

## Increasing Educator Diversity Plan Template



**District:** Suffield Public Schools

**Team Lead:** Timothy M. Van Tassel, Ed.D., Superintendent

**Vision:** The Suffield Public Schools is committed to the fostering of acceptance, mutual respect, civility and non-discrimination across all areas of our district including employment, policy, curriculum and instruction, professional development, and the working and learning environment.

**Team Members:**  
Michelle Zawawi, Assistant Superintendent  
Kathy Carney, Human Resources Specialist  
Matthew Dobi, Suffield High School Assistant Principal  
Mark Janick, Suffield Education Association President  
Timothy Kudrle, Suffield High School Art Teacher

**Theory of Action:** If the Suffield Public Schools attracts, recruits, hires and retains a high-quality diverse workforce, then our staff will be more representative of the wider community; our district community will develop skills to connect with others with different backgrounds and experiences; and our students will grow in their ability to engage with others as global citizens.

	Goal	Who Manages the Goal?				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?)
Recruitment	To create an interest in our student and staff body to address the lack of diversity entering teacher education programs.	IED Committee District Administration School Administration Teacher Leaders	1. Partner with CEA/SEA to use our existing SHS diversity clubs to encourage students from all backgrounds to enter the field of education. 2. Provide shadow/internship/pathways opportunities for students to work with a classroom teacher. 3. Provide peer observations for non-certified staff representing all forms of diversity to be mentored by a teacher. 4. Encourage parents of diverse backgrounds to volunteer in our schools to attract them to the profession. 5. Develop partnerships with colleges and universities to attract aspiring teachers from diverse backgrounds into internship or job opportunities. 6. Ensure our teacher hiring materials have our district's anti-discrimination statement and encourages teachers of diverse backgrounds to apply.	Administration, Faculty Club Advisors, Faculty Mentors Association Leadership, Human Resources	2024-2025 School Year	1. Increasing number of students encouraged to attend club meetings regarding the teaching profession and the number that choose to participate.  2. Increasing number of students and non-certified staff members that are encouraged to participate in internship experiences regarding the teaching profession and the number that choose to participate.  3. Increasing numbers of students/staff expressing interest in the field of education on a survey taken following the club meeting/internship experiences.	1. Time 2. Club Advisor Stipends 3. Marketing and Informational Materials	Risks: 1. Not seeing interest among students and staff 2. Barriers to certification 3. Barriers to accessing college  Mitigation: 1. Support college and career counseling that provides support and opportunities for student engagement in the teaching profession.	The district will identify ways to highlight the opportunities for exploration between students, faculty, and the community.

Hiring & Selection	To develop more inclusive hiring practices	IED Committee District Administration School Administration Human Resource Dept Teacher Leaders	<ol style="list-style-type: none"> <li>1. Review our Hiring Practices Handbook and hiring processes, incorporating the use of inclusive language in job descriptions, web content and other areas.</li> <li>2. Utilize various outreach resources to attract teacher candidates.</li> <li>3. Connect and create relationships with colleges and universities to attract teachers of diverse backgrounds into our schools.</li> <li>4. Reach out to districts who have had success with hiring a diverse workforce to identify new strategies.</li> <li>5. As required by statute, school and district leaders will participate in the state's diversity training module prior to the 2024-2025 school year.</li> </ol>	Administration, Faculty, Association Leadership, Human Resources	2024-2025 School Year	Increasing numbers of high performing teachers of diverse backgrounds applying for district employment.	<ol style="list-style-type: none"> <li>1. Ample time for the screening and interview process.</li> <li>2. Focused opportunities to review the hiring process with leadership teams, as well as the district's teachers association.</li> <li>3. Budgeted funds to support job postings and attendance at career fairs.</li> </ol>	<p>Risks:</p> <ol style="list-style-type: none"> <li>1. Limited number of job vacancies</li> <li>2. District Location/Travel</li> <li>3. Current lack of diversity within teaching staff and surrounding community.</li> </ol> <p>Mitigation:</p> <ol style="list-style-type: none"> <li>1. Maintain competitive wage and benefits</li> <li>2. Making concerted efforts to communicate our commitment to growing a staff with highly qualified teachers with diverse experiences.</li> </ol>	Hiring committees must understand and support the district's hiring efforts and candidates must be shown they are welcome.
Retention	To retain high performing educators of all backgrounds.	IED Committee District Administration School Administration Teacher Leaders	<ol style="list-style-type: none"> <li>1. Enhance our teacher induction initiatives to foster a sense of belonging and connection between veteran and beginning faculty.</li> <li>2. Welcome diverse perspectives and cultural experiences that will enrich the learning opportunities provided to students.</li> <li>3. Provide a teacher partner (non-team) mentor to support beginning teachers.</li> <li>4. Facilitate relevant professional development.</li> <li>5. Provide competitive salaries.</li> <li>6. Improve access to useful instructional resources.</li> </ol>	Administration, Faculty, Association Leadership, Human Resources	2024-2025 School Year	Increased retention of high performing teachers of various backgrounds.	<ol style="list-style-type: none"> <li>1. Collective Bargaining Agreements that remain competitive within our region.</li> <li>2. Administration, Mentor/Cooperating Teachers who will work collaboratively to address the retention of high performing educators.</li> <li>3. Exit Interviews and Surveys to understand teacher movement.</li> </ol>	<p>Risks:</p> <p>Factors we cannot control such as:</p> <ol style="list-style-type: none"> <li>1. Geographic location</li> <li>2. Competing districts' salary/benefit packages</li> </ol> <p>Mitigation:</p> <ol style="list-style-type: none"> <li>1. Maintain competitive salary and benefit schedules.</li> <li>2. Create supportive district climate</li> </ol>	Community stakeholders (administrators, teachers and families) must understand the district's educator diversity challenges, and the importance of their support in addressing the shortages of qualified teachers of diverse backgrounds.