

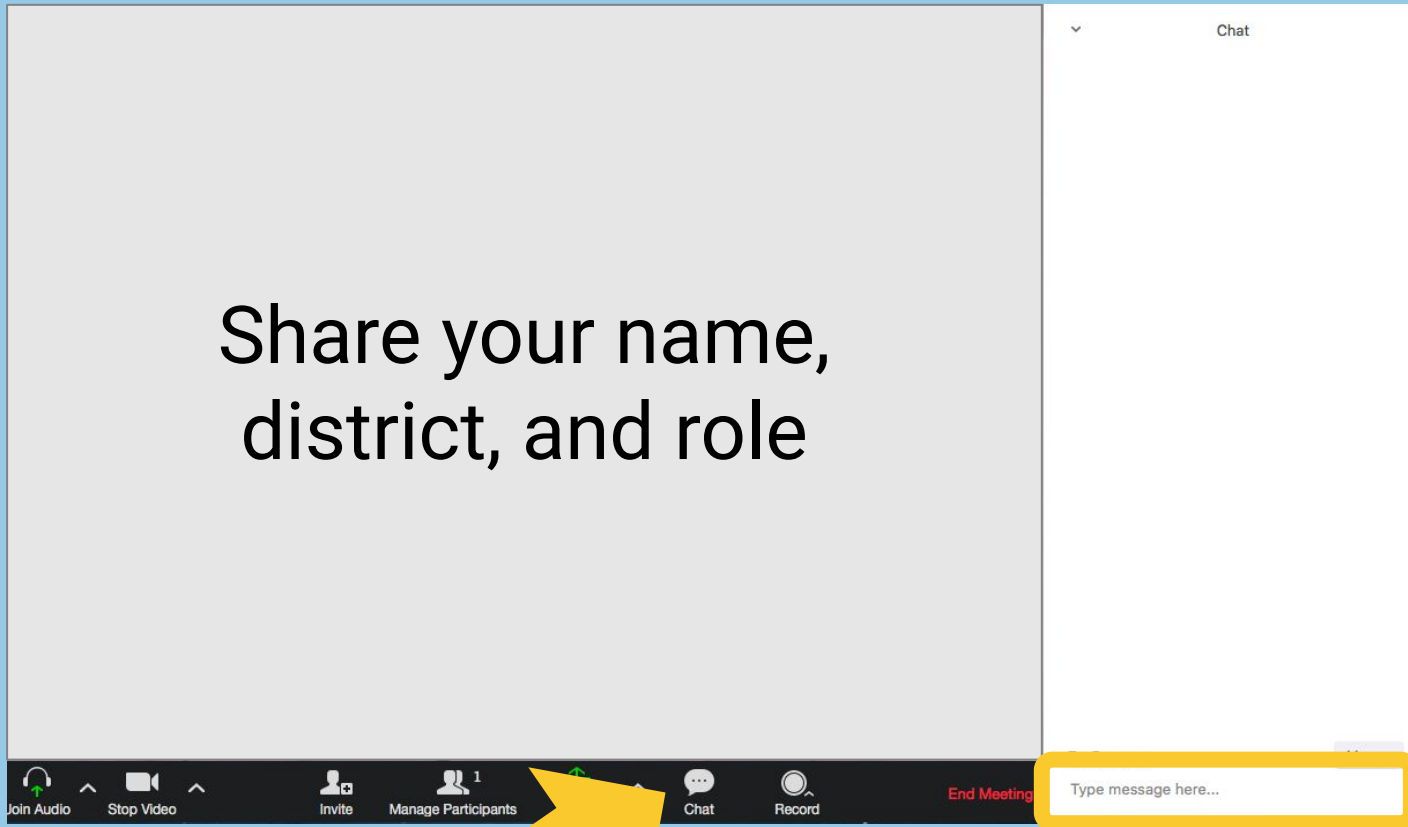


Equity Audit - Teacher Retention

Webinar

October 2020

Share your name,
district, and role



The image shows a Zoom meeting interface. The main window displays the text "Share your name, district, and role". To the right is a "Chat" panel with a dropdown arrow and the text "Chat". At the bottom is a toolbar with icons for "Join Audio", "Stop Video", "Invite", "Manage Participants", "Chat", and "Record". A large yellow arrow points to the "Chat" icon in the toolbar. The "End Meeting" button is visible in red text. A yellow box highlights the "Type message here..." input field in the chat panel.



