

Increasing Educator Diversity  
Plan Template

  
WestEd.org

**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

Increasing Educator Diversity  
Plan



**WATERBURY**  
PUBLIC SCHOOLS

Waterbury Public Schools' Increasing Educator Diversity Plan has been developed in alignment with the <a href="#">CSDE Creating a District Plan to Increase the Racial, Ethnic, and Linguistic Diversity of Your Educator Workforce Guidebook</a> .	
District:	Waterbury Public Schools
Vision:	We are committed to recruit, hire, deliberately develop, and retain a racially, ethnically, culturally, and linguistically diverse group of highly effective educators to prepare students to transform their world.
Theory of Action:	If we commit to create and refine efficient structures to deliberately develop, and retain a racially, ethnically, culturally, and linguistically diverse group of highly effective educators then students will be prepared socially, emotionally, and academically.
Team Lead:	Juan Mendoza ( <i>Assistant Superintendent-Human Capital Department</i> )
Team Members:	Dr. Darren Schwartz ( <i>Deputy Superintendent</i> ), Nicholas Albini ( <i>Chief Operating Officer</i> ), Janet Frenis ( <i>Chief Academic Officer</i> ), Jade Gopie ( <i>Assistant Superintendent</i> ), Dr. Joseph Johnson ( <i>Assistant Superintendent</i> ), Dr. Lara White ( <i>Director of Equity &amp; Inclusion</i> ),
	Carli Carpentieri ( <i>Talent Supervisor</i> ), Marissa Waters ( <i>Talent Supervisor</i> ), Pete McCasland ( <i>Principal</i> ), Carmen Rijos ( <i>Grade 5 Classroom Teacher</i> )
Recruitment	
Hiring	
Retention	

## Increasing Educator Diversity Plan



Recruitment								
SMART Goal (what is it we are trying to do?)	Who manages the goal? (name and 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 you make that less likely to happen?)	Communication/Engagement Efforts (What people need to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who owns this?	By when?				
<b>SMART Goal:</b> Increase the percentage of multilingual educators and teachers of color entering these programs each year by 10%.  <b>% of WPS GYO Participants of Color Data:</b> 2020-2021 N/A 2021-2022 57% (4) 2022-2023 55.5% (5)  <b>Outcomes:</b> WPS will diversify our candidate pool by implementing new and strengthening our current "Grow Your Own" (GYO) district initiatives providing alternative pathways for non-certified staff to pursue their teaching certification.	Juan Mendoza, <i>Assistant Superintendent/ Director of Human Capital (AS/DHC)</i>  Carli Carpentieri & Marissa Waters, <i>Talent &amp; Professional Development Supervisors (TPDS)</i>  Janet Frenis, <i>Chief Academic Officer (CAO)</i>  Dr. Lara White, <i>Director of Equity &amp; Inclusion (DEI)</i>	<b>GYO Programs:</b> 1. CT TRP 2. Relay 3. NextGen Educators 4. UCONN Teacher Residency Program 5. The Central Inspire Teacher Residency Program 6. WPS Teacher Apprenticeship Program (CCSU) 7. University Partnerships (PR) 8. EdRising	<b>Human Capital Dept. Talent Office</b> (Juan Mendoza, Carli Carpentieri, and Marissa Waters)  <b>Implement New GYO (Fall 2024):</b> -The Central Inspire Teacher Residency -WPS Teacher Apprenticeship	Maintain Current GYO (Ongoing): -CT TRP -Relay -NextGen Educators -University Partnerships -UConn Teacher Residency Program -EdRising	Send recruitment emails with information on each GYO Program to our community contacts and WPS non-certified staff (paraprofessionals, classroom assistants, substitute teachers, etc.). Host informational sessions for interested candidates throughout the year.	-Funding & staff to sustain GYO programs  -Certified TEAM Mentors to host GYO participants  -Professional learning for EdRising teachers and funding for competitions/conferences  -More flexibility with the Alliance Increasing Educator Diversity Grant monies. We would like to utilize funds for advertising, HBCU/HSI fair costs (travel, registration), and to cover the \$6,000 mentor stipend for our residency programs. Currently the grant states that we cannot exceed \$500 towards a Mentor Stipend; however, the CT TRP requires \$6,000 per Mentor	Lack of interest in field; the limited number of candidates of color applying to teaching positions has led to districts competing for the same candidates,  Communicate positive aspects of the field and specific benefits to teaching in WPS: -Loan forgiveness -Fringe benefits -Schedules similar to children -Opportunities to continue education (Waterbury U-Masters in Curriculum & Instruction covered by the district) -Job security -Large district (32 schools) opportunities for career growth -Provide high quality professional learning	Host informational sessions with TEACH Connecticut  Collaborate with Director of Communications to Advertise: -Flyers -Social media -Billboards -TV/Radio commercials -Email community contacts  WPS EdRising Students create multimedia production for teacher recruitment
		Identify and remove bias from application questions	<b>Human Capital Dept.</b> (Juan Mendoza, Carli Carpentieri, and Marissa Waters) <b>Academic Office</b> (Janet Frenis) <b>Director of Equity &amp; Inclusion</b> (Dr. Lara White)	June 2024	Questions will be reviewed and revised by June 2024. New questions will be utilized going forward.	Time to update application questions for all educator positions	Platform may not allow all application questions to be edited; work with vendor if needed	Training for any HR staff member posting positions
		Attend HBCU & HSI Career Fairs	<b>Talent Office</b> (Carli Carpentieri and Marissa Waters)	Ongoing (Fall & Spring Fairs)	Will attend at least 5 HBCU & HSI Career Fairs each year. Increase in number of qualified TOC applicants received.	Funding to attend HBCU/HSI career fairs, Applitrack System & Google Docs to track applicants	Many HBCUs and HSIs are out of state; -Utilize WPS Brochure to expand on benefits of teaching in Waterbury, CT	Post positions on WPS website, CTReap, Handshake, HBCUCareers, Diversity in Ed <i>Diversity Recruitment Partners</i>
		Utilize data from community focus groups to identify and remove barriers preventing BIPOC students from becoming a WPS educator	<b>Director of Equity &amp; Inclusion</b> (Dr. Lara White) <b>RRAICES</b> (Community Organization)	June 2024	Review data collected and collaborate with RRAICES on creating an educator guide specific for WPS students. Increase in number of former WPS student applications.	RRAICES-funded by the Nellie Mae Advancing Community-School Partnerships 2 year grant	Willingness to participate in survey, need to ensure large enough sample size for reliable results.	Advertised through community partnerships
		RRAICES will create a guide to becoming a WPS Educator in English, Spanish, and Portuguese.	<b>Director of Equity &amp; Inclusion</b> (Dr. Lara White) <b>RRAICES</b> (Community Organization)	June 2024	Guide will be created by June 2024 and be distributed at community events going forward.		Additional language translation needed (Albanian, Arabic)	

