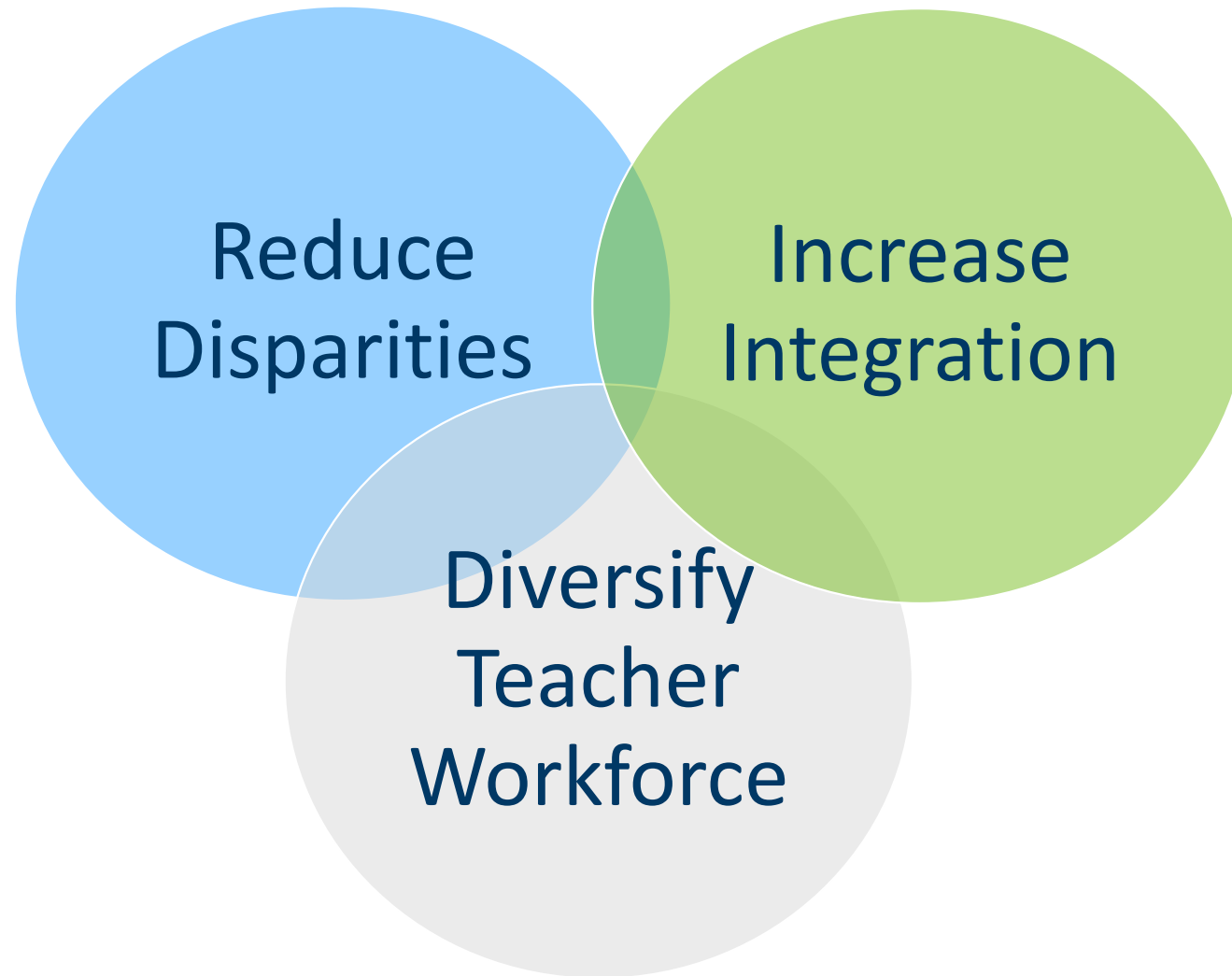
Recruitment and Retention of Diverse Teachers

- Eligible to be in the program
- Strategies
- Budget

Achievement and Integration: Strategies

- Human Resources (HR) Initiatives
- Early College Programs
- Affinity Groups
- Teacher Education Initiatives

Achievement and Integration: Diverse Teachers



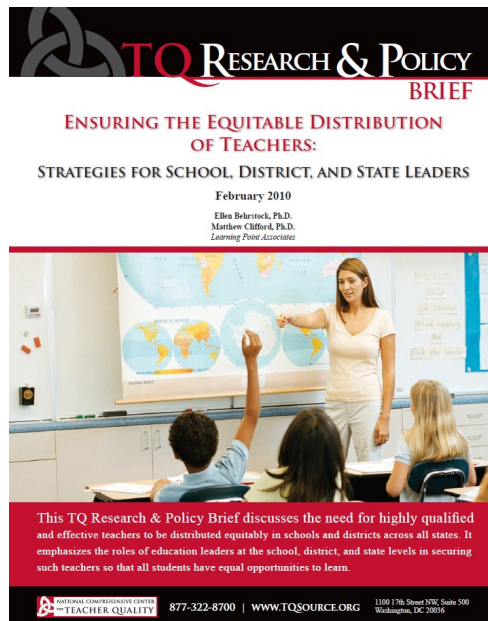
Stories from the Field

As you share a story about your efforts to diversify your teacher workforce and ensure all students have equitable access to great teachers, consider these prompts:

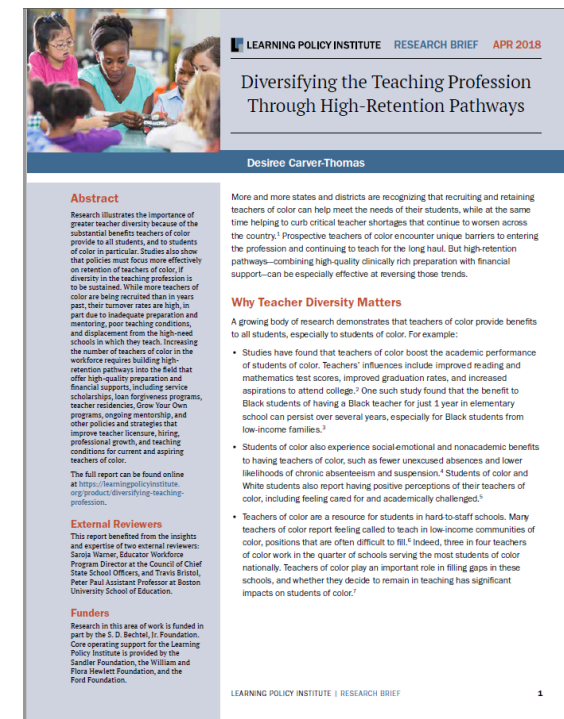
- What was the need you identified? What strategy, program or policy did you implement to address the need?
- What is your “why” for this effort?
- What unforeseen barriers did you encounter and how did you address them?
- How did you leverage external partnerships and stakeholder voice?
- Share any “quick wins” or any results data you experienced.
- Any recommendations for peers?

Examples of District & School Strategies

Ensuring the Equitable Distribution of Teachers: Strategies for School, District, and State Leaders (Ellen Behrstock, Ph.D and Matthew Clifford, Ph.D., February, 2010, *Learning Point Associates*)



Diversifying the Teaching Profession Through High-Retention Pathways (Desiree Carver-Thomas, April 2018, *Learning Policy Institute*)



Thank you!

Tyler Livingston

Tyler.Livingston@state.mn.us

651-582-8427

Angela Mansfield

Angela.Mansfield@state.mn.us

651-582-8371

Anne Parks

Anne.Parks@state.mn.us

651-582-8337