



A UNIVERSE OF OPPORTUNITIES



CONNECTICUT
Education

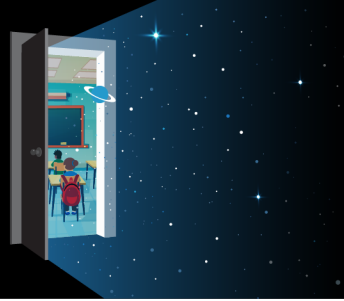
2024-2025

P.A. 23-167 Sec. 10: Increasing Educator Diversity Plans

IED Plan Revision Process

September 24, 2024

Connecticut State Department of Education



Welcome and Introductions

- Sinthia Sone-Moyano, CSDE Deputy Commissioner for Educational Supports and Wellness
- Michael P. McKeon, CSDE Director of Legal and Governmental Affairs
- Dr. Shuana Tucker, CSDE Chief Talent Officer
- Dr. Regina Hopkins, CSDE Education Consultant and Project Lead
- Dr. Jessica Ocasio, CSDE Associate Consultant



Virtual Housekeeping

- 1) This webinar is being recorded. Today's recording and slides will be posted on the CSDE Talent Office [Increasing Educator Diversity Plan](#) webpage.
- 2) Please put your questions in the chat. We will reserve time at the end to address questions in the chat.



Agenda

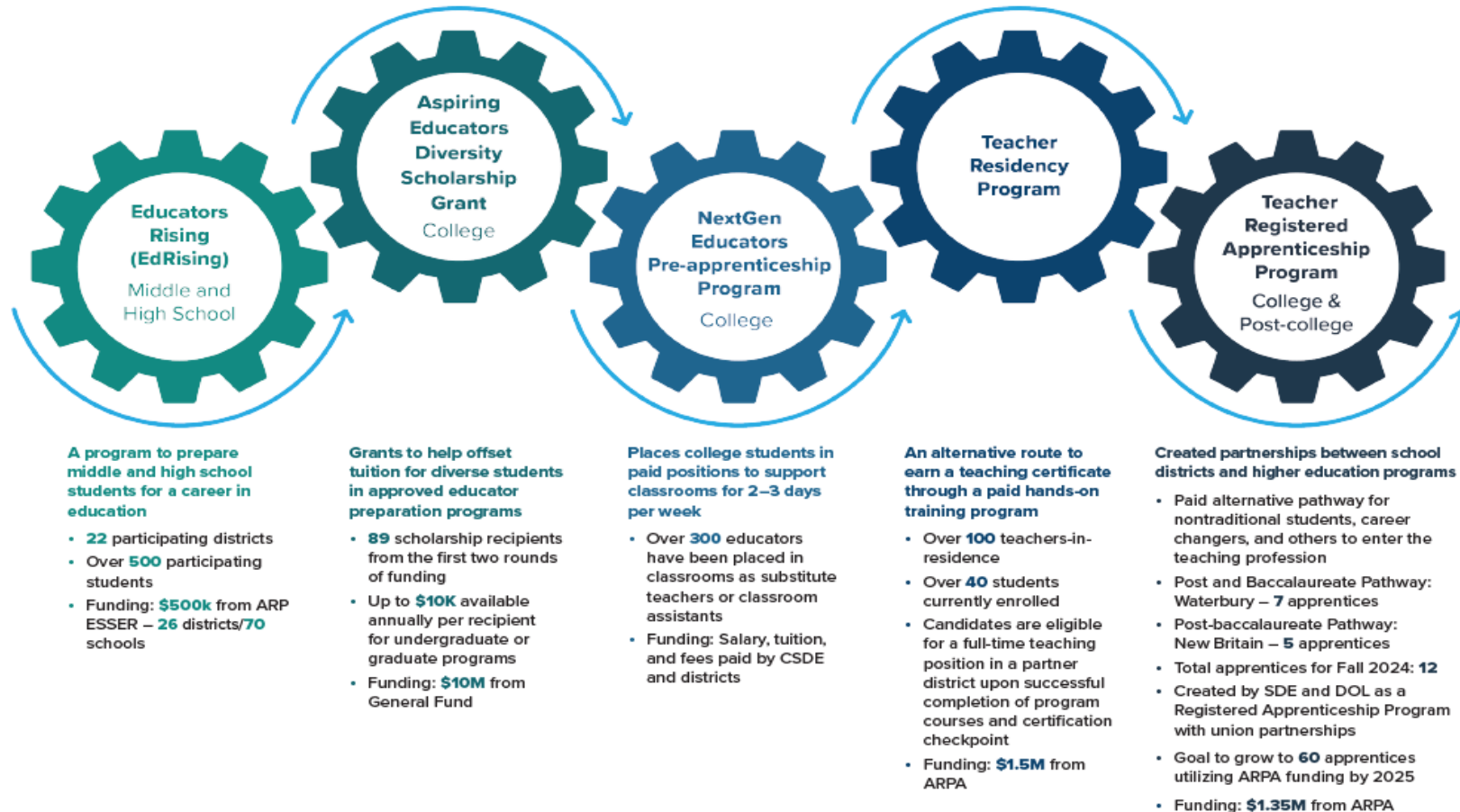
- ❖ Where Are We . . . How Did We Get Here
- ❖ Voices From the Field
- ❖ Timeline for Proposed Revision Submissions and Feedback
- ❖ IED Plan Proposed Revisions Tool
- ❖ Best Practice – Waterbury Public Schools
- ❖ Questions and Answers
- ❖ IED Plan Next Steps and Continuing Expectations

