



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

Getting Started on Your Increasing Educator Diversity Plan

Connecticut State Department of Education | December 7, 2023

The Region 2 Comprehensive Center

The R2CC partners with the states in its region (CT, NY, RI) to identify, implement, and sustain effective evidence-based practices that support improved educator and student outcomes.



Welcome and Introductions

In the chat, please introduce yourself and include:

- Your name and title
- Your district or educational organization
- Indicate whether you have participated in the increasing educator diversity coaching series

Our Community Agreements

- 1) Be present and engaged
- 2) Listen and avoid judgment
- 3) Be open to new learning
- 4) Allow space for everyone to be heard
- 5) Ground the conversation in the work using the language of the work because equitable language facilitates equitable practices

Session Outcomes

Participants will:

- (1) Learn about the resources and tools available to develop their increasing educator diversity plan;
- (2) Learn from peers about strategies and best practices for assembling a strong team to lead the work; and
- (3) Understand the importance of conducting a root cause analysis and how it informs the development of clear goals in their educator diversity plan.

CSDE Resources – [Talent Office Home Page](#) (click on bullet #3)

District Resources

- [EDS](#)
- [EdSight](#)
- [Increasing Educator Diversity Plan](#)
- [Recognition and Excellence](#)
- [Workforce Diversity](#)



Toolkit: Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity

Introduction and State Context

Getting Started: Preplanning Tasks

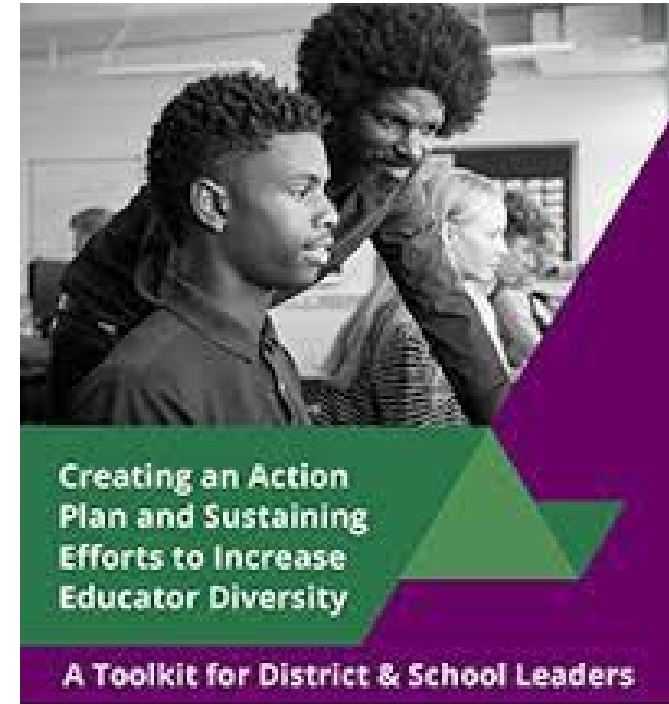
- Assemble a team
- Shared vision, theory of action and root cause analysis

Developing the Action Plan

- Establishing goals

Ongoing Progress Monitoring – See Toolkit Appendixes

- IED Plan Template (page 11)
- Progress Monitoring and Self Evaluation Tool (pages 12-17)
- Lessons Learned and Best Practices (pages 18-23)



Preparing to Engage in Action-Oriented Change – Assemble a Team

You Will Need:

1. A strong core team to share responsibility for leading, executing work, and advancing goals.
2. A team of 6–8 people which is manageable and large enough to ensure that work can be distributed to maximize human resources.
3. A designated team leader with a demonstrated commitment to an equity agenda; and who commands respect from other team and BOE members, and community stakeholders.
4. Team members with access to key individuals in the district/region/state who can be tapped to help solve problems to keep the work moving forward.
5. A district leader with responsibility and accountability for talent management/human resources; a school-based teacher; a principal;
6. Who else should you consider to have the right mix of representation, talent, and influence to get the job done?

Guidance From the Field - Peer Best Practices

Altressa Cox-Blackwell
Director of Educational Equity
Enfield Public Schools

Charmaine Tourse Davis
Director of Talent, Recruitment & Retention
Stamford Public Schools

Andy George
Stamford Board of Education – Vice President & Labor Chair

Enfield Public Schools: Assembling an Increasing Educator Diversity Team

Director of Talent Development	Human Resources Manager and Grandparent
High School Dean of Students and Parent	Director of Innovation
K-2 School Assistant Principal	Special Education Director
Technology Teacher, 092 Intern, Teachers' Union President, and Parent	Director of Educational Equity

Enfield Public Schools: SMAART Goals
(Specific, Measurable, Aggressive, Achievable, and Timebound)