## Increasing Educator Diversity Plan



### Hiring

SMART Goal (what is it we are trying to do?)	Who manages the goal? (name and 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 you make that less likely to happen?)	Communication/Engagement Efforts (What people need to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who owns this?	By when?				
<b>SMART Goal:</b> Maintain at least a 25% hiring rate for multilingual teachers and teachers of color each year.  <b>TOC Hiring Data</b> 2020-2021 41 (26.6%) 2021-2022 45 (22.6%) 2022-2023 70 (35.6%)  <b>Outcomes:</b> WPS will ensure the application and interview process follows best practices of hiring educators through an equity lens.	Juan Mendoza (AS/DHC)  Geen Thazhampallath, (Provisional Director of Personnel)  Carli Carpentieri & Marissa Waters (TPDS)  Dr. Lara White (DEI)  Building Admin & District Supervisors	Develop an anti-bias training video for interview panelists to provide a more equitable & inclusive experience for participants	<b>Director of Equity &amp; Inclusion</b> (Dr. Lara White)	June 30, 2024	Create anti-bias training video and document attendance to ensure equitable interview practices are adhered to.	Time, training; video produced in collaboration with DEI & HCD	Training refreshers would be needed annually	Building admin & interview panelists
		New teacher equity training & bus tour of school communities	<b>Director of Equity &amp; Inclusion</b> (Dr. Lara White) <b>Talent Office</b> (Carli Carpentieri and Marissa Waters)	Annually During WPS New Teacher Orientation	Equity training and a bus tour of school communities will occur during WPS New Teacher Orientation at the beginning of each year. New Teacher Feedback Surveys will be distributed 3 times during their first year in WPS (BOY, MOY and EOY).	DEI Time, Unearthing Joy by Ghodly Muhammad	Some staff may be reluctant to change. Professional learning should be ongoing in order to shift mindset.	Building Admin., Supervisors
		Revise & utilize interview guidelines in shared Google Drive, Include WPS Students in the interview process when feasible	Interview Committees	Ongoing	Review and revise interview guidelines. Upload revised guidelines to shared <i>Teacher Interview Google Drive</i> by June 2024.	Google Shared Drive, PL, training new admin	Time constraints & short staff could limit interview panels	HR Staff
		Streamline the onboarding process	<b>Director of Personnel</b> (Geen Thazhampallath) <b>HR Generalists</b> (Jennifer Orso-Marino, Lisa Dunn, Christine Farris, Julie Ostuno)	June 2024	Increase accessibility to onboarding forms by creating fillable PDFs and online links to decrease amount of onboarding time.		We need to explain the importance of making a seamless process for our applicants	
		Identify percentage of qualified AOC/TOC applicants hired	<b>Talent Office</b> (Carli Carpentieri and Marissa Waters)	Ongoing-End of Each Year June 30th	Track percentage of qualified AOC/TOC applicants hired each year.	Google Docs & LookerStudio, time to collect data	Utilize formulas in Google Docs/ Lookerstudio to eliminate human errors in data collection	Data reported annually to WPS Board of Education