Where Are We... How Did We Get Here

Addressing the Educator Shortage

An Overview of Impactful Statewide Initiatives to Expand and Diversify the Educator Pipeline

CONNECTICUT STATE DEPARTMENT OF EDUCATION — SEPTEMBER 2024



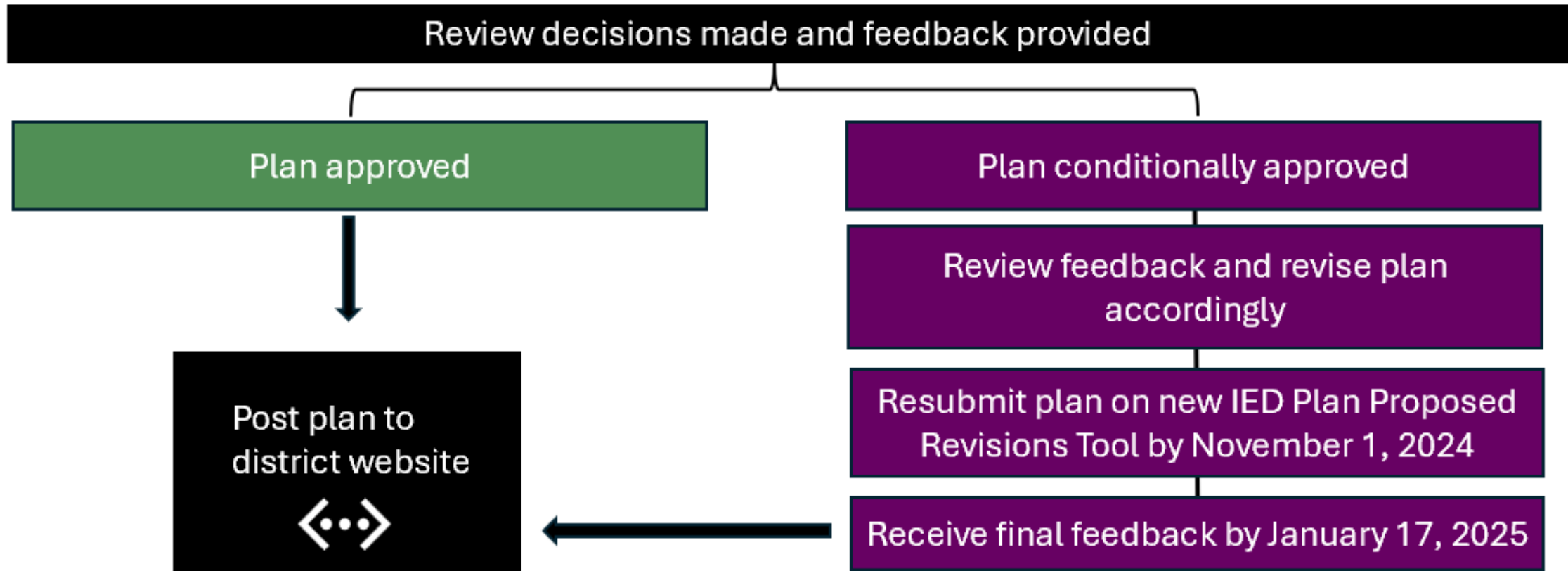


Voices from the Field

- Matthew Geary, Manchester Public Schools, Superintendent
- Daisy Torres-Hill, Hartford Public Schools, Assistant Superintendent of Teaching & Learning for Hartford Public Schools
- Dr. Stacey McCann, Middletown Public Schools, Assistant Superintendent of Teaching & Learning
- Leonard O. Lockhart, Windsor Board of Education
- Juan Mendoza, Waterbury Public Schools, Assistant Superintendent of Human Capital



Timeline for Plan Revision Submissions on the New Revisions Tool





IED Plan Proposed Revisions Tool

Page 1 of 4



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Education

Increasing Educator Diversity Plan Proposed Revisions Tool

Decision:

Approved

District:

Proposed Increasing Educator Diversity (IED) Plan Revisions

This tool is designed to be used by districts identified as receiving conditional approval of their IED plans and required to resubmit revisions to the Connecticut Department of Education (CSDE) for approval. The tool is similar in format to the IED Plan Review and Feedback Tool. The left column lists the key questions that were used by reviewers to review and provide feedback on IED plans.