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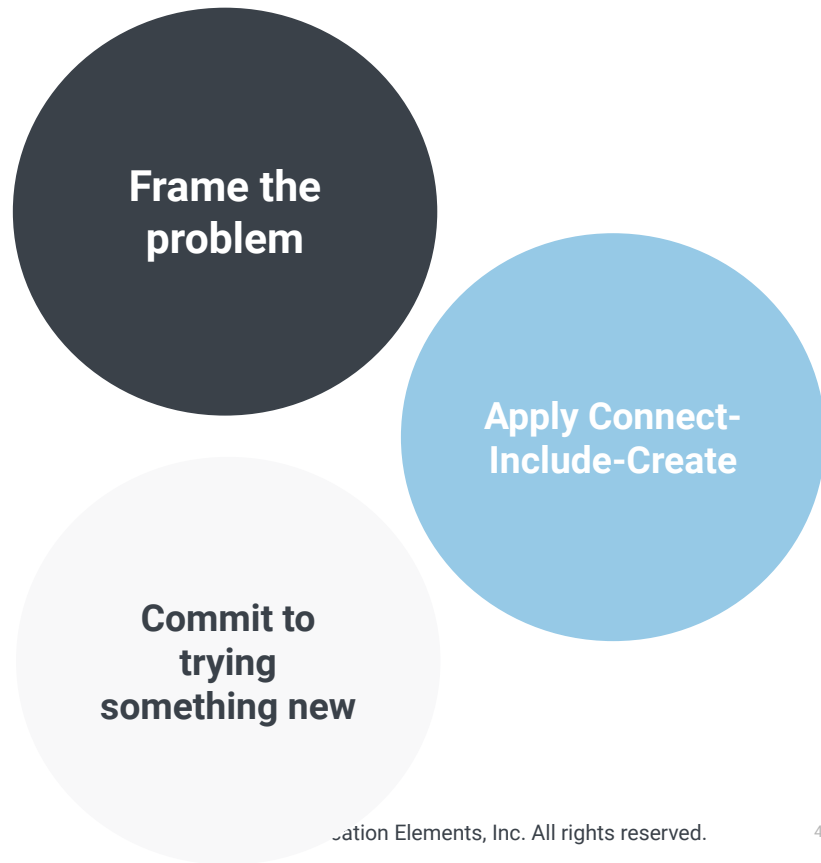
[@edelements](https://twitter.com/edelements)

#returntoschool

Objectives

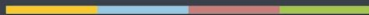
1. Understand the inequities surrounding teacher retention
2. Apply a design framework, *Connect, Include, Create*, to address teacher retention across an educator's career
3. Consider your current context and reflect on ways in which you might design for more equitable systems for teacher retention and support

How we will get there





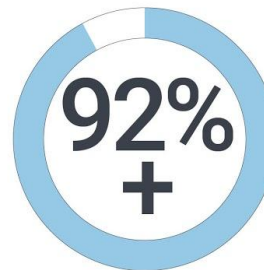
Hi! We are Education Elements



WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS



1000+
Schools
and Districts



of attendees find our
workshops excellent
or very good

“Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?”

- HUGH VASQUEZ, NATIONAL EQUITY PROJECT

Inequity is a product of design

Impact on Society

Racism has create policies and believes that have created a society that is intentionally separated by race and disguised by class.

Impact on Education

The foundation of these inequities create realities for families for kids that are racist, discriminatory, and unfortunately way too common and accepted.

Impact on Systems in Schools

The institutionalized systems and their corresponding policies directly impact how schools are run, attended, and staffed



25% Native Americans
20% Black Americans
18% Latin/o/a/x Americans
10% White Americans



Unemployed

6.6% Native Americans
6.5% Black Americans
4.7% Latin/o/a/x Americans
3.1% White Americans



Have food insecurity

40% Live in Poverty
25% Black Americans
26% Latin/o/a/x Americans



72% White Americans
55% Latin/o/a/x Americans
43% Black Americans

78%

of school
board
members

are white even though
they make up
48% of the student
population

80%

of teachers

are not people of color
even though 52% of the
student population is of
color

57%

of students

of color attend
underperforming high
schools

Communication Systems

Community Engagement

School Operations

Human Resources/Talent

Organizational Structure

**Inequity is a
product of
design**

**It can be
redesigned**

**Inequity is a
product of
design**

**It can be redesigned
but account for
HUMAN
FACTOR**

**Psychological Bias, Implicit Bias, Power,
Privilege and Internalized Racism**

Teachers are leaving the classroom...why?

28%

of teachers said the COVID-19 pandemic has made them more likely to retire early or leave the profession (Source: NEA survey).

“It kills me to leave,
but I think it would kill
me—literally—to stay”

- Ariel Franchak, Reading Specialist

Teachers of color are leaving the profession at a higher rate than they are joining right now. Studies found the following main reasons...

- Dissatisfaction with school administration;
- Dissatisfaction with test-based accountability systems;
- Lack of mentoring and support;
- Racial isolation; and
- Lack of autonomy and influence.



Educational Equity

WHAT IS EDUCATIONAL EQUITY?

Educational Equity is the recognition that the barriers that marginalized students face are due to deliberate actions and biases, and therefore requires us to dedicate a greater amount of resources to remove them.

Connect, Include, Create

STEP 0: Start with Yourself + Cede Power

Identify your own bias, power, and privilege in how you make decisions



STEP 1: Connect

Unpack the challenge by understanding the experience by those most deeply impacted