## Increasing Educator Diversity Plan



### Retention

SMART Goal (what is it we are trying to do?)	Who manages the goal? (name and 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 you make that less likely to happen?)	Communication/Engagement Efforts (What people need to be consulted/engaged? What needs to be communicated? To whom?)
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<b>SMART Goal:</b> Retain 95% of Multilingual Teachers (MT) and Teachers of Color (TOC) by the end of each school year.  <b>Outcome:</b> WPS will create equitable school environments and career growth opportunities where MT/TOC feel valued, safe, and supported.  <i>*Percentage of MT/TOC Retention Data has not been tracked. We will begin collecting this data by EOY 2024.</i>	Jan Frenis (CAO)  Juan Mendoza (AS/DHC)  Geen Thazhampallath (Provisional Director of Personnel)  Carli Carpentieri & Marissa Waters, (TPDS)  Dr. Lara White, (DEI)  Building Admin & District Supervisors	Create systems to track MT & TOC retention data	<b>Talent Office</b> (Carli Carpentieri and Marissa Waters)	Spring 2024	Collect MT & TOC retention data each year by July 1	Utilize Google Suite as data collection platform	Google Suite Updates -stay up to date with Google Certification & trainings	TPDS communication with HR generalists
		Affinity groups for educators of colors	<b>Director of Equity &amp; Inclusion</b> (Dr. Lara White)	Monthly Meetings	Create affinity groups for our WPS educators of color. Host monthly meetings and document using an agenda.	Time, stipends if meetings are held after school hours	Teacher burnout may result in low participation rates -offer stipends and flexible meeting times	DEI, teachers, admin, community member
		District Equity Leadership Team (DELT) will identify and recommend various topics and skills needed for professional learning and district training			Host monthly meetings and document using an agenda.			
		School Equity Leadership Teams (SELT) will identify, procure, and provide resources, training, and support to create more inclusive and equitable school communities			Host monthly meetings and document using an agenda.			
		Professional Learning on equitable policies & practices	<b>Academic Office</b> (Janet Frenis) <b>Elementary &amp; Secondary Assistant Superintendents</b> (Jade Gopie and Dr. Joseph Johnson and)	Ongoing-During District-Wide PL Days	Create professional learning schedule and share with staff in advance. Utilize Unified Talent Perform to store all professional learning resources. Send out PD survey after each professional learning session.	Time, funding for PL, Great Schools Partnership, Instructional Coaching with Cormier	Staff may be reluctant to change -professional learning must be ongoing in order to shift mindset	Directors, building admin, supervisors
		Professional Learning on Improving School Culture & Climate			Create professional learning schedule and share with staff in advance. Utilize Unified Talent Perform to store all professional learning resources. Send out PD survey after each professional learning session.			
		Strategically use data to recruit more BIPOC TEAM Mentors & review TEAM Mentor process to pair new TOC with TOC Mentor (when feasible)	<b>Talent Office</b> (Carli Carpentieri and Marissa Waters) <b>District TEAM Coordinators</b> (Maria Stasaitis and Melissa DiGiovanni)	July 2024	Send recruitment emails to MT & TOC with information on becoming a WPS TEAM Mentor. Host informational sessions with District TEAM Coordinators and provide additional TEAM Mentor trainings in the summer.	Time & Stipends for TEAM training	Teacher burnout may result in low participation rates of TEAM Mentors taking on TEAM Mentees -offer additional stipends	District TEAM Coordinators, TEAM Mentors
		Administer Anonymous Surveys	<b>Talent Office</b> (Carli Carpentieri and Marissa Waters)	Ongoing BOY, MOY, EOY	Distribute exit survey to all WPS staff who resign or retire to collect feedback. Review exit survey responses to address any areas of concern in order to create a more desirable workplace.	Google Forms, time to analyze survey results	Low survey participation rate -limit amount of questions	Multilingual Teachers and Teachers of Color
		Begin tracking retention rates of MT & TOC each year			Collect percentage of MT & TOC retention rates each year.	Time, Google Suite	Google Suite Updates -stay up to date with Google Certification & trainings	Data reported annually to WPS Board of Education