Directions for use of this revisions tool

- To utilize the fillable options of this PDF tool, open the document in Adobe Acrobat.
- This document has three separate sections, and each section title mirrors that of the IED Plan Review and Feedback Tool.
- In the center column labeled "Feedback" for each section, copy and paste the feedback the district received on the IED Plan Review and Feedback Tool. Be sure to do so for all three sections of the document. The text boxes are scrollable.
- In the column on the right labeled "Revisions," describe and explain the revisions you have either made or propose to make to your IED plan in relation to **both the questions in the column on the left AND the CSDE feedback.** Be sure to address questions and feedback for all three sections. The text boxes are scrollable.





IED Plan Proposed Revisions Tool

Page 2-4

1. Clear Goals and a Theory of Action

Reviewer Feedback	Proposed Revisions

Key Questions Guiding Review

- Does the theory of action align with the district's vision for equity?
- Is the theory of action clearly articulated, and does it establish a direct connection with the goals identified in the plan?
- Are the goals specific, measurable, attainable, ambitious, relevant, and time bound (SMAART)?
- Is it evident that the goals identified are based on the district's most current data and/or any data projections the district has about the educator workforce?
- Is it clear what success will look like (how things will be different) if the goals are achieved?
- Are the indicators of progress for each goal clearly described and likely to support achievement of the goal?

Characteristics of a Strong Plan

- The plan specifies an ambitious, easy-to-understand theory of action with a clear connection to goals. All components of the plan are undergirded by a strong root-cause analysis.
- The plan defines the goals in terms of specific and measurable outcomes based on the district's most current data, and any projections they have, about the educator workforce.
- The goals address all parts of the workforce pipeline (recruiting, selecting, hiring, sustaining, and retaining).
- If the goals are achieved, there will be a marked difference in the district's educator workforce that is apparent to everyone.
- The goals and theory of action are clearly linked to overall system commitments and goals.

2. Strategies, Key Activities, and Vital Processes

Reviewer Feedback	Proposed Revisions

Key Questions Guiding Review

- Are the strategies and key activities for each goal relevant and research-based and/or informed by best practices?
- For each goal, is there a coordinated and coherent set of strategies described that will support achievement of the goal?
- For each goal, is a single person identified who is responsible for monitoring progress and ensuring successful implementation?
- For each strategy, is it clear who needs to do what and by when?
- Are the indicators of progress clearly described and relevant for each strategy/activity?
- Does the plan describe clearly how system leaders and accountable leaders will be involved in and/or informed about the plan, its progress, and problem-solving to address challenges in implementation?

Characteristics of a Strong Plan

- The plan engages senior leaders from important interested and/or affected parties.
- The plan has a clear set of strategies that are based on research and best practices.
- Chosen strategies are relevant to each goal, complement one another, build upon one another, and are sequenced to achieve the plan's goals.
- Each strategy specifies the necessary roles at every level—from the state to the school—for successful implementation.
- Each strategy has a single accountable owner.
- The plan defines a clear measure of success for each goal, and each activity has a defined set of indicators of success that includes specific and time-bound implementation milestones and evidence of implementation quality.

3. Resources, Communication & Risk Mitigation

Reviewer Feedback	Proposed Revisions

Key Questions Guiding Review

- Is it evident that the team represents and/or has access to and strong relationships with people and information they need for problem-solving and keeping the work on track?
- Are the personnel, financial, technological, and other resources required to achieve goals clearly identified?
- Are the identified resources adequate for implementing a deliberate and differentiated communications strategy that will build a critical mass of support for each goal and the plan as a whole?
- Are the key interested and/or affected parties the district will need to engage for successful implementation of each goal clearly identified, and is engagement with them clearly described?
- Is it evident how the team will onboard new leaders when leadership transitions occur?
- Are major risks that might cause the work to go off course clearly identified?
- Are strategies described to mitigate potential risks?
- Is it evident in the plan that the district has considered implications for other systems and initiatives in the district and/or in the state?

Characteristics of a Strong Plan

- The plan clearly identifies the team lead and core team members.
- The team has the right mix of people, talent, influence, and access to key individuals in the state who can be tapped to help solve problems and keep the work moving to achieve goals.
- There is a clear communication strategy that details the messages, modes of communication, frequency and timing of communication, and messengers.
- The plan gives a clear picture of how the strategies can work with the resources available, or it specifies how the needed resources can be obtained.
- The plan identifies key interested and/or affected parties who will be most critical to the success of any potential policy change.
- The plan details risks and constraints along the delivery chain—including weak relationships, chokepoints, funding shortfalls, and other potential major issues—and there are potential solutions for managing these risks.
- The plan includes the essential work that must occur across institutions, including the state, educator preparation programs, districts, and schools. Interdependencies are well understood and articulated.
- The team proactively manages transitions so that new leaders quickly become familiar with and supportive of the increasing educator diversity plan.



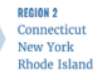
Coming Soon: Brookside School District Sample IED Plan with Reviewer Feedback and Proposed Revisions



Increasing Educator Diversity Plan Template

IMPORTANT NOTES:

1. Formal approval by your local or regional board of education, or equivalent governing body for schools, must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month, and year that the Plan was approved by the board or equivalent governing body as part of the upload of your submission.
2. In the absence of an original motion or a preexisting board or board-equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024.