STEP 2: Include

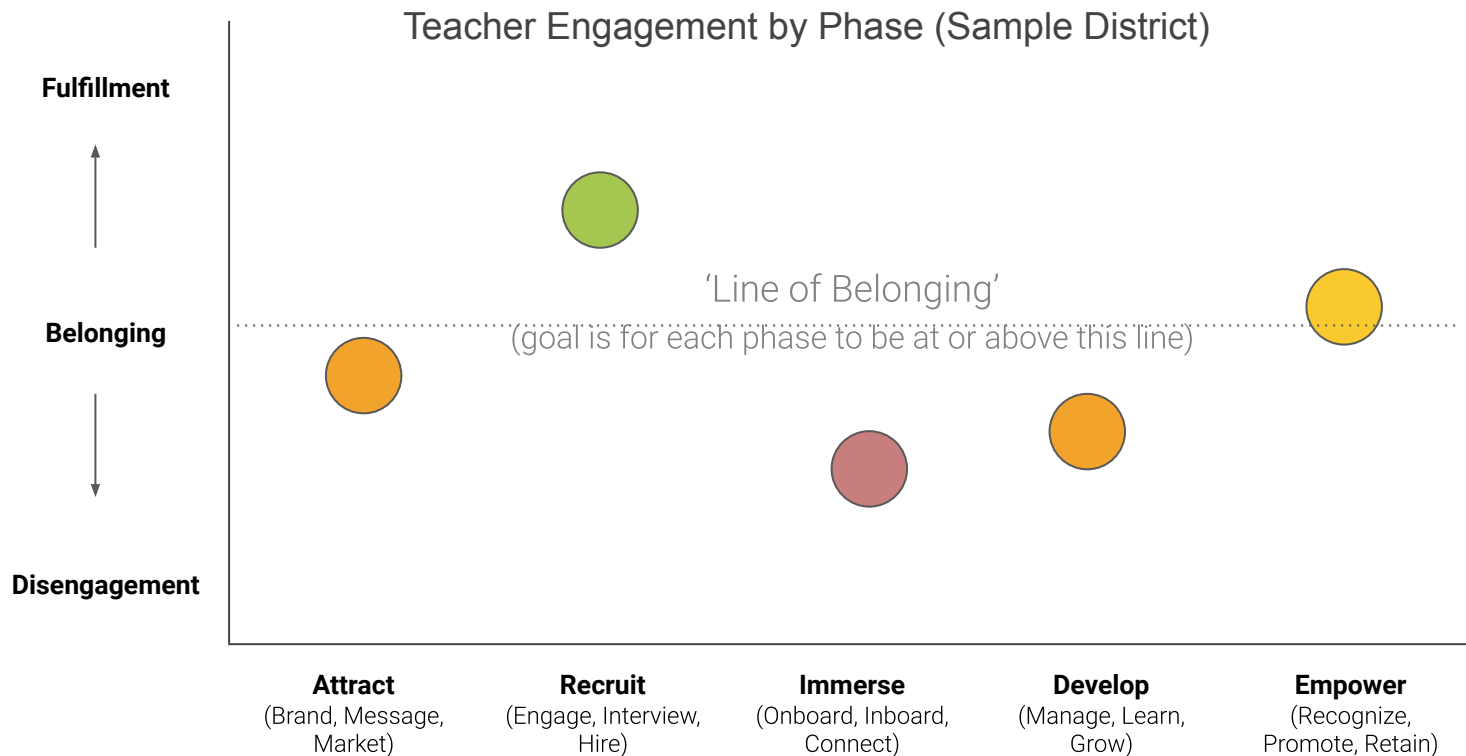
Include and elevate the voices of stakeholders at the margins



STEP 3: Create

Design prototypes that create equitable outcomes for ALL students

Line of Belonging



STEP 0: Start with Yourself + Cede Power

Identify your own bias, power, and privilege in how you make decisions



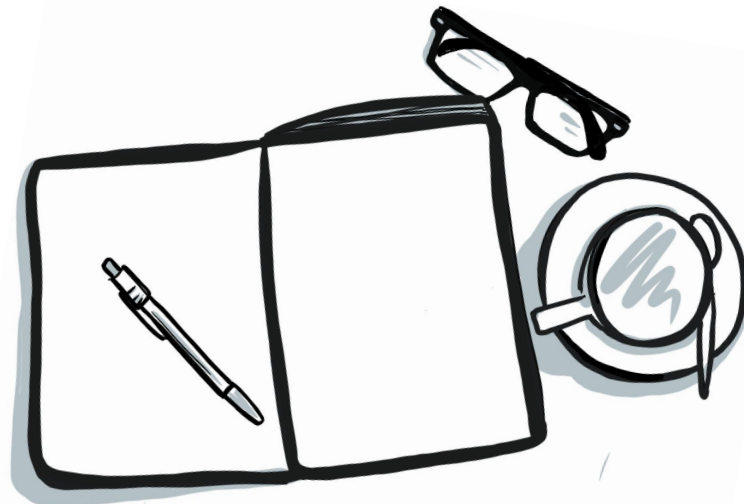
Power: Access to resources, the ability to influence others, access to decision-makers to get what you want done, the ability to define reality for yourself and others.

Privilege: Unearned access to resources (social power) that are only readily available to some people because of their social group membership.

Bias: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Reflect on your experience: Independent Journal

- What **privilege** do you have?
- What **power** do you currently hold within your school/school system?
- How might your **power and privilege** impact the way you view teachers who might be struggling, teachers who advance into leadership roles, and teachers who choose to leave the teaching profession ?



Types of Biases

Confirmation Bias

We watch or read for behaviors in order to reinforce our own biases.

Anchoring Bias

We tend to anchor ourselves to the first interaction we have with, or information we are given about, a person.

Halo or Horn Bias

We globalize 1 positive or negative characteristic resulting in an artificial overall positive or negative opinion.

Affinity Bias

We tend to get along with others who are like us. It is easy to socialize and spend time with others who are not different.

What is one bias you notice you carry in your day to day life?

