

Rodel

A GREAT EDUCATION
CHANGES EVERYTHING

Preparing a diverse teacher workforce in Delaware impacts not just students from marginalized communities; it impacts all children. A diverse teacher workforce contributes to a more just, equitable, and prosperous society while ensuring that our most vulnerable communities have the privileges and access they need for an equitable future. The Recruit, Support, Sustain (RSS) workgroup recommendations are categorized into three pillars, developed by Equity & Beyond, that promote the recruitment, support, and sustainment of teachers of color in Delaware. The three pillars are recruitment, support, and equity planning.

This document serves as the executive summary of the recommendations produced by Equity & Beyond, to view the full document please click [here](#).

Recruitment

While recruitment policies alone do not address the systemic barriers teachers of color face when entering the profession, they are critical to building a beloved community. Keeping this in mind, the recommendations call on Institutes of Higher Education (IHEs) and Local Education Agencies (LEAs) to focus on three core areas of recruitment:

- Reimagine current strategies and goals
- Remove the barriers that historically have prevented prospective teachers of color from entering the profession
- Prepare teacher candidates to meet the unique challenges that many marginalized students face

Recommendations:

1. LEAs and IHEs should thoroughly assess the cultural competency of all applicants and collaborate to set standardized expectations relating to cultural responsiveness for all teaching candidates.
2. LEAs should develop programs to recruit and develop teacher candidates from postsecondary, paraprofessional and other support staff roles.
3. LEAs and IHEs should create new roles within their recruitment teams, with clear goals and expectations, to exclusively engage and recruit teachers and teacher candidates of color.
4. IHEs and LEAs should advocate for additional state-sponsored financial assistance to lower the cost of attendance for candidates of color at educator prep programs.

Support

IHEs and LEAs must build strong, interconnected systems that celebrate and support the achievement and development of teachers of color. Administrative support is needed to:

- Facilitate instructional growth and coaching
- Set norms for students and staff
- Define school culture

Recommendations:

1. LEAs should establish and assess partnerships with IHEs to create leadership development programs that support school leaders in meeting the unique needs of teachers of color, check for implicit and explicit biases that impact decision making, and create a sense of belonging on their campuses.

2. Through surveys and focus groups, LEAs should collect and analyze qualitative factors that impact teachers of color.
3. After initial campus-wide Diversity, Equity, and Inclusion trainings, LEAs and IHEs should develop affinity groups, called Race and Equity Groups, to ensure educators have meaningful, constructive discussions about race and its impact on systemic inequities.
4. LEAs should review and adapt their onboarding, mentorship, and support programs to ensure they are meeting the unique needs of teachers of color during their first three years in the classroom. Mentors should be current or retired teachers of color and external partnerships with organizations such as Profound Gentlemen and Black Girls Teach can be leveraged to provide additional support.

Equity Planning

IHEs and LEAs should create intentional planning processes to establish systems, policies and behaviors that eliminate the unfair distribution of material and non-material access and opportunity that results in outcome and experience differences predictable by dimensions of identity. Systemic inequities can only be addressed through:

- Intentional planning
- A commitment to anti-racist practices
- Regular self-examination through equity audits

Recommendations:

1. IHEs and LEAs should implement mandatory embedded professional development on unpacking implicit and explicit bias. Learning objectives include: understanding race and equity; recognizing implicit bias and the impact on education; exploring different styles of listening; identifying how power dynamics and societal values impact the way one views the world; and developing a base understanding of gender identity and intersectionality.
2. LEAs and IHEs should ensure data systems have the ability to monitor racial diversity and equity. These systems should produce quantitative and qualitative data on recruitment, retention, satisfaction, exits, and removals of teachers of color. These responses should guide LEA campuses in identifying systems and supports that need to be improved to meet the needs of teachers of color, and guide IHEs in identifying courses that are not meeting the needs of candidates.
3. LEAs and IHEs should work towards becoming anti-racist organizations by creating an action-oriented Strategic Equity Plan. This includes intentionally create anti-racist policies and procedures that promote the recruitment and sustainment of teachers of color. Action oriented strategies should:
 - Ensure racial and cultural differences are seen as assets
 - Address racism and intersecting systems of social oppression through institutional and systemic changes to hiring, compensation, and professional development
 - Directly confront systems of thought and practice that normalize racism and other ideologies of oppression
 - Center learning new skills, mindsets, and ways of questioning
4. LEAs and IHEs must plan to allocate significant financial and human resources in order to recruit, support, and retain teachers of color. These funds will be used towards ongoing professional learning, strategic planning, data systems, recruitment, and the other priorities listed in these recommendations.