COVER PAGE

District:	Brookside
Vision:	Equity, inclusivity, and achievement for all within a diverse community of learners
Theory of Action	<p>IF the Brookside School District establishes equitable hiring and selection practices and provides professional learning support to increase racial and cultural awareness of staff responsible for the hiring and selection of new educators,</p> <p>THEN, we will increase the number of teachers of color hired, resulting in a more diverse educator workforce and students will be the ultimate benefactors.</p>
Team Lead:	Nia Mitchell, Superintendent
Team Members:	Chris Andrews (high school principal), Juanita Ochala (president of district teachers' union), Pat Bellingham (high school math department chair), Anushka Nadv (elementary school principal), Mary Boswell (third-grade teacher), Mateo Velasquez (middle school guidance counselor), Rhonda Jackson (high school physical education teacher), Grace Walker (first-grade teacher)



IED Plan Office Hour Takeaways and Reflections

- ✓ SMART Goal vs. Racial Quotas
- ✓ Is board approval required for revisions?
- ✓ Qualtrics
- ✓ Best Practice from the Field



WATERBURY
PUBLIC SCHOOLS

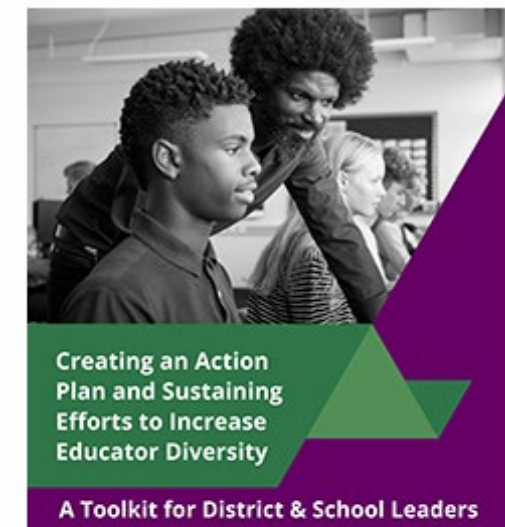
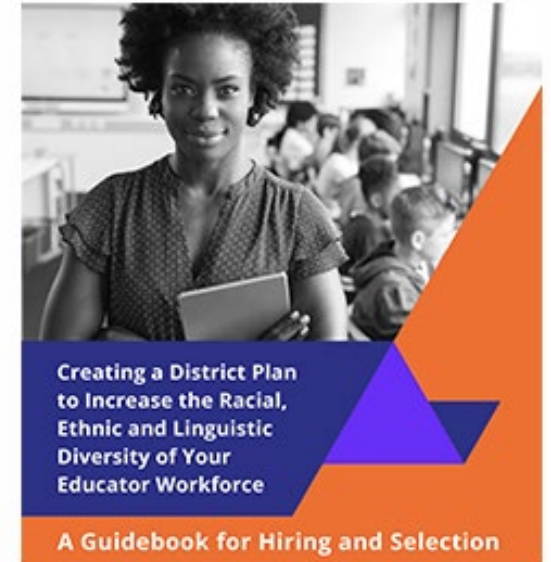
Increasing Educator Diversity Plan

Juan Mendoza

Assistant Superintendent of Human Capital

IED Plan Development Team Members

- Dr. Darren Schwartz, *Deputy Superintendent*
- Nicholas Albini, *Chief Operating Officer*
- Janet Frenis, *Chief Academic Officer*
- Juan Mendoza, *Assistant Superintendent*
- Jade Gopie, *Assistant Superintendent*
- Dr. Joseph Johnson, *Assistant Superintendent*
- Dr. Lara White, *Director of Equity & Inclusion*
- Carli Carpentieri, *Talent Supervisor*
- Marissa Waters, *Talent Supervisor*
- Pete McCasland, *Principal*
- Carmen Rijos, *Grade 5 Classroom Teacher*



Increasing Educator Diversity Plan Consultation

WestEd

Positive Highlights:

- Clearly defined goals were noted
- The utilization of data was highlighted
- Recognition of interconnection between various stages of the plan
- Effective utilization of goals and data was praised
- Detailed plans and goals were commended

Areas for Revision:

- Clarify the identification of strategy ownership
- Revise progress indicators



Recruitment

Goal: **Increase** the percentage of multilingual teachers (MT) and teachers of color (TOC) entering our Grow Your Own (GYO) Programs **each year by 10%**.

% of WPS GYO Participants of Color Data

20-21: N/A

21-22: **57% (4)**

22-23: **55.5% (5)**



Outcome: WPS will diversify our candidate pool by implementing new and strengthening our current “Grow Your Own” (GYO) district initiatives providing alternative pathways for non-certified staff to pursue their teaching certification.

