

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:	Regional School District 8
Vision:	Our vision is to cultivate a diverse and inclusive educational environment where every student sees themselves reflected in our staff. We believe that a diverse workforce enhances educational outcomes, fosters cultural competence, and prepares all students to thrive in a global society. By actively recruiting, supporting, and retaining a diverse staff, we aim to create a community that celebrates differences and empowers every learner to achieve their fullest potential.
Theory of Action	If our school district implements targeted recruitment strategies, inclusive hiring practices, and robust support systems for diverse staff, then we will build a more representative workforce that reflects our student population. As a result, this will foster a richer educational experience, enhance student engagement and achievement, and promote an equitable and culturally responsive school environment.
Team Lead:	Superintendent
Team Members:	Superintendent, District Administrators, Human Resource Generalist

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RECRUITMENT								
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? <small>(To whom?)</small>)
		What?	Who Owns This?	By When?				
To better communicate our commitment to providing an equitable and inclusive environment for students, staff, and families. To encourage diverse candidates to apply for vacant positions.	Human Resource Generalist	Highlight the district's commitment to equity and inclusion on the district's website, job postings, and materials used to market job opportunities. Attend local and regional job fairs. Participate in RESC Alliance programs and trainings related to increasing diversity of the educator workforce. Establish/maintain partnerships with colleges and universities to promote job opportunities in the district. Explore marketing strategies that target diverse candidates.	Superintendent, District Administrators, Human Resource Generalist	Ongoing	Website, job postings, and marketing materials that highlight the district's commitment to equity and inclusion. Attendance at job fairs and participation in trainings. Increased number of applicants who self-identify as diverse.	Funding for marketing materials. Time for attendance at job fairs and trainings.	The limited number of job fairs, programs, and training offered by RESC Alliance. Potential costs of identified marketing strategies.	District administration will ensure that the website, job postings, and marketing materials for employment highlight the district's commitment to equity and inclusion. Appropriate staff will be informed of job fairs and professional development opportunities.
Promote engagement of all parents, guardians and families through practices that facilitate partnerships.	Building Principals	Event and conference scheduling at times available for all families.	Principals	Ongoing	Parent attendance and participation in events such as Open House, Student Led Conferences, Parent Conferences, curriculum nights, art shows, concerts, etc.	School and District Calendars, Principals	Conduct parent surveys to ensure responsiveness in scheduling	Principals, parents.
Utilize the Edsight Secure Educator Diversity Dashboard resources and continue to analyze district data related to recruiting, applications, interviewing and hiring to inform our recruitment planning.	Human Resource Generalist	Review data annually and share with the Administrative Team.	Director of Curriculum and Instruction, Director of Educational Tech, Principals	Annually	Data shows increased hiring of educators of color.	Edsight platform.	No obstacles anticipated.	Data shared with the Administrative Team.
Continue to create an educational climate that is culturally and linguistically responsive.	Director of Curriculum and Instruction	Ongoing curriculum revision and evaluation of available programs for students and families to support their growth and development. SEL Curriculum. Language translation options on district website, as part of the registration process, and for common documents.	Principals, Director of Curriculum and Instruction, Director of Educational Technology	Ongoing	Climate survey, Anecdotal Information.	School Administration, Teaching Staff, Additional Programs and Consultants, Budget and Grant Funding.	Ongoing monitoring of climate and culture to assess educational needs.	Communicate with staff through professional development opportunities and scheduled times for curriculum writing. School and district communication to parents and families regarding translation options.