Add to the chat

Confirmation Bias

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STEP 1: Connect

Unpack the challenge by understanding the experience by those most deeply impacted

Figure 6.1. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity: Fall 2000, fall 2015, and fall 2027

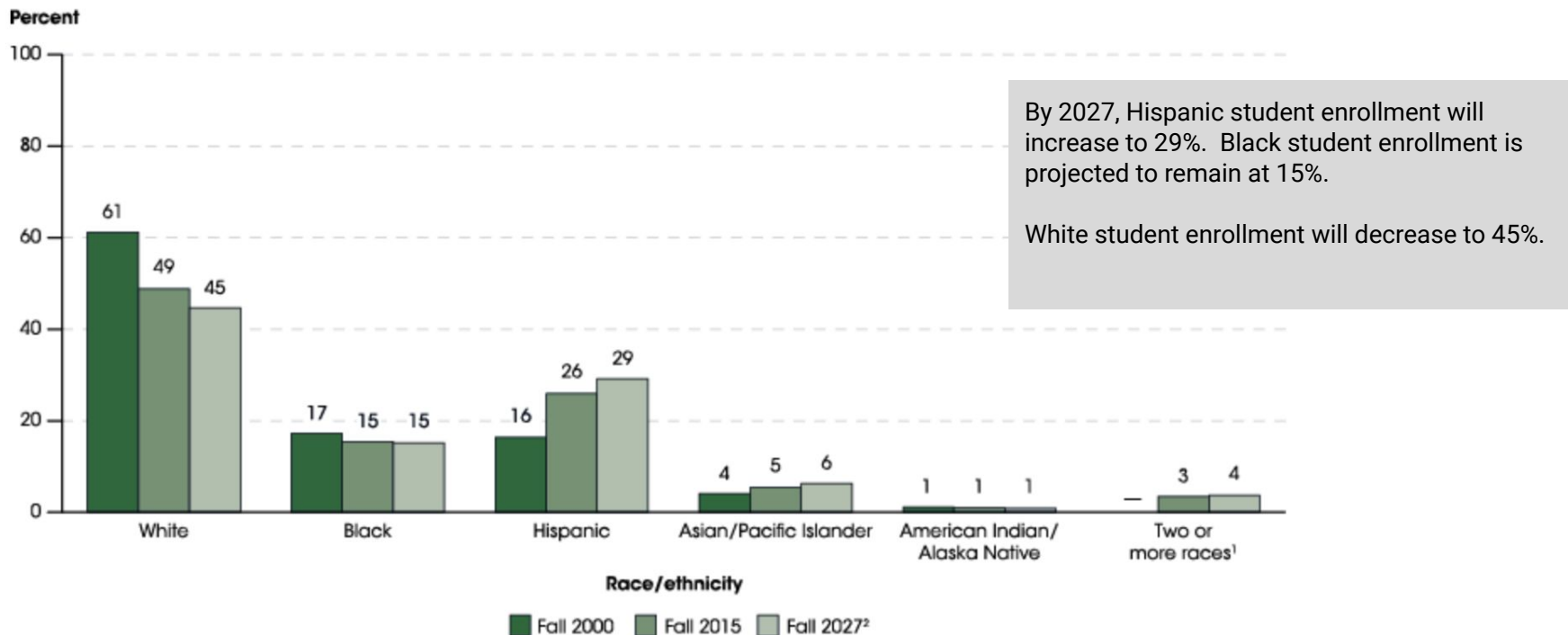
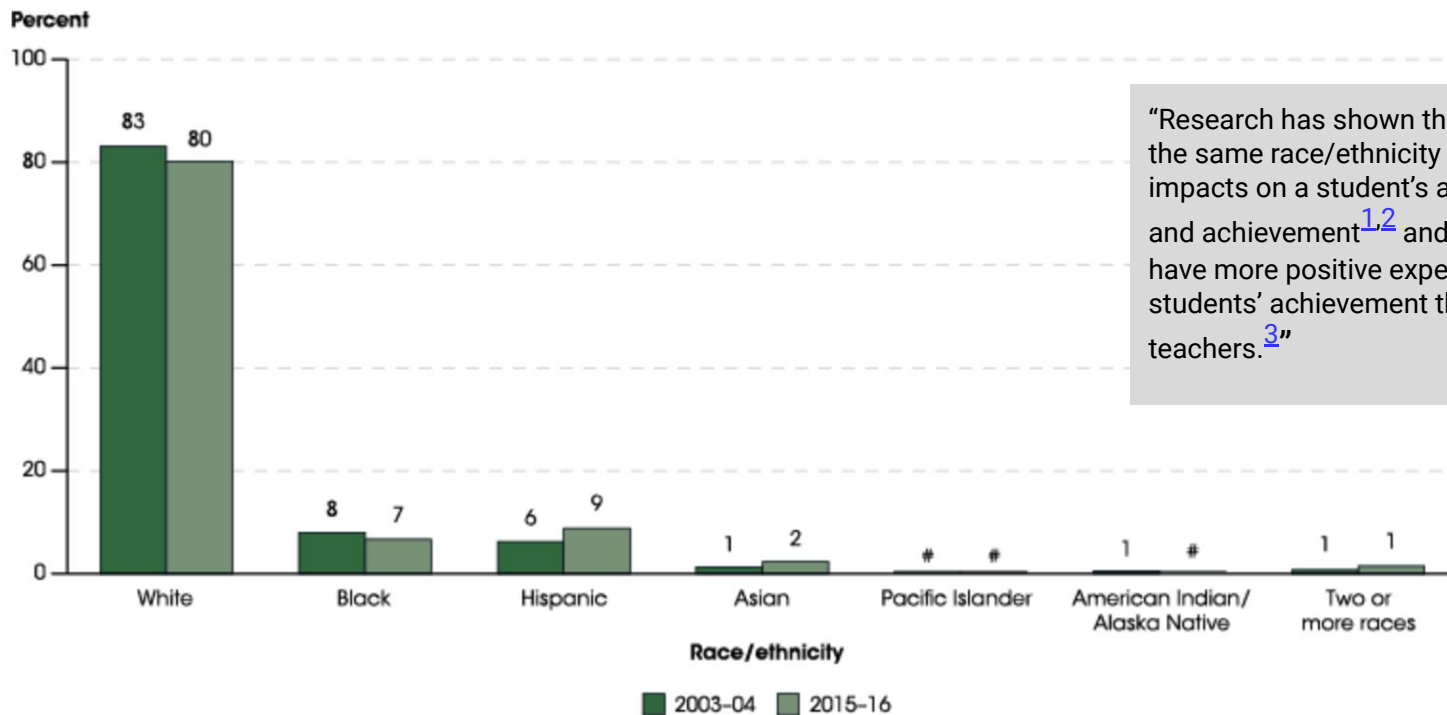