Recruitment-Strategies

- Identify and remove bias from application questions
- Continue to attend Historically Black Colleges and Universities (HBCU) and Hispanic-Serving Institutions (HSI) Career Fairs
- Collaborate with RRAICES to:
 - collect & analyze data from community focus groups identifying and removing barriers preventing BIPOC students from becoming WPS educators
 - create a guide to becoming a WPS Educator in English, Spanish, and Portuguese
- **Maintain Current GYO Programs:**
 - CT TRP
 - Relay
 - NextGen Educators
 - University Partnerships
 - UCONN Teacher Residency Program
 - EdRising
- **Implement New GYO Programs (Fall 2024):**
 - The Central Inspire Teacher Residency Program (Special Education)
 - WPS Teacher Apprenticeship-



Recruitment

SMART Goal <i>(what is it we are trying to do?)</i>	Who manages the goal? <i>(name and position)</i>	Strategies/Key Activities <i>(how are we going to do it?)</i>			Indicators of Progress <i>(How will we know if we are on track for success?)</i>	Resources Required <i>(What people, time, money, and technology will be needed?)</i>	Risks and Mitigation <i>(What could go wrong? How will you make that less likely to happen?)</i>	Communication/Engagement Efforts <i>(What people need to be consulted/engaged? What needs to be communicated? To whom?)</i>
		What?	Who owns this?	By when?				
<p>SMART Goal: Increase the percentage of multilingual educators and teachers of color entering these programs each year by 10%.</p> <p><u>% of GYO Participants of Color Data</u> 2020-2021 N/A 2021-2022 57% (4) 2022-2023 55.5% (5)</p> <p>Outcomes: WPS will diversify our candidate pool by implementing new and strengthening our current "Grow Your Own" (GYO) district initiatives providing alternative pathways for non-certified staff to pursue their teaching certification.</p>	<p>Juan Mendoza, <i>Assistant Superintendent/ Director of Human Capital</i></p> <p>Carli Carpentieri & Marissa Waters, <i>Talent & Professional Development Supervisors (TPDS)</i></p> <p>Janet Frenis, <i>Chief Academic Officer</i></p> <p>Dr. Lara White, <i>(DEI)</i></p>	<p>GYO Programs:</p> <ol style="list-style-type: none"> CT TRP Relay NextGen Educators UConn Teacher Residency Program The Central Inspire Teacher Residency Program WPS Teacher Apprenticeship Program (CCSU) University Partnerships (PR) EdRising <p>Attend HBCU & HSI Career Fairs</p> <p>Identify and remove bias from application questions</p> <p>Utilize data from community focus groups to identify and remove barriers preventing BIPOC students from becoming a WPS educator</p>	<p>Human Capital Dept.- Talent Office</p> <p>Talent Office</p> <p>Human Capital Dept. & Academic Office</p> <p>DEI & WPS & RRAICES</p>	<p>Ongoing</p> <p>Maintain Current GYO:</p> <ul style="list-style-type: none"> CT TRP Relay NextGen Educators University Partnerships (PR) UConn Teacher Residency Program EdRising <p>Implement New GYO (Fall 2024):</p> <ul style="list-style-type: none"> The Central Inspire Teacher Residency WPS Teacher Apprenticeship <p>Ongoing (Fall & Spring Fairs)</p> <p>June 2024</p> <p>June 2024</p>	<p>Increased participation in each GYO program</p> <p>Increase in number of qualified AOC/TOC applicants received</p> <p>Increase in number of former WPS student applications</p> <p>Data collected</p>	<p>Funding & staff to sustain GYO programs</p> <p>Certified TEAM Mentors to host GYO participants</p> <p>Applitrack System & Google Docs to track applicants</p> <p>RRAICES-funded by the Nellie Mae Advancing Community-School Partnerships 2-year grant</p> <p>RRAICES will create a guide to becoming a WPS Educator in English, Spanish, and Portuguese.</p>	<p>Lack of interest in the field</p> <p>communicate positive aspects: -loan forgiveness -fringe benefits -schedules similar to children -opportunities to continue education (Waterbury U) -job security -career growth</p> <p>Utilize WPS Brochure to expand on the benefits of teaching in Waterbury Sampling size: willingness to participate</p> <p>Limited number of candidates of color apply or want to enter the field</p>	<p>Host informational sessions with TEACH Connecticut</p> <p>Collaborate with Director of Communications to Advertise:</p> <ul style="list-style-type: none"> Flyers social media Billboards TV/radio commercials Email community contacts <p>Post positions on WPS website, CTReap, Handshake, HBCUCareers</p> <p>Advertised through community partnerships</p>

Hiring

Goal: **Maintain at least a 25%** hiring rate for multilingual teachers (MT) and teachers of color (TOC) each year.

TOC Hiring Data:

20-21: **41 (26.6%)**

21-22: **45 (22.6%)**

22-23: **70 (35.6%)**

Outcome: WPS will ensure the application and interview process follows best practices of hiring educators through an equity lens.



