



Modeling IED Plan Development

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

Connecticut State Department of Education | February 8, 2024

Welcome and Introductions

In the chat, please introduce yourself and include your:

- name and title
- 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) Use the language of the work to discuss the work because equitable language facilitates equitable practices
- 6) Please stay on mute unless you want to make a comment or have a question

Session Outcomes

Use the Brookside Story to model increasing educator diversity plan development on the plan template provided in the Toolkit

Participants will:

- (1) Understand how to develop quality goals;
- (2) Identify strategies to achieve goals; and
- (3) Consider the feasibility of achieving goals with selected strategies

Vision

Theory of Action

Goals

**What do you
want to
accomplish?**

**What is
your
approach?**

**Specific, Measurable,
Attainable, Ambitious,
Relevant, and Time-bound**
statements
articulating what needs
to be accomplished
to implement your theory
of action and achieve your
vision.

SMAART Goal or Strategy?

Goal:

Educators of color will make up at least 30% of all those hired in the 2024-2027 period.

Scenario 2

What goal may you want to set?



Increasing Educator Diversity Plan Progress Monitoring and Self-Evaluation Tool

What this Tool Examines

As we continue to assemble stakeholders and resources, laser focus our goals, and create tactics to move our work forward, this tool will be helpful in focusing initial goal setting, planning, and strategizing. It is designed to build a strong foundation for success in your efforts to increase educator diversity and is organized around five essential elements:



Objectives for Using this Tool

The progress monitoring and self-evaluation tool is designed to support a data-informed continuous improvement process. Routine use of the tool provides an anchor to guide opportunities for the team to celebrate successes, discuss challenges, and problem-solve throughout the implementation process.

District name:

Rating Color Key

- **RED:** Highly Problematic: requires urgent attention and decisive action, not on track for success
- **AMBER RED:** Problematic: requires substantial attention, some urgent action
- **AMBER GREEN:** Mixed: some good aspects, but a few require attention
- **GREEN:** Solid: on track for success for increasing educator diversity

Indicate what areas of the pipeline this plan addresses: Recruit Prepare Support and Retain

1. Clear Goals and a Theory of Action

Key Questions

- Is our theory of action clearly articulated and does it establish a direct connection with the goals we identified?
- Have we defined goals that are based on our district's most current data and any projections we have about the educator workforce?
- Is it clear what success will look like — how things will be different? Have we defined a clear definition of success for each goal — what does it mean to achieve this goal?
- Does this aspiration fit into the overall state vision for increasing educator diversity and the work to achieve educational equity?

Weak Plan

- The theory of action is not well defined, is ambiguous, and/or does not align to goals.
- No current or projected data have been analyzed prior to establishing the goals.
- Desired outcomes are not specified.
- No link exists between what this plan seeks to achieve and other district or state plans for equity.

Strong Plan

- The plan specifies an ambitious, easy-to-understand theory of action with a clear connection to goals that have been set and are based on current and/or projected educator workforce data.
- The plan defines the goals in terms of specific and measurable outcomes based on our district's most current data, and any projections we have, about the educator workforce.
- If the goals are achieved, there will be a marked difference in the educator workforce that is apparent to everyone.
- The goals and theory of action are linked to overall system commitments and goals.

Rating: (select one)

■ Red
 ■ Amber Green
 ■ Amber Red
 ■ Green

Rationale:

Increasing Educator Diversity Plan Template Modeling

The Brookside Story | Guidebook Pg. 35

Brookside School District Demographic Data

	Total	Asian	Black	Hispanic	White
Students	10,726	2%	23%	54%	21%
Teachers		0%	10%	6%	84%

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

COVER PAGE

District:	Brookside
Vision:	Equity, inclusivity, and achievement for all within a diverse community of learners.
Theory of Action	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, 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.
Team Lead:	Nia Mitchell, Superintendent
Team Members:	Chris Andrews (HS principal), Juanita Ochala (President of district teachers' union), Pat Bellingham (HS math dept chair), Anushka Nadiv (elem school principal), Mary Boswell (third-grade teacher), Mateo Velasquez (middle school guidance counselor), Rhonda Jackson (high school physical education teacher)

Activity for Breakout Groups – Using the Increasing Educator Diversity Plan Template

Breakout Activity – “Hiring & Selection Tab”

In your breakout, use the sample Brookside goal of “Educators of color will make up at least 30% of all those hired in the period 2024 – 2027” to:

- 1) brainstorm potential strategies that **your district** might implement to achieve that sample Brookside goal
- 2) use the sample template to build out one strategy/key activity, meaning **how are you going to do it?** In the plan template identify:
 - Who owns the strategy/activity; who will be responsible for it?
 - What resources are required? What people, time, money, and technology will be needed?
 - What are potential risks? What could go wrong? How will you make that less likely to happen?

Debrief and Wrap-Up

Links to CSDE Resources for Increasing Educator Diversity Plan Development and Implementation

[Increasing Educator Diversity Plan \(ct.gov\)](#)

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

[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