- 1) Beginning school year 2023-2024, Enfield Public Schools will ensure interview panels for certified educator positions include diverse perspectives by including at least one member who is racially, ethnically, culturally, and/or linguistically diverse.
- 2) All Enfield Public Schools interview team members will receive cultural competency training to become aware of how implicit bias and microaggressions can directly affect decision making processes involved with recruitment, selection, hiring, and retention of certified educators.
- 3) Broaden our interview panel representation to include one student on each team from the high school or possibly from the middle school.
- 4) “Grow our own” diverse educators through participation in the Connecticut Teacher Residency Program

Enfield Public Schools Shared Vision – District Equity Statement

We believe every child is unique and the diversity of our students is what makes Enfield Public Schools exceptional. To thrive and excel, all are welcomed, accepted, respected, and supported.



	Equality is everyone getting a pair of shoes.
	Diversity is everyone getting a different type of shoe.
	Equity is everyone getting a pair of shoes that fits.
	Acceptance is understanding we all wear different kinds of shoes.
	Belonging is wearing the shoes you want without fear of judgment.

**Stamford Public
Schools:
Assembling an
Increasing
Educator
Diversity Team**

Stamford Public Schools

Increasing Educator Diversity Planning Team

SPS Director of Talent, Recruitment & Retention (Team Leader)

Stamford Board of Education Member, Labor Relations Committee Chair

President, Stamford Cradle to Career, United Way of Western Connecticut

Stamford Education Association Executive Board Member & Classroom Teacher

Elementary/Middle School Parent & Immediate Past Co-President PT Council

Assistant Principal, Middle School

Diversity, Equity and Inclusion Officer, City of Stamford



Stamford Public Schools Policy on Equity & Diversity (5000.1)

Shared Vision:

“...The District is committed to increasing the recruitment and retention of highly qualified diverse staff. The District is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community....”

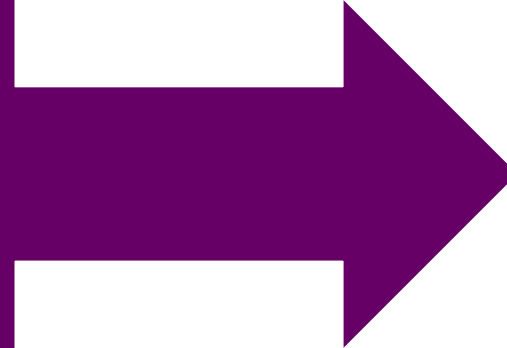


The importance and role of a Root Cause Analysis

- A root cause analysis can shed light on the specific factors that contribute to a lack of diversity in your educator workforce.
- A Root Cause Analysis:
 - considers multiple perspectives
 - is data driven, focused on the pipeline from recruitment to hiring and sustaining diverse educators
- Results of the Root Cause Analysis should inform your selection of strategies for increasing educator diversity

Root Cause Analysis Scenarios

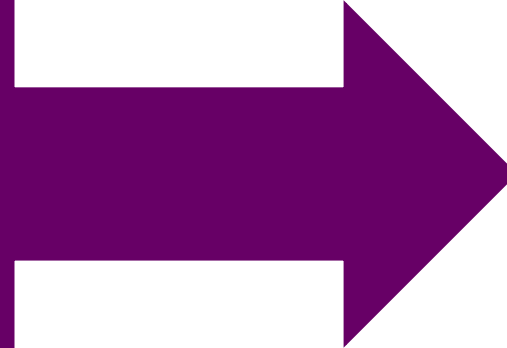
Your Root Cause Analysis finds that candidates of color are applying, passing initial screenings, and interviewing, but have a lower likelihood of being offered a job than white candidates.



What strategies and metrics could you employ to make and measure progress towards greater educator diversity?

Root Cause Analysis Scenarios

Your Root Cause Analysis finds that educators of color are leaving their positions at much higher rates than white educators, creating a predominantly and persistently white educator workforce.



What strategies and metrics could you employ to make and measure progress towards greater educator diversity?

Root Cause Analysis Process

- Data Review
 - Analyze District Data - [Appendix 2-4](#) (pages 19-22)
 - Self-Assessment - [Appendix 5](#) (page 24)
- Define a Precise Problem Statement
 - What? When? Where? Who? Why? How often?

Increasing Educator Diversity Plan Template



Theory of Action: _____

	Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
			What?	Who Owns This?	By When?				
Recruitment									
Hiring & Selection									
Retention									

Direct Links to Other CSDE Resources

[EdSight Home Page \(ct.gov\)](#) and [Educator Diversity Dashboard](#)

[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 \("Toolkit"\)](#)

For Questions



Email Inquiries to: SDE.IEDPlans@ct.gov