

CAUTION
Consider the Effects
of Systemic Inequities

Educator
workforce
diversity does
not reflect
student diversity.

Educator
shortages are
persistent and
inequitable.

ROADBLOCKS

Shortages disproportionately affect students who are racially marginalized and minoritized.

Educator recruitment and retention are influenced by systemic racism and racial disparities in education.

Educators who are ethnoracially diverse are critical to addressing the needs of today's classrooms.

Support a diverse
and effective
educator workforce.

Provide students
with diverse and
effective educators.

Improved Educator
Recruitment and
Retention

Improved
Student Outcomes

NAVIGATING THE ROAD to an Effective and Diverse Teacher Workforce With an Integrated Approach

Often education policies use separate and distinct strategies to address shortages and the need for educator diversity. In our brief, *An Effective Workforce Is a Diverse Workforce: Prioritizing an Integrated Approach to Educator Shortages and Workforce Diversity*, we argue that by using an integrated approach that values both the need to address shortages *and* the need for diversity, education leaders are less likely to overlook systemic barriers or create one-size-fits-all solutions. An integrated approach is more likely to resolve shortages by attracting, recruiting, and retaining diverse, effective teachers for the students who need them the most.

What if all shortage efforts took into account the need for diversity in public schools?

STRATEGIES AND EXAMPLES



Recruit diverse and qualified candidates into teaching with strategies like:

- Recruitment and selection initiatives that reduce bias and emphasize commitment to racial equity, justice, and culturally responsive practices
- Partnerships with community colleges, grow-your-own programs, and apprenticeship programs that reduce financial burdens



ATTRACT

The Center for Black Educator Development's [Black Teacher Pipeline](#) (BTP) Project supports Black teachers' pathways to teaching over a 12-year period from ninth grade through the fourth year of teaching.



Support educators who are racially marginalized and minoritized with strategies like:

- Inclusive mentoring and induction programs
- Increased compensation and benefits
- Culturally affirming and healthy working conditions
- Prioritizing culturally responsive, antiracist, and equitable practices in professional learning
- Establishing viable pathways to promotion, leadership, and the principalship



PREPARE

Rowan University's [Project IMPACT](#), which stands for Increasing Male Practitioners and Classroom Teachers, provides young men from racially and ethnically diverse backgrounds with a financial incentive of \$4,000 to support tuition and housing costs while earning a degree in education.



Widen access to high-quality preparation for educators who are racially marginalized and minoritized with strategies like:

- Recruiting and retaining more faculty of color in educator preparation programs (EPPs)
- Embedding culturally responsive practices in EPPs
- Examining licensure requirements for barriers and bias



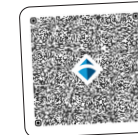
DEVELOP, SUPPORT, AND RETAIN

In Cleveland, Males of Color sHaping Academics ([MOCHA](#)) was formed to help the district support male educators who are racially marginalized and minoritized during their first few years of teaching.

Prioritizing an Integrated Approach to Educator Shortages Workforce Diversity Brief



SCAN
the QR codes
for many more
examples.



PART 1



PART 2

For more information, visit

www.GTLcenter.org | www.TheCenterBlacked.org