

Increasing Educator Diversity Plan Template

Brookside School District Sample Increasing Educator Diversity Plan

Brookside is a fictitious district designed to show how district and school leaders approached building a more diverse teacher and administrator workforce. Brookside is a learning case study for Connecticut’s district and school leaders to make connections to their data and experiences to inform proactive thinking about identifying and addressing potential barriers and challenges to attracting, hiring, and sustaining racially, ethnically, and linguistically diverse educators.

In the sample, Brookside’s Hiring and Selection Committee uses district data to create an Increasing Educator Diversity Plan using the [Plan template](#). The example working document illustrates how a multi-constituent team could use the [Guidebook](#) and [Toolkit](#) to address district hiring to increase the diversity of its administrator and educator workforce.

The Brookside School District Sample Increasing Educator Diversity Plan is offered as one approach to help you develop your district’s Increasing Educator Diversity Plan using the [Increasing Educator Diversity Plan template](#).

The Brookside Story: A Process Scenario is in Part 2 of the [Guidebook for Hiring and Selection](#) on pages 35–54.

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 Nativ (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)

RECRUITMENT								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/engaged? What needs to be communicated? To whom?)
By 2027, the percentage of applicants of color in the applicant pool is at least 40 percent.	Nia Mitchell, Superintendent	Create and implement a communications plan that makes explicit the district's commitment and efforts to support diversity, equity, and inclusion (e.g., website update).	Mary Boswell (third grade teacher)	April 2024	The website is updated to reflect the district's diversity, equity, and inclusion policy, and the plan is on the homepage by April 2024.	(1) Increasing educator diversity planning (IEDP) team, in consultation with the communications director/team, to develop the communications plan. (2) Legal staff will review and approve the plan. (3) The administration will approve the plan and commit to the necessary funding and resources. (4) Information technology (IT) staff to implement the approved plan.	Additional time may be necessary to develop several drafts of the plan and proposed messaging to ensure that it aligns with Board policy and regulations. Mitigation: Have legal staff review and approve the plan and ensure messaging is proactive.	(1) IT will need to be consulted regarding the implementation of the communications plan and message dissemination. (2) Educators of color will be consulted for their input and feedback. (3) Determine what needs to be communicated.
		Develop partnerships with educator preparation programs (EPPs) with a proven record of preparing and certifying racially diverse educators to create a pipeline of new teachers into Brookside, with a specific focus on recruiting more STEM teachers of color.	Pat Bellingham (high school math department chair)	Spring 2025	Initial exploration meetings between district leaders and potential partner EPPs have been held by September 2024. The board has approved it, and the district has executed a memorandum of agreement and/or memorandum of understanding with one to two EPPs by spring 2025.	(1) Pat will need time to do the work (i.e., substitute coverage), a workspace, and administrative support to coordinate and host the meetings associated with moving the strategy forward. (2) The board and district leadership will need to be engaged and provide approval. (3) Pat will need to engage the talent office/human resources. (4) Pat will need access to technology (i.e., Zoom or the district platform).	(1) Lack of EPP engagement with Pat. Mitigation: Ensure that district leaders or board members are on deck to support Pat and the expansion of the geographic reach outside the state when identifying potential EPP partners. (2) The lack of resources, such as substitute coverage and administrative support, can be a significant obstacle. To mitigate this, it is essential to ensure that funding and resources are clearly identified and secured in the budget. This involves critical communication with the chief finance office or fiscal office to provide Pat with the necessary support and an extra prep period for his work. (3) Need for IT or technology support. Mitigation: Ensure that the funding and resources needed are identified and set aside for Pat so that he has what he needs to move the strategy forward. (4) Change in leadership at the school, district, or board level could stall progress and or change focus/priorities. Mitigation: Create a clear plan for onboarding new leaders and develop an "influence campaign" to gain buy-in from new leaders.	(1) Bring the board in from the beginning, keep in the loop during the exploration period (including input on which EPPs should be approached), and in the end for approval. (2) Ensure the EPPs understand what the district is trying to accomplish and the partnership benefits. (3) Reach out to STEM teachers of color and Brookside parents of color through surveys and focus groups to learn where they attended college/EPP programs and engage them to help in partnership contacts and conversations.