Figure A.1. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: School years 2003–04 and 2015–16



“Research has shown that having a teacher of the same race/ethnicity can have positive impacts on a student’s attitudes, motivation, and achievement^{1,2} and minority teachers may have more positive expectations for minority students’ achievement than non-minority teachers.³”

“You can pull a student out of a classroom — and I’ve not encountered the student — but as soon as they step out and see my face, as opposed to the other teacher or instructor, they feel comfortable enough to share some things that they might not have with the teacher of a different ethnicity.”

- A teacher commenting on connecting with students

Review teacher attrition data

Is teacher turnover higher in certain schools than others?

Is there a difference in teacher attrition by racial group?

Is this data being collected and analyzed at least quarterly?



Review teacher recruitment and placement data

Are you tracking applications, interviews and placement of teachers of color?



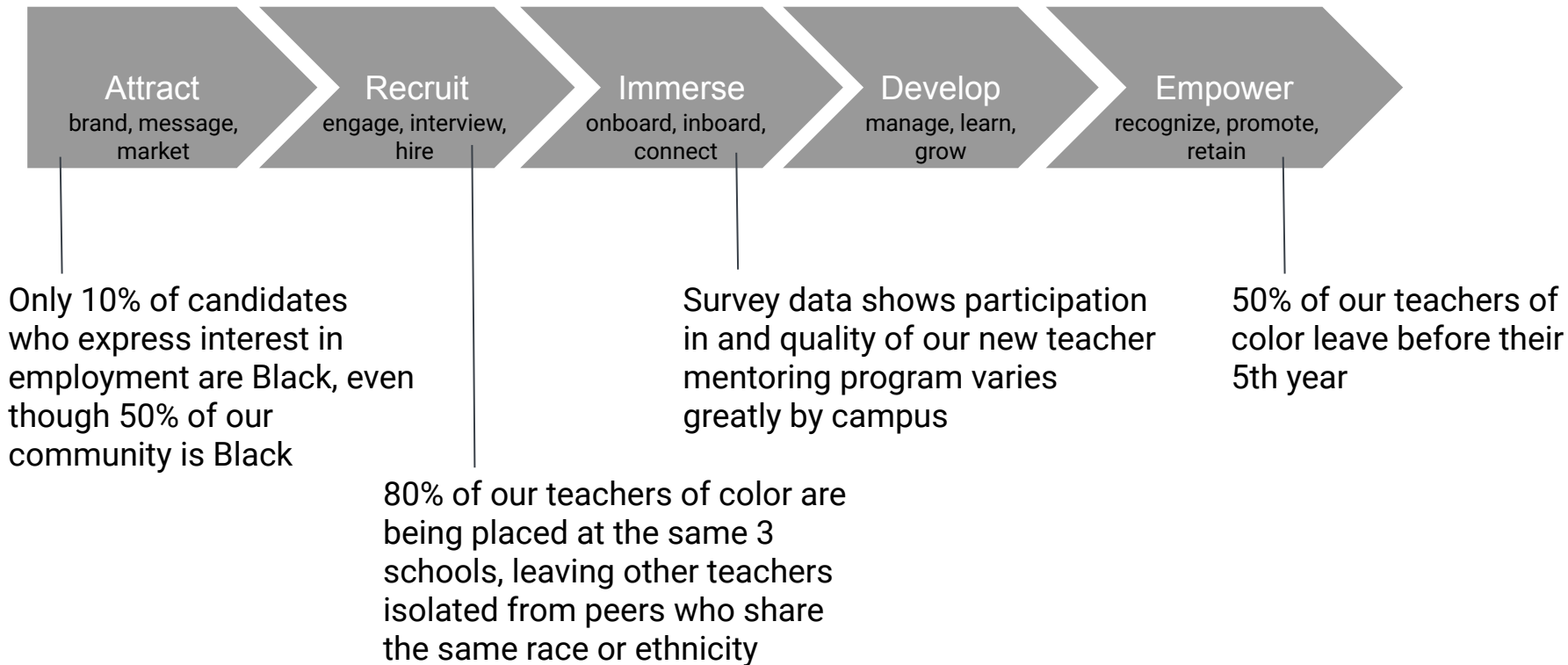
In what schools are teachers of color being placed?



