

Advocating for Equity Across All Levels of Government

DIMENSION 2:

TEACHER QUALITY & DIVERSITY

**ALLIANCE FOR
RESOURCE
EQUITY**

Uniting advocates and education leaders
to unlock excellence for every student



DIMENSION 2:

TEACHER QUALITY & DIVERSITY



THE VISION: Each student — including students of color and students with higher needs — attends school in a district that distributes funding based on the needs of its students, by way of flexible and transparent funding systems, so all students can reach high standards and thrive.

KEY QUESTION 2.1

Does each student have access to strong teachers?

Federal

● Congress:

- Reauthorizes existing legislation, such as the Elementary and Secondary Education Act (ESSA), and/or passes new legislation to ensure that states that receive any federal support are tracking and reporting whether there is equitable access to high-quality teachers
- Authorizes, oversees, and funds federal programs that directly support educator preparation, development, quality, and diversity, including:
 - The August F. Hawkins Center for Excellence program, which supports institutions of higher education (IHEs) with educator preparation programs serving students of color at historically Black colleges and universities (HBCUs), minority-serving institutions (MSIs), tribal colleges, etc.) to strengthen their educator preparation programming
 - Title II Part A of ESSA, which supports local education agencies (LEAs) to provide programming that strengthens the quality and effectiveness of teachers

- Discretionary grants from the Individuals with Disabilities Education Act (IDEA), which support IHEs and LEAs with educator preparation programs to prepare high-quality special educators and can be used to increase IHE recruitment of teacher candidates of color
- The Supporting Effective Educator Development (SEED) program, which supports IHEs and national nonprofits to implement evidence-based practices that prepare, develop, or enhance the skills of teachers
- The Teacher Quality Partnership (TQP) program established by Title II of the Higher Education Act (HEA), which supports LEAs, schools, and IHEs in providing educator preparation programs for improving educator preparation and professional development and/or strengthening recruitment practices
- The Teacher and School Leader (TSL) Incentive grant program supports LEAs and nonprofits in establishing performance-based compensation systems or human capital management systems to improve teacher recruitment and/or retention at high-need schools

- **The US Department of Education** issues guidance, regulations, and technical assistance to state and district leaders on tracking data around equitable access to high-quality teachers and investing in strategies that close equity gaps

State

- **State legislatures and/or state education agencies** can authorize the use of retention or recruitment bonuses to attract and keep high-quality teachers
- **State legislatures** can:
 - Appropriate funding for public IHEs with educator preparation programs
 - Support equity and diversity by appropriating funding for specific teacher-related initiatives, such as providing teachers monetary assistance or other incentives to pursue teacher licensure, participate in induction and mentoring, and earn additional credentials such as English as a Second Language (ESL) endorsements or National Board Certification
 - Establish teacher leader endorsements or licenses
 - Require educator preparation programs to adopt specific pedagogies, practices, and policies, including programming that teaches candidates how to use culturally responsive, restorative, and/or trauma-informed practices
 - Design licensure requirements and ensure that these requirements will adequately and equitably signal a teacher candidate's professional proficiency (for example, by commissioning an independent review that assesses requirements for bias)

- **State education agencies** can:
 - In some states, establish teacher leader endorsements and licensing requirements
 - Collect and publish data on the racial and ethnic diversity, years of experience, certification status, vacancies, and placement of educators to determine the degree to which students have access to strong teachers and to identify inequitable distribution or placement
 - Accredit, guide, monitor, and sanction educator preparation programs in their program implementation to ensure that teacher candidates receive high-quality preparation
 - Set a statewide salary schedule that provides competitive compensation to teachers (including beginning teachers), differentiated pay for hard-to-staff schools and subjects, and requirements for districts to compensate teacher leaders who take on extra responsibilities
 - Offer guidance and/or technical assistance to LEAs and/or schools in implementing strategic staffing models
 - Provide financial incentives to attract qualified teachers and encourage teachers to seek credentials in high-need subject areas

School District

- **Local school boards and/or school district administrators** can:
 - Design or procure high-quality content for professional development and induction for teachers and school administrators
 - Offer monetary incentives to teachers and school leaders who pursue professional development opportunities beyond district requirements (e.g., offer incentives to effective and experienced teachers to ensure the equitable assignment of strong teachers in high-needs or hard-to-staff schools, or create compensated teacher leadership roles or pathways as a strategy for retaining more experienced and effective teachers)
- **School district administrators** can:
 - Ensure the district recruits and hires strong teachers from diverse backgrounds by following hiring timelines and protocols that are merit-based and anti-bias
 - Support educators by creating induction and mentoring programs and manageable workloads; providing sufficient planning and collaboration time (especially for new teachers); providing frequent and meaningful informal observations, modeling, in-person coaching and growth-oriented feedback; and establishing fair systems for measuring and communicating teachers' performance and growth
 - Create or increase opportunities for teachers to provide meaningful input and feedback to district-wide policies and practices

School

- **School leaders** can:
 - Decide how to implement district-provided professional development and design their own high-quality professional development for teachers
 - Provide professional coaching to improve teacher performance
 - If they control discretionary funds from the school's budget, offer monetary incentives to teachers who pursue professional development opportunities beyond what is required by the school and/or district, especially those that build cultural competence and strengthen teachers' ability to meet the diverse needs of students
- **Experienced teachers** can serve as teacher leaders or mentors to help ensure that other teachers receive the support they need to be successful

Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

Federal

- **The US Department of Education** can:
 - Provide funding to help improve educator preparation programs and prepare teachers to provide culturally relevant, standards-aligned instruction to students in diverse communities
 - Issue guidance to states on the selection and implementation of culturally relevant teaching practices

State

- **State legislatures** can:
 - Authorize and fund district-level professional development initiatives, which can include teacher and administrator training on the state's education standards and/or culturally responsive teaching practices
- **State education agencies** can:
 - Distribute state program funding for purchasing or designing standards aligned and culturally responsive curricula
 - Issue guidance to districts regarding the selection and implementation of culturally relevant and standards-aligned teaching practices and/or curricula
 - Recommend that districts adopt standards-aligned, evidence-based, and culturally responsive curricula that they have designed, procured, or identified
 - Ensure that educator preparation programs provide instruction on engaging, culturally relevant, standards-aligned practices

School District

- **Local school boards and/or school districts** can design or procure high-quality, evidence-based, culturally responsive curricula that are effective for all students
- **School districts** can:
 - Offer professional development programs specifically designed to help teachers examine mindsets and implement high-quality curricula
 - Provide funding to help educators participate in additional professional development in culturally responsive teaching practices

School

- **School leaders** can:
 - Design, implement, and participate in professional development in standards-aligned instruction and culturally relevant teaching practices
 - Coach (or support teacher leaders to coach) teachers on culturally relevant and standards-aligned practices
- **Teachers** can implement evidence-based culturally responsive teaching practices and standards-aligned instruction

KEY QUESTION
2.3

Does the teacher workforce reflect student diversity?

Federal

● **Congress** can:

- Pass legislation to ensure that states collect and publicly report teacher diversity data
- Establish and fund loan forgiveness programs, scholarships, and grants to help IHEs attract more teacher candidates from diverse backgrounds into educator preparation programs, such as:
 - The August F. Hawkins Center for Excellence program, which supports institutions of higher education (IHEs) with educator preparation programs serving students of color at HBCUs, MSIs, tribal colleges, etc.) to strengthen their educator preparation programming
 - Title II Part A of the Every Student Succeeds Act (ESSA), which supports local education agencies (LEAs) to provide programming that strengthens the quality and effectiveness of teachers
 - The Individuals with Disabilities Education Act (IDEA), supports IHEs and LEA) with educator preparation programs to prepare high-quality special educators and can be used to increase IHE recruitment of teacher candidates of color
 - The Supporting Effective Educator Development (SEED) program, which supports IHEs and national nonprofits to implement evidence-based practices that prepare, develop, or enhance the skills of teachers
 - The Teacher Quality Partnership (TQP) program established by Title II of the Higher Education Act (HEA), which supports LEAs, schools, and IHEs in providing

educator preparation programs for improving educator preparation and professional development and/or strengthening recruitment practices

● **The US Department of Education:**

- Distributes funding to states for increasing the diversity of the teacher workforce, oversees state distribution of funding to school districts
- Provides guidance and technical assistance, primarily to state education agencies, about how federal education funds can and should be used

State

● **State legislatures** can:

- Set statewide goals to increase the diversity of the educator workforce
- Create pathways, programs, or incentives to recruit high school students and/or paraprofessionals into the teaching profession (e.g., through teacher academies and dual enrollment programming)
- Fund alternative certification routes that are high-quality and have a successful track record of recruiting, preparing, and retaining teachers of color such as teacher residency programs
- Fund loan forgiveness programs and scholarships to attract more teacher candidates from diverse backgrounds into preparation programs
- In some states, require that state teacher licensure requirements be audited for racial and ethnic bias and reformed where necessary

- Adopt rigorous program approval standards to encourage educator preparation programs to recruit and graduate candidates of color
- Appropriate funding for investments in educator preparation programs at universities serving students of color, such as HBCUs, MSIs, and Tribal Colleges
- **State education agencies** can:
 - Collect and publicly report state, district, and school-level data on student and educator race and ethnicity and analyze whether the teacher workforce reflects student diversity
 - Audit state licensure requirements for racial and ethnic bias and implement reforms as necessary
 - Help educator preparation programs develop programming that is culturally responsive to create better learning environments for teacher candidates of color

School District

- **School district administrators** can:
 - Partner with IHEs and/or community organizations to offer teacher residency programs and other alternative certification routes high-quality and have a successful track record of recruiting, preparing, and retaining teacher candidates of color to recruit and prepare future teachers of color
 - Implement teacher academies and dual enrollment programming to attract candidates from diverse backgrounds to the teaching profession
 - Monitor and/or audit district hiring and personnel policies to ensure they use equitable and anti-bias practices, including monitoring that there is an equal representation of teachers of color in leadership positions

- Host or attend hiring fairs within educator preparation programs serving large populations of students of color to assist schools in hiring teachers from diverse backgrounds
- Require hiring managers and school leaders to participate in training on cultural competence and/or equitable hiring practices
- Create affinity groups for teachers of color to support retention and job satisfaction

School

- **School leaders** can:
 - Choose which teacher candidates to hire and prioritize recruiting and hiring teachers of color
 - Adopt school-wide policies that are culturally affirming, such as requiring Diversity, Equity, and Inclusion (DEI) training for staff
- **Teachers** can contribute to a professional atmosphere that is inclusive and culturally affirming by participating in targeted professional development, following school policies, and collaborating regularly through professional learning communities