HIRING & SELECTION

Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
(What are we trying to do?)	(name, position)				(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/engaged? What needs to be communicated?)
Educators of color will make up at least 30 percent of all those hired in 2024–2027.	Juanita Ochala (president of district teachers' union)	Assemble a selection committee that includes representatives from diverse ethnic and cultural groups and community members (i.e., parents)	Chris Andrews (high school principal)	April 2024	A leader for this initiative is identified, and committee members representing Brookside's various constituencies are identified, invited to, and regularly attend meetings.	Recruitment resources include broad email outreach and follow-up conversations. Meeting resources include meeting space, snacks, and child care.	Meetings could be scheduled at times inaccessible to certain participant groups (e.g., parents) or may unintentionally exclude English language learners. Mitigation: Explore virtual meeting options and interpretation services and ensure that no individual member is asked or presupposed to represent their "group" alone.	Articulate clear goals and expectations for committee membership (including centrality of IED and meeting frequency) and circulate to school administrators, PTO heads, and DEI committees.
		Train hiring and selection committee members and site leadership to build the cultural competency, responsiveness, and humility needed to address and mitigate bias in the hiring and selection processes and sustain educators in ways that increase their retention.	Rhonda Jackson (high school physical education teacher)	January 2025	(1) Funding is secured from the finance committee to hire contractor(s) to develop and deliver mandatory professional learning for district and school leaders; (2) contractor(s) are identified and approved; and (3) sessions are scheduled.	District Resources: (1) BOE approval for funding and contract to hire a contractor(s); (2) determine technology resources (e.g., Zoom, Teams); and (3) determine contractor(s) or consultant(s) needs.	(1) School board: Perhaps vocal resistance or tepid support; if funding is allocated, it may not be adequate to secure the contractor(s) desired. Mitigation: Create consistent and adaptable messaging using district student and educator demographic data and retention data for educators of color to make the case for urgency. (2) District: The timeline for delivering the professional learning may not align with preferred contractor availability. It's crucial to reach out to contractors of interest early and ask for recommendations if they are not available. (3) Current educators: They may have concerns or pose resistance. Mitigation: Utilize Juanita Ochala, Brookside Teachers Union President and part of the IEDP team, to challenge the zero-sum mindset. (4) Families, students, and community members: There may be resistance, questions, or concerns. Mitigation: Utilize a positive communication strategy to foster understanding, cooperation, and mutually respectful discourse and exchanges.	Positively communicate with all affected and interested communities (i.e., students, families, educators, board members, businesses, and other community members) to foster community member alignment around a shared goal of increasing educator diversity to ensure that each student has equitable access to culturally competent and culturally responsive instructors who support meaningful learning.

RETENTION								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
(What are we trying to do? How will you sustain educators in ways that increase their retention?)	(What are we trying to do? How will we sustain educators in ways that increase their retention?)				(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/engaged? What needs to be communicated?)
By 2027, the retention of educators of color will be at least 75 percent in Brookside.	Chris Andrews (high school principal) and Anushka Nadiv (elementary school principal)	Provide long-term professional learning for all staff focused on (1) cultural competency, responsiveness, and humility and (2) fostering and sustaining antiracist, anti-bias action, behavior, curriculum, policies, practices, and teaching.	Mateo Velasquez (middle school guidance counselor)	September 2025	IEDP team is formed, and a timed, multi-phase action plan is created. Phase 1 (by May 2024): Determine if there is any internal capacity (i.e., within the school district, on the board, or in the Brookside community) to provide professional learning and/or make recommendations about outreach to external expert cultural competency trainers. Phase 2 (by August 2024): Outreach to external experts regarding the training content/scope and sequence. Phase 3 (by October 2024): The trainers are secured, and trainings are scheduled. Phase 4 (starting Jan 2025): Implementation	(1) Mateo will need time (substitute coverage), workspace, and administrative support to assist with communications and coordinating and hosting the meetings required to move the strategy forward. (2) Mateo will need to enlist Brookside's talent office/human resources in this effort. (3) District and BOE endorsement will need to be secured to ensure fidelity and continuity of the strategy regardless of changes to district/BOE leadership and/or district staff/BOE members. (4) Access to technology for virtual meetings and collaboration will need to be secured.	(1) Staff needs to gain leadership or organizational skills. Mitigation: The district and BOE should communicate their support and approve funding. (2) Personnel changes stall progress. Mitigation: The BOE remains committed to hiring equity-minded, culturally competent, and culturally responsive people. (3) Lack of resources (i.e., coverage, administrative support, technology). Mitigation: The budget allocations should reflect the BOE's commitment and provide an extra prep period in Mateo's schedule. (4) Need for more technology. Mitigation: Enlist support from technology-savvy students (i.e., extra credit).	Interested and relevant parties (i.e., focus group(s)/survey); District leadership, teachers' union leadership, BOE, Brookside talent office/human resources, students and families, community and business leaders, and clergy.
		Provide comprehensive induction support for both beginning educators and educators new to the district for the first 5 years of their tenure.	Grace Walker (first grade teacher)	September 2025	Specified induction activities and criteria for identifying suitable mentor educators will be in place.	The board will need to approve funding for (1) veteran teacher mentorship stipend, (2) classroom assistance or support for new teachers, and (3) new teacher professional learning opportunities. Time will be needed for teachers to (1) collaborate with each other and (2) receive coaching and feedback from high-performing, culturally competent, and experienced teachers. New or novice teachers could be offered a reduced workload option.	(1) Staff lacks leadership or organizational skills. Mitigation: The district and BOE should communicate their support and approve funding. (2) Personnel changes stall progress. Mitigation: The BOE remains committed to hiring equity-minded, culturally competent, and culturally responsive people. (3) Lack of resources (i.e., coverage, administrative support, technology). Mitigation: The budget allocations should reflect the BOE's commitment; provide an extra prep period in Mateo's schedule. (4) Insufficient technology. Mitigation: Enlist support from technology-savvy students (i.e., extra credit).	Interested/relevant parties (i.e., focus group(s)/survey); District leadership, educators of color, teachers' union leadership, BOE, Brookside talent office/human resources, students and families; community and business leaders, and clergy.