Continue to develop and engage in ongoing review of professional learning opportunities including district-wide book studies and work with outside consultants to foster dispositions and incorporate and sustain culturally relevant pedagogy that supports students in meeting their highest potential and supports the district in attracting a more diverse workforce.	Director of Curriculum and Instruction	CPS Professional Learning Plan, input from Diversity, Equity, and Inclusion Committee related to next steps in professional learning.	Administrative Team, PDEC	Annually and Ongoing	Agendas for Professional Learning for PD Days and Staff Meetings, evidence from lesson planning, informal classroom observations, classroom walkthroughs	Budget and Grant Funding, Professional Development Days, Teachers	Matching the needs of our teachers and district to the book studies and identified training and ensuring structures and processes are developed to ensure application of learning to classroom instruction.	Administrative Team, Teachers

Continue partnerships and ongoing collaboration with teacher preparation programs at higher education institutions to attract diverse candidates and provide pre-service teachers with Region 8 experiences including internships and 5th year placements.	Superintendent, Principals	Ensure preservice teachers have opportunities for internships, student teaching, and 5th year projects at RHAM; network with higher education representatives in charge of school partnerships, maintain a presence at appropriate higher ed meetings and events, sponsor touch base meetings at each school for student teachers 5th year interns and higher ed representatives to provide support, provide pre-service teachers with some of the same professional readings related to culturally relevant pedagogy that RHAM teachers are engaged with. Develop a process to allow preservice teachers of color with placements in RHAM to network with teachers of color in RHAM. Explore supplemental training for TEAM	District Administration, Principals	Ongoing, 2024-2025 school year	Data regarding pre-service teacher placement from universities in RHAM schools from year to year.	Meetings with higher ed, appropriate training for RHAM cooperating teachers.	No obstacles anticipated.	Higher Ed Leadership, Principals, Pre-Service Teachers
Continue to develop contacts with local training and educational institutions, including those with highly diverse enrollments, to publicize job openings within CPS and to solicit referrals of diverse and qualified candidates.	Human Resource Generalist	Continue to reach out to schools of education of local universities to ensure job postings .	Director of Curriculum and Instruction, HR	Ongoing	Applications for posted positions from prospective teachers at local universities.	List of contacts in local schools of education.	No obstacles anticipated.	Contacts in local schools of education.
Develop contacts with local community organizations, including diverse community organizations, to publicize job openings within RHAM and to solicit referrals of diverse and qualified candidates.	Principals	Identify the regional community organizations with which to network and develop contacts within those organizations	Principals,, HR	2024-2025	Applications for posted positions from prospective teachers affiliated with community organizations.	List of regional community organizations and contacts in them.	Identification of which organizations might have many prospective teachers as affiliates. Will network with other districts regarding this approach. ted.	Contacts in community organizations.
Expand help-wanted advertising to include print and/or broadcast media that is targeted to diverse individuals and continue to utilize our website to promote Region 8 to diverse educators. Explore additional ways to utilize social media to promote our district values, to increase subscribership to our accounts, and to attract a more diverse candidate pool.	Human Resource Generalist	Develop position postings to include language specifically designed to target diverse individuals. Develop a slides presentation for our website specifically designed to target diverse individuals. Brainstorm with our social media coordinator additional approaches to use of social media. Explore how to engage in branding of CPS as a marketing strategy. Connect all CPS staff and our pre-service teachers to our social media.	HR Generalist, Director of Educational Technology	2024-2025	Revised postings, additional media posted on the website; changes to use of social media; development of a branding approach.	Time, process for engaging current staff and preservice teachers with our social media.	Challenges increasing our out of district subscribership to our social media accounts. Possible solutions include more prominent posting of our accounts on our website and promotional materials and enhanced use of hashtags.	Communicate with prospective educators for Region 8 at large.
Continue to maintain a virtual and physical presence at a variety of job fairs including those that are sponsored by diverse community organizations or otherwise targeted toward diverse individuals, such as the RESC Increasing Educator Diversity Job Fair.	Superintendent, Principals	Networking with colleges and universities about career fair opportunities, networking with RESCS.	Principals	Annually	Attendance at fairs, resumes from informal conversations and interviews.	Promotional Materials, Time	No obstacles anticipated.	Colleges and Universities, RESCS
Continue to seek out opportunities to connect with future teachers through activities such as higher ed future teachers of diversity celebrations and mock teaching interviews	Director of Curriculum and Instruction	Schedule of events, timelines for mock interviews. .	Director of Curriculum and Instruction, Principals	Annually	Attendance at events and participation in mock interviews.	Administrators, Calendar Availability	No obstacles anticipated.	Colleges and Universities
All recruiting sources will be informed in writing of the Board's non-discrimination policy.	Human Resource Generalist	Continue to share in writing our non-discrimination policy with all recruiting resources. Continue to ensure our non-discrimination policy is included on all marketing materials.	Human Resources,	Ongoing	Information shared with recruiting sources.	Contact information for all recruiting sources.	No obstacles anticipated.	Non-discrimination policy to recruiting sources.