Are teachers of color isolated or in clusters of schools?



Form problem statements, based on initial data



Dig deeper through interviews and focus groups

Why did you join?

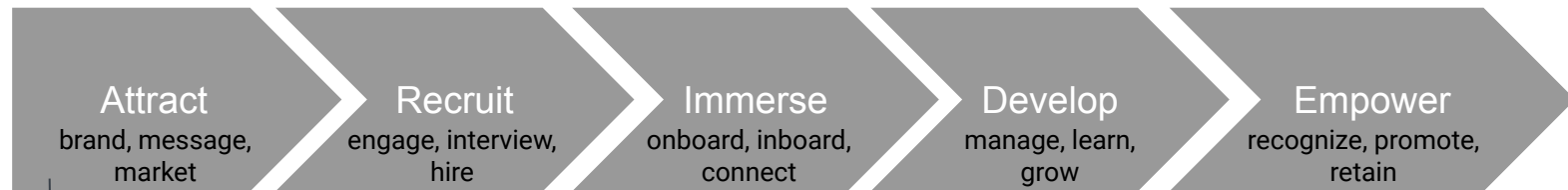
Why do you stay?

Why might you leave?

What makes you feel included in your school community? Excluded?

Describe your day to day experience. What do you enjoy? What is most challenging?

Reframe the problem statements



Only 10% of candidates who express interest in employment are Black, even though 50% of our community is Black

Initial framing

“The teachers and leaders on the website don’t really look like me.”

“I have some significant students loans, other employers in the area have programs to help me with these.”

“Teaching feels kind of isolating to me. You are in your classroom all day, not really working with others. I want to help the students, but I need a team to work with.”

Insights from interviews

“How might our recruiting materials communicate the current diversity of our teachers and benefits our district offers?”

Reframing

STEP 2: Include

Include and elevate the voices of stakeholders at the margins

“Too often, products, systems, and services are designed *for* rather than *with* the people they serve. Even when we design with the people for whom the system serves, we often make decisions based on ease, accessibility, and privilege. Therefore, we must design for users at the margins.”

- Crystal Xu and Purvi Patel in Capture the Opportunity

STEP 2: Include

- Bring voices to the table
- Empathize with the marginalized group
- Outline the success criteria for truly changing the system for equity

Whose voices have been traditionally excluded from the conversation?

Who are my users at the margins?

Who has the system or challenge failed to serve?

STEP 2: Recruitment Website

Questions

- Whose voices have been traditionally excluded from the conversation?
- Who are my users at the margins?
- Who has the system or challenge failed to serve?
- What has worked for you about our recruiting process? What has been challenging?
- If you had a magic wand, what would you want our website to look like?
- What would successful change in a new recruiting website?

Potential Learnings

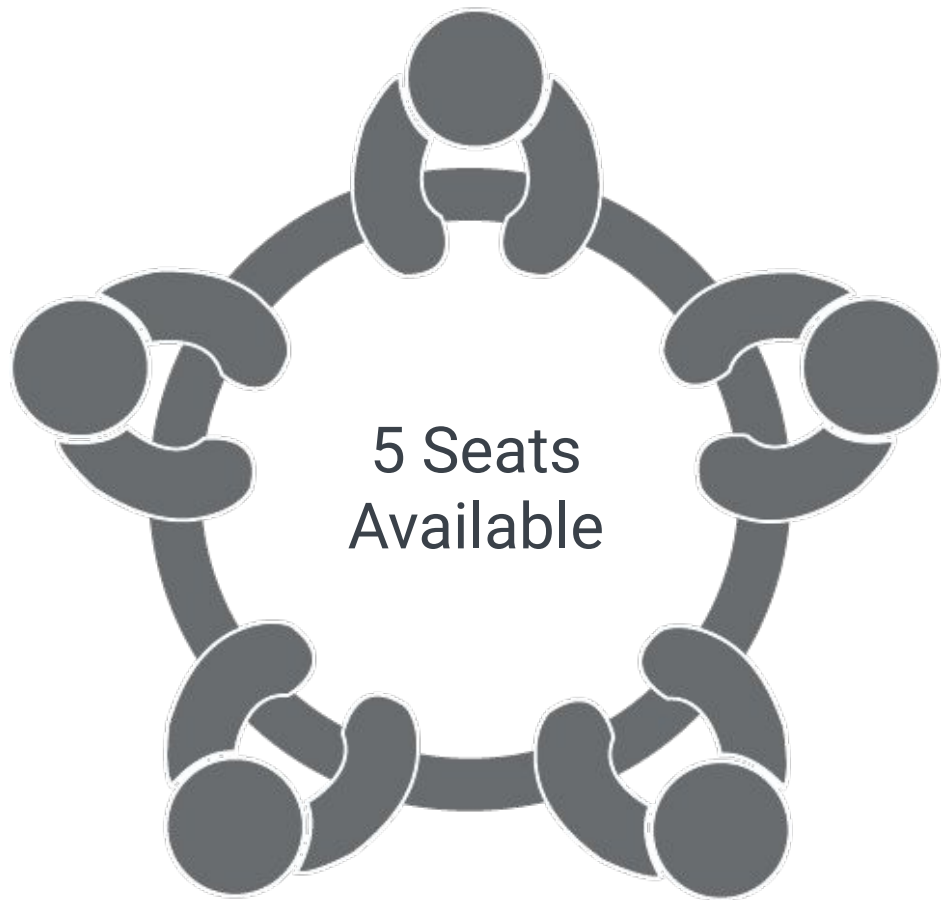
- We are marginalizing potential candidates of color, before they even apply
- Our benefits are not being prioritized and communicated clearly
- There are barriers to applying and learning more about open teaching positions (e.g., time of interviews, transportation)

Roundtable Talk

Sit Down. Get Real.