Hiring-Strategies

- Develop an anti-bias training video for interview panelists to provide a more equitable & inclusive experience for participants
- Continue our WPS New Teacher equity training & bus tour of school communities
- Revise & utilize interview guidelines in shared Google Drive, include WPS Students in the interview process when feasible
- Streamline the onboarding process
- Identify percentage of qualified AOC/TOC applicants hired



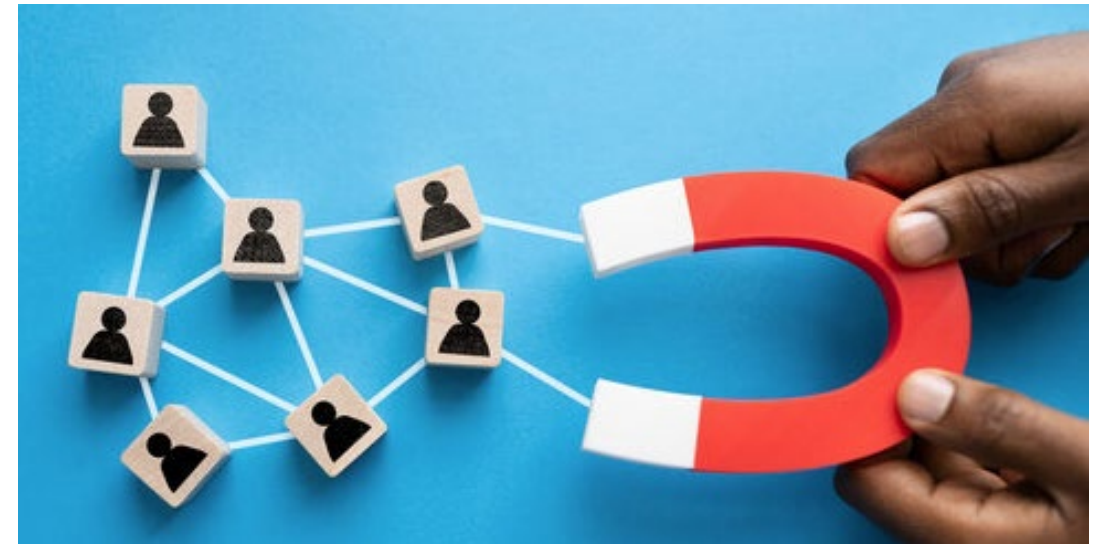
Hiring

SMART Goal <i>(What are we trying to do?)</i>	Who manages the goal? <i>(name and position)</i>	Strategies/Key Activities <i>(how are we going to do it?)</i>			Indicators of Progress <i>(How will we know if we are on track for success?)</i>	Resources Required <i>(What people, time, money and technology will be needed?)</i>	Risks and Mitigation <i>(What could go wrong? How will you make that less likely to happen?)</i>	Communication/Engagement Efforts <i>(What people need to be consulted/engaged? What needs to be communicated? To whom?)</i>
		What?	Who owns this?	By when?				
SMART Goal: Maintain at least a 25% hiring rate for multilingual teachers and teachers of color each year. TOC Hiring Data 2020-2021 41 (26.6%) 2021-2022 45 (22.6%) 2022-2023 70 (35.6%) Outcomes: WPS will ensure the application and interview process follows best practices of hiring educators through an equity lens.	Juan Mendoza, <i>Assistant Superintendent/ Director of Human Capital</i> Geen Thazhamp allath <i>Provisional Director of Personnel</i> Carli Carpentieri & Marissa Waters <i>(TPDS)</i> Dr. Lara White, <i>(DEI)</i> Building Admin & District Supervisors	Develop an anti-bias training video for interview panelists to provide a more equitable & inclusive experience for participants	Director of Equity & Inclusion	June 30, 2024	Documentation of trainings & equitable interview practices adhered to	Time, training; and video produced in collaboration with DEI & HCD	Training refreshers would be needed annually	Building admin & interview panelists
		New teacher equity training & bus tour of school communities during new teacher orientation	Director of Equity & Inclusion, TPDS	Ongoing New Teacher Orientation	New Teacher Feedback Survey	DEI Time, <i>Unearthing Joy</i> by Gholdy Muhammad	Some staff may be reluctant to change; explain the importance of making a seamless process for our applicants	Building Admin., Supervisors
		Revise & utilize interview guidelines in shared Google Drive	Interview Committees	Ongoing	Increase accessibility to onboarding forms & decrease the amount of onboarding time	Google Shared Drive, PL, training new admin	Time constraints & short of staff could limit interview panels	HR Staff
		Streamline the onboarding process	Director of Personnel & HR Generalists	June 2024	Track & increase in the percentage of qualified AOC/TOC applicants hired	Fillable PDFs, Google Docs, time training staff	Utilize formulas in Google Docs/ Lookerstudio to eliminate human errors in data collection	BOE, Human Capital Dept.
		Identify the percentage of qualified AOC/TOC applicants hired	Talent & Professional Development Supervisors	Ongoing-End of Each Year June 30th		Google Docs & LookerStudio, time to collect data More flexibility with Alliance Increasing Diversity monies to include paying stipends to Mentors teachers of TRPs.		

Retention

Goal: **Retain 95%** of multilingual teachers (MT) and teachers of color (TOC) by the end of each school year.

Outcome: WPS will create equitable school environments and career growth opportunities where MT/TOC feel valued, safe, and supported.