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HIRING & SELECTION								
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? <small>(Tasks?)</small>)
		What?	Who Owns This?	By When?				
To use a consistent and uniform hiring and selection process that mitigates bias and ensures equal treatment and consideration of all candidates.	Superintendent	Review and revise the hiring guide for certified staff positions to highlight the importance of a diverse workforce and ensure equitable practices. Ensure interview questions are fair, unbiased, and focused on assessing candidates' knowledge, skills, and abilities. Ensure all staff participating in the teacher hiring process complete the Connecticut State Department of Education's "Diversity Training: A Guide for Hiring and Recruiting Diverse Educators."	Principals, Director of Pupil Services	Ongoing	Updated hiring guide and use of consistent and uniform hiring and selection practices Records which indicate staff having completed required training	Time for completing required training (approximately 80 minutes) Time and funding for professional development	A limited number of diverse staff to participate in interview committees Schedule conflicts for times when limited trainings are offered	The superintendent will review the revised hiring guide with school and district administrators. Staff identified for participating in interview committees will be informed of the training requirement.
Each staff member involved in hiring educators for Regional School District 8 shall successfully complete the video training module relating to implicit bias and anti-bias in the hiring process developed pursuant to Connecticut General Statutes, prior to the staff member's participation in the educator hiring process. To the extent possible, also ensure that interview committees are diverse.	Human Resource Generalist, Principals	Updated training materials for interview committees prior to annual interviews.	HR Generalist, Principals	2024-2025	Increased hiring of certified staff with diverse backgrounds; employment of standardized hiring and selection strategies across the district.	Staff meeting time; training resources.	Ensuring ongoing good communication and collaboration related to standardized elements of the hiring and selection process. Utilize Administrative Council to review process annually.	Administrative Team, interview committees
Continue district review of interview questions and ongoing incorporation of questions related to diversity, inclusion, and culturally relevant pedagogy into the interview process.	Superintendent	Agreed upon bank of questions to be used for certain interview topics such as diversity, inclusion, and culturally relevant pedagogy; district collection of interview questions by school and position being hired for.	Administrative Team	Annually	Agreed upon questions employed during interviews.	Administrative Team and Admin Council Meetings	Ensuring good communication and collaboration related to standardized elements of the hiring and selection process. Review with the Administrative Team annually.	Administrative Team, Principals, Interview Committees
For candidates with diverse backgrounds whom we hope to interview, standardize across the district the practice of providing a personalized experience prior to the interview through activities such as school tours, pre-interview welcoming phone calls from the principal, etc.	Michele Mullaly, Director of Teaching and Learning	Identified and agreed upon identification of additional strategies to personalize and connect with candidates of diverse backgrounds whom we will interview.	Principals, Director of Pupil and Staff Support Services,	May-24	Documents implementation of strategies.	Administrator Time	No obstacles anticipated.	Principals; welcoming communication to prospective educators.
During the interview process promote district equity and inclusion practices, and refinements to curriculum and programs to ensure they are conducive to furthering diversity, inclusion and equity.	Principals	Develop a list of talking points for administrators leading interviews	Principals	2024-2025	Talking points included in the interview process.	Interview talking points	No obstacles anticipated.	Administrators, talking points
Continue to employ aggressive hiring timelines to avoid missing opportunities to capture educator talent.	Human Resource Generalist	Continue development of annual timelines for career fair attendance and schedule for interviews by position and school beginning in April.	HR Generalist, Principals	Annually	Developed timelines, scheduled interviews.	Principals, Hiring Committees	No obstacles anticipated.	Administrative Team

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RETENTION								
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?)
		What?	Who Owns This?	By When?				