Creating a Diverse Return
Planning Task Force on how to
recruit more teachers of color:

1. Share one stakeholder you think needs to be on the Task Force
2. Explain why
3. Group agrees or disagrees until table is “full”





In the chat:

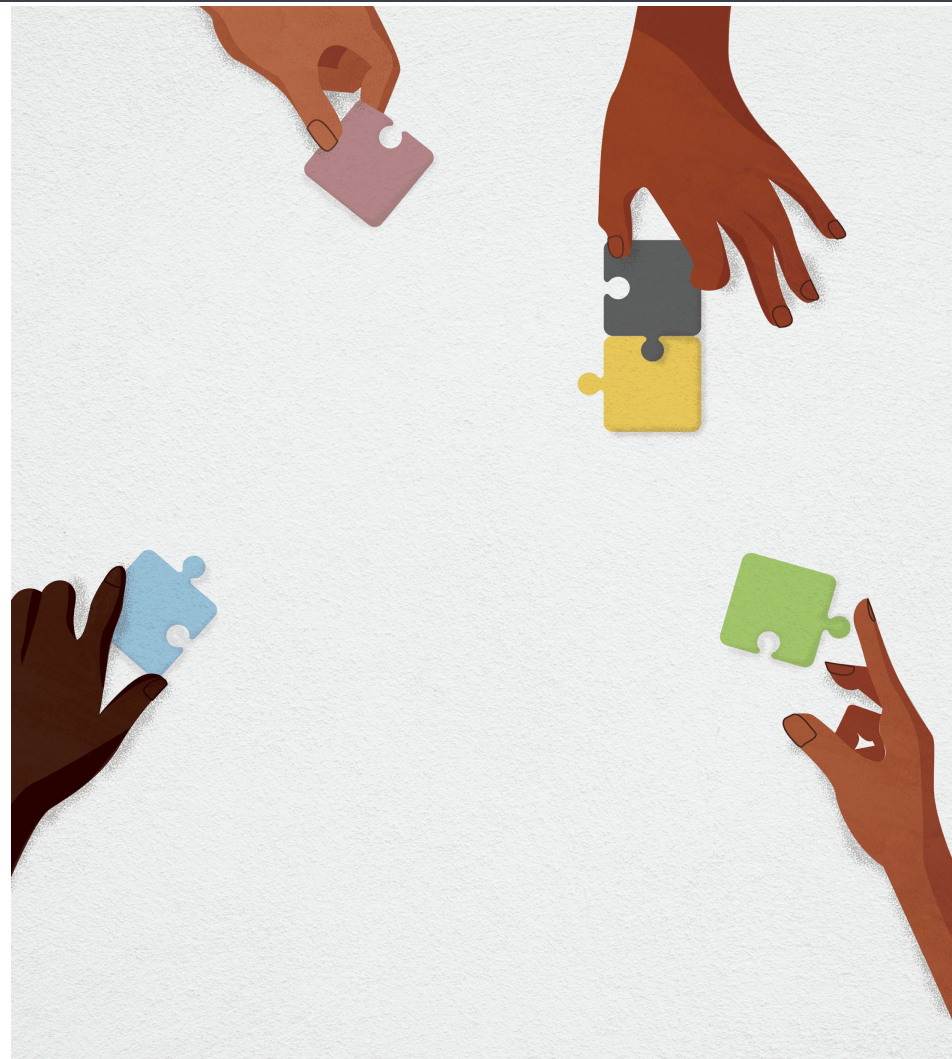
Who are stakeholders at the margins that are currently not a part of your decision making?

STEP 3: Create

Design prototypes that create equitable outcomes for ALL students

What it means to prototype

Prototyping involves
bringing ideas to life,
testing, and
investigating how a
sample of users think
and feel about a
solution



Consider Magnitude of Change

Example Challenge: How might we create a virtual master schedule to ensure success in engaging students with highest failure rates?

- **Small Tweaks** - Provide students with highest failure rates with additional synchronous check-ins with teachers and staff
- **Big Shifts** - Provide students with the highest failure rates options to engage in pace, path, place and point of contact. Consider offering students a choice about which teachers they connect with in virtual class or office hours and when.
- **Aspirational Changes** - Master schedules are created to alter the pace, path, place, and point of contact based on individual student needs to match learning styles with learning venues

(Small) Define your EVP

How might our recruiting materials communicate the current diversity of our teachers and benefits our district offers?