Retention-Strategies

- Create systems to track MT & TOC retention rates
- Begin tracking retention rates of MT & TOC each year
- Continue affinity groups
- District Equity Leadership Team (DELT) will identify and recommend various topics and skills needed for professional learning and district training
- School Equity Leadership Teams (SELTs) will identify, procure, and provide resources, training, and support to create more inclusive and equitable school communities
- Provide professional learning on:
 - Equitable policies & practices
 - Improving school culture & climate
- Pair new TOC with TOC Mentor (*when feasible*)
- Administer anonymous surveys to receive MT & TOC feedback

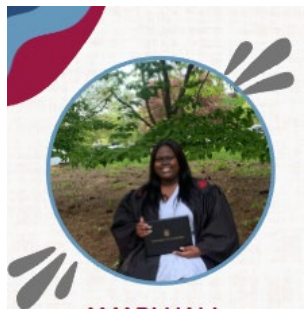


Retention

SMART Goal <i>(What are we trying to do?)</i>	Who manages the goal? <i>(name and position)</i>	Strategies/Key Activities <i>(how are we going to do it?)</i>			Indicators of Progress <i>(How will we know if we are on track for success?)</i>	Resources Required <i>(What people, time, money and technology will be needed?)</i>	Risks and Mitigation <i>(What could go wrong? How will you make that less likely to happen?)</i>	Communication/Engagement Efforts <i>(What people need to be consulted/engaged? What needs to be communicated? To whom?)</i>
		What?	Who owns this?	By when?				
<p>SMART Goal: Retain 95% of TOC by the end of each school year.</p> <p>Outcome: WPS will create equitable school environments where TOC <u>feel</u> valued, safe, and supported.</p> <p><u>Percentage of TOC</u> Data has not been tracked and will be EOY 2024.</p>	<p>Jan Frenis, Chief Academic Officer</p> <p>Juan Mendoza, Assistant Superintendent/ Director of Human Capital</p> <p>Geen Thazhampalath, Provisional Director of Personnel</p> <p>Carli Carpentieri & Marissa Waters, (TPDS)</p> <p>Dr. Lara White, (DEI)</p> <p>Building Admin &</p>	<p>Create systems to track TOC retainment data</p> <p>Affinity groups for educators of colors</p> <p>District Equity Learning Team to identify and recommend various topics and skills needed for professional development and district training.</p> <p>School Equity Leadership Teams ultimately identify, procure, or provide resources, training, and support to create more inclusive and equitable building communities.</p> <p>Professional Learning on equitable policies & practices</p> <p>Professional Learning on Improving School Culture & Climate</p> <p>Strategically use data to recruit more BIPOC TEAM Mentors & review TEAM Mentor process to pair new TOC with TOC Mentor (when feasible)</p> <p>Administer Anonymous Surveys</p>	<p>TPDS</p> <p>DEI</p> <p>DEI</p> <p>Academic Office</p> <p>Academic Office</p> <p>TPDS & District TEAM Coordinators</p> <p>(TPDS)</p>	<p>Spring 2024</p> <p>Monthly Meetings</p> <p>Monthly Meetings</p> <p>Ongoing-During District-Wide PL Days</p> <p>Ongoing-During District-Wide PL Days</p> <p>July 2024</p> <p>Ongoing BOY, MOY,</p>	<p>TOC retainment data</p> <p>Increase in the percentage of EOCs who express feeling safe, valued, and supported within the district (<i>as indicated on survey results</i>)</p> <p>Increase in BIPOC TEAM Mentors</p> <p>Increase of EOCs who remain in the district each year</p>	<p>Create Looker studio data recording tracker</p> <p>Time, Stipends if after school hours</p> <p>Time, funding for PL, Great Schools Partnership, Instructional Coaching with Cormier</p> <p>Time & Stipends for TEAM training</p> <p>Google Forms, time to analyze survey results</p> <p>CSDE should allow more flexibility with Alliance Increasing Diversity monies to</p>	<p>We may miss a resignation in email traffic from the HR generalist</p> <p>Teacher burn-out may result in low participation rates -stipends flexible meeting times</p> <p>Staff may be reluctant to change -work on shifting mindset</p> <p>The low participation rate of survey -limit amount of questions</p>	<p>TPDS communication with HR generalist</p> <p>DEI, teachers, admin, community members</p> <p>All WPS staff</p> <p>Directors, building admin, supervisors</p> <p>District TEAM Coordinators, teachers</p>