To ensure that all staff, regardless of racial, ethnic, or linguistic background, feel valued as members of the school community and are provided with the necessary resources and support to be successful educators in Region 8.	Principals	Highlight the district's commitment to equity and inclusion during new teacher orientation, throughout new teacher support meetings, and through support provided by mentor teachers for early career educators. Promote a climate where culturally responsive pedagogies and professional dispositions are infused into all we do. Recognize and celebrate holidays and events from various cultures. Engage in professional development opportunities focused on supporting the unique needs of diverse staff and how to retain them once hired. Conduct staff surveys and exit interviews, and use data gathered to identify and address areas related to educator satisfaction and retention.	Superintendent, District Administrators, Human Resource Generalist	Ongoing	Agendas and materials from new teacher orientation and other meetings with staff. Participation in professional development related to culturally responsive practices and supporting/retaining diverse staff. Materials/documents Changes made based on surveys and exit interview data	Time and funding for professional development	Schedule conflicts for times when limited trainings are offered	District administration will ensure commitment to equity and inclusion is communicated to new staff. District administration will continue to provide professional development opportunities on culturally responsive practices to teachers and staff.
Provide mentoring and induction opportunities that are culturally responsive.	Principals, Director of Curriculum and Instruction	Culturally responsive opportunities included in New Teacher Orientation, invitations to participate in regional affinity groups, collaboration with TEAM mentors, culturally responsive professional learning opportunities within and outside of the district.	Director of Curriculum and Instruction, Principals	Ongoing	NTO Agendas, TEAM agendas, resources.	NTO and TEAM meetings; professional development time.	Continued vigilance for relevant professional learning opportunities sponsored by CSDE or the RESCs.	Administrative Team, Director of Teaching and Learning, new hires continually reminded of opportunities.
Recognize educators for employing culturally responsive practices.	Director of Curriculum and Instruction	Engagement of Administrative Team in brainstorming ideas and developing a plan for recognizing educators. Consideration of using the Culturally Responsive Classroom Walkthrough Tool developed by Region 8 Admin.	Superintendent, Administrative Team	2024-2025 School Year	Identified approaches to documenting culturally responsive practices and a plan for educator recognition.	Administrative Council Meeting Time, other resources identified as plan develops.	Consider including educators on various district committees in providing input and suggestions for how to approach this process.	Administrative Team
Continue to examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth.	Superintendent, Director of Curriculum and Instruction	Involve the Professional Development and Teacher Evaluation Committee in some of this review and in generating ideas and suggestions.	Administrative Team Members	2024-2025 School Year	Changes to practices, policies, characteristics, and conditions based on district review and feedback from administrators and teachers.	Administrative Team and FACT meeting time. Data related to current practices, policies, characteristics and conditions.	Unidentified obstacles and barriers may arise when we begin this work.	PDEC, Administrative Team
Continue to monitor and address issues linked to educator satisfaction and retention.	Superintendent, Principals	Continue to utilize PDEC Meetings, Superintendent and Principal meetings with union leadership as an opportunity to monitor issues and concerns. Continue to administer school climate surveys to gather input and data. Continue to use staff meetings at all schools and various school wide activities for staff to promote staff well being, open communication, and educator satisfaction. Incorporate questions related to equity and inclusion in exit surveys for teachers leaving the district.	District and School Administrators	Ongoing	Teacher feedback at meetings; school climate data; action steps implemented in response to teacher concerns.	Meeting times, climate surveys	Obstacles will relate to specific issues. Being as responsive as possible to teachers and promoting educator satisfaction and retention is a priority.	Various methods of communication with teachers through committee meetings, anonymous surveys.

Promote opportunities for teacher leadership.	Administrative Team	Promote opportunities for teacher leadership professional development. Continue to promote shared leadership through opportunities for teachers to lead professional development in their schools and to participate on district committees.	Superintendent, Director of Curriculum and Instruction, Principals	Ongoing	Professional Development Agendas, District Committee Membership lists, evidence in annual goal reports on the goal related to teacher leadership.	professional development planning.	Obstacles are not anticipated.	Administrative Team, Teachers.
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