- Consider how early stages of the candidate experience embody values of diversity, equity and inclusion
- Tailor your messaging to better communicate value to marginalized candidates

	Traditional Employee Value	Equity-Driven Employee Value
Social	Is it a fun place to work, with talented people and a great culture?	Is it an inclusive place to work, that has built space for folks with different identities?
Interest	Is it an interesting place to work, with challenging but achievable goals?	How do we bring multiple and garner different perspectives around challenges and potential solutions?
Development	Are there opportunities to grow and advance professionally?	Are there pathways for teachers of color to advance and lead?
Leadership	Are leaders good, honest people, who inspire, trust, protect, enable and respect employees?	Are our leaders equity-driven? Do they model, propose, design/implement equitable policies and practices to promote diversity and inclusion?
Application	Is the work meaningful and does it invite the application of knowledge and skills?	How do value the different knowledge and skills that people bring to your school site?
Work/Life Balance	Are work arrangements flexible enough to achieve success on and off the job?	How do you set people up for success in and out of the workplace?

(Big) Mentoring and Intentional Professional Development

How might we provide more individualized and differentiated professional supports to new team members?

- Develop individualized onboarding and professional development pathways
- 1:1 mentors, clear support support roles, and structured professional development pathways
- Create opportunities for choice, interest, and mastery-based PD

Mentor Jill Thompson	First Week Buddy Justin Toomer	Office Manager Pam Nichols	DI Caretaker Monica Shah
Ensure new hires have a successful first 90 days with <i>EE Mentor Check-In</i>	This person will check in with you on your first day in the office (or first day working remotely.) They will continue to check in that week and beyond as fit.	Supports with all new hire paperwork, setting up accounts, and all things EE.	Serves as <u>communications</u> link for D&I team and keeps a pulse on team needs.
			

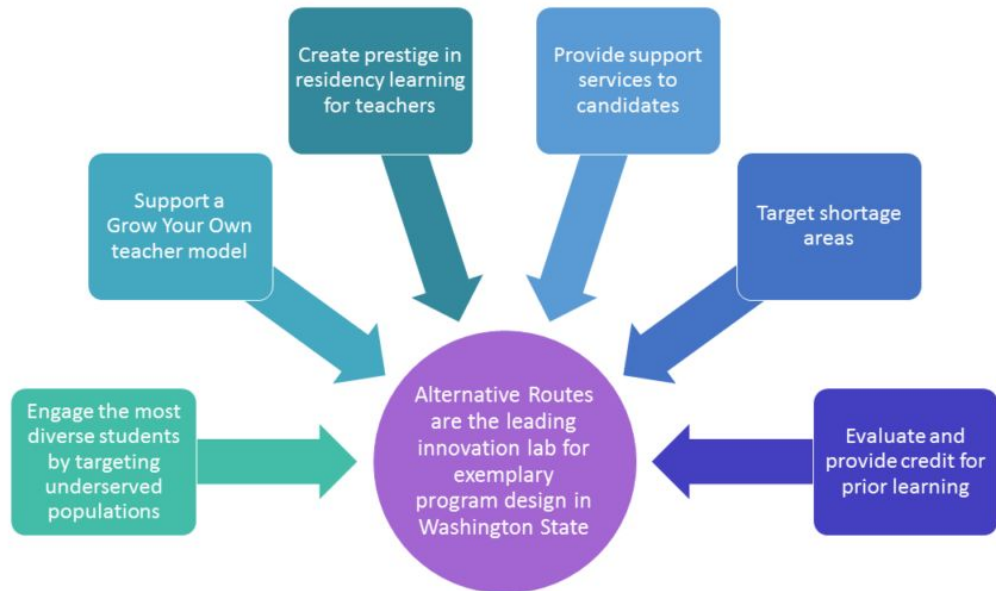
		Crystal Xu								Drew Schantz							
		PLAYLIST/MODULE				ONSITE				PLAYLIST/MODULE				ONSITE			
		Build Knowledge	Learning Session 101	Implement Learning	Onsite Status	Observed	Supported	Co-Lead	Lead	Build Knowledge	Learning Session 101	Implement Learning	Onsite Status	Observed	Supported		
PLAN & ALIGN	Create Project Plan or Calendar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	Project Kickoff Calls	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	Project Kickoff Meeting (in-person)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	Feedback to Meth Team: Plan & Align																
FOUN	Readiness Assessment Visits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Need to Prioritize	<input type="checkbox"/>	<input type="checkbox"/>		
	Readiness Assessment Readout	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	All Hands: Foundations Workshop	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	District PL Council I (initial strategy)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	Feedback to Meth Team: Foundations																
DESIGN & LAUNCH	PLA I: Design	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	District PL Council II: Design & Launch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Scheduled	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	Design Review Call - District	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ed to Priorit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	Design Review Call - Schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ed to Priorit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

(Aspirational) Build your local talent and pipeline

How might develop a workforce that better represents our local community?

“Grow Your Own” Initiatives

- Attract teachers from previously untapped sources within their local communities.
- [Develop quality teacher-career pathways](#) through local partnerships and community-based programs
- Provide incentives like college loan forgiveness for aspiring and current teachers seeking to serve in or earn certification in areas of high need.





In the chat:

**What is one way your organization
has redesigned recruitment or
retention efforts to be more equitable
and inclusive?**

Closing

Learn More

An illustration of three people in a meeting. On the left, a man with a beard and dark hair is gesturing with his hands. In the center, a woman with long dark hair is looking towards him. On the right, another person is partially visible. They are all in a professional setting, possibly a classroom or office.

TEACHER RETENTION for District and School Districts

How to recruit and retain teachers during this COVID-19 reality

Share this resource with your social network!





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