ALEXUS LEE
ROTELLA MAGNET SCHOOL
ELEMENTARY TEACHER



AMARI HALL
CARRINGTON SCHOOL
MATH TEACHER



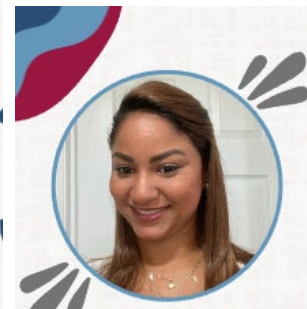
ANDREA CIFUENTES
DUGGAN SCHOOL
SPECIAL EDUCATION TEACHER



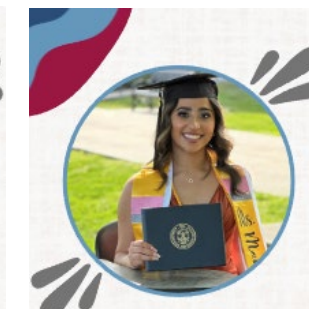
ARREYION YATES
KINGSBURY SCHOOL
ELEMENTARY TEACHER



CARMEN CORDOVA-ROLON
HOPEVILLE SCHOOL
BILINGUAL TEACHER



DIANA GRULLON
KENNEDY HIGH SCHOOL
SPANISH TEACHER



JESSICA MONEGRO
SPRAGUE SCHOOL
ELEMENTARY TEACHER



JOSEPHINE HINTZ
WILBY HIGH SCHOOL
SCIENCE TEACHER



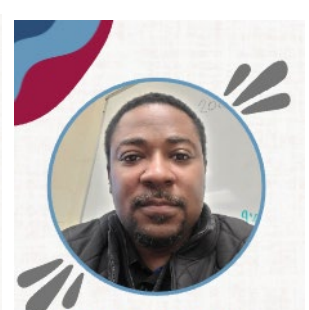
LASHONDA NEALY
CHASE SCHOOL
ELEMENTARY TEACHER



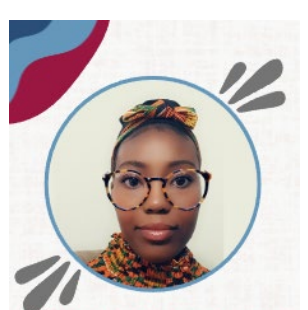
MARIBEL CHEVEREZ
BUCKS HILL SCHOOL
ELEMENTARY TEACHER



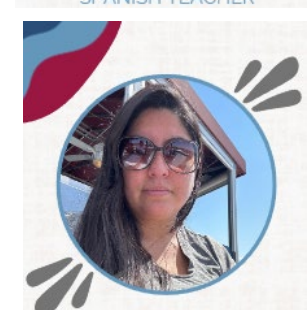
PAULINE PARK
WATERBURY ARTS MAGNET SCHOOL
MUSIC TEACHER



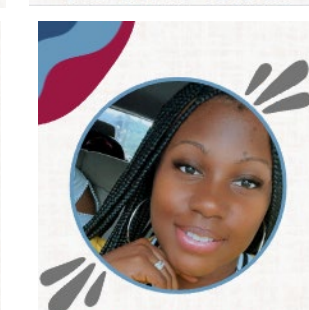
RALPH HAYNES
WILBY HIGH SCHOOL
SPECIAL EDUCATION TEACHER



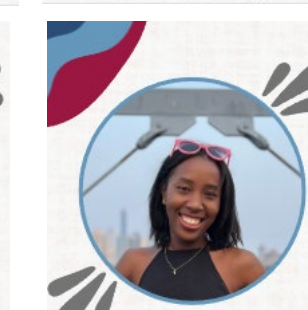
SHASALEE LEVY-SAINFLEUR
REGAN SCHOOL
ELEMENTARY TEACHER



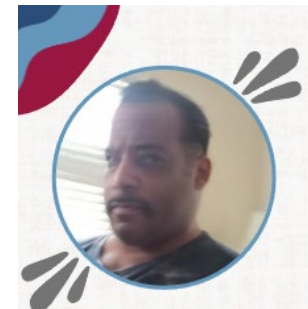
SILVIA OLIVEIRA
WILBY HIGH SCHOOL
SPANISH TEACHER



TAVOYAH VERNON
GILMARTIN SCHOOL
SCHOOL COUNSELOR



TIA-SIMONE GARDNER
WILSON SCHOOL
ELEMENTARY TEACHER



TROY BOND
WALLACE MIDDLE SCHOOL
ELA TEACHER



TYRONE MURPH
GILMARTIN SCHOOL
ELEMENTARY TEACHER



YAMAILYS DIODONET
INTERNATIONAL SCHOOL
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ZENE CHARLTON
SPRAGUE SCHOOL
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Questions?

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Attendee Questions and Answers





Our Appreciation

Thank You for Your IED Plans
and Your Efforts to Increase
Educator Diversity in CT !





Diversifying CT's Educator Workforce Links to CSDE Resources

[EdSight and Educator Diversity Dashboard](#) | [Increasing Educator Diversity Plan \(ct.gov\)](#)

[Recorded Increasing Educator Diversity Plan Informational & Technical Assistance Webinars](#)

[Resources for Increasing Educator Diversity Plan Creation, Revision, and Implementation](#)

[Increasing Educator Diversity Plan: Proposed Revisions Tool \(ct.gov\)](#)

[Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection \("Guidebook"\)](#)

[Creating an Action Plan and Sustaining efforts to Increase Educator Diversity: A Toolkit for District and School Leaders \("Toolkit"\)](#)



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