

Sample Increasing Educator Diversity Plan

Fictitious Brookside School District IED Plan with Reviewer Feedback and Proposed Revisions by the District

Brookside School District Sample Increasing Educator Diversity Plan

Brookside is a fictitious district designed to show how district and school leaders approached building a more diverse teacher and administrator workforce. Brookside is a learning case study for Connecticut's district and school leaders to make connections to their data and experiences to inform proactive thinking about identifying and addressing potential barriers and challenges to attracting, hiring, and sustaining racially, ethnically, and linguistically diverse educators.

In the sample, Brookside's Hiring and Selection Committee uses district data to create an Increasing Educator Diversity Plan using the [Plan template](#). The example working document illustrates how a multi-constituent team could use the [Guidebook](#) and [Toolkit](#) to address district hiring to increase the diversity of its administrator and educator workforce.

The Brookside School District Sample Increasing Educator Diversity Plan is offered as one approach to help you develop your district's Increasing Educator Diversity Plan using the [Increasing Educator Diversity Plan template](#).

The Brookside Story: A Process Scenario is in Part 2 of the [Guidebook for Hiring and Selection](#) on pages 35–54.



Important Note

Increasing educator diversity should be a collaborative and reflective process. Connecticut's district and school leaders, and boards of education are urged to engage in self-reflection and to have courageous dialogue to inform proactive thinking about a systems-based approach to identifying and addressing potential barriers and challenges to attracting, hiring, and sustaining racially, ethnically, and linguistically diverse educators in ways that support their retention. We hope that the sample Brookside plan with reviewer feedback and proposed district revisions illustrate the importance of undertaking increasing educator diversity as a long-term commitment requiring continuous improvement and not simply a compliance effort.

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, high school principal Juanita Ochala, president of district teachers' union Pat Bellingham, high school math department chair Anushka Nadiv, elementary school principal Mary Boswell, third-grade teacher Mateo Velasquez, middle school guidance counselor Rhonda Jackson, high school physical education teacher Grace Walker, first-grade teacher

Recruitment

Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who owns this?	By when?				
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?
By 2027, the percentage of applicants of color in the applicant pool is at least 40 percent.	Nia Mitchell, superintendent	Create and implement a communications plan that makes explicit the district's commitment and efforts to support diversity, equity, and inclusion (e.g., website update).	Mary Boswell, third grade teacher	April 2024	The website is updated to reflect the district's diversity, equity, and inclusion policy, and the plan is on the homepage by April 2024.	<ol style="list-style-type: none"> 1. Increasing educator diversity planning (IEDP) team, in consultation with the communications director/team, to develop the communications plan. 2. Legal staff will review and approve the plan. 3. The administration will approve the plan and commit to the necessary funding and resources. 4. Information technology (IT) staff to implement the approved plan. 	Additional time to develop drafts of the plan and proposed messaging that aligns with Board policy/regs. Mitigation: Legal & Comms review & approval.	<ol style="list-style-type: none"> 1. IT will need to be consulted regarding the implementation of the communications plan and message dissemination. 2. Educators of color will be consulted for their input and feedback. 3. Determine what needs to be communicated.

Recruitment, continued

Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			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?
		<p>Develop partnerships with educator preparation programs (EPPs) with a proven record of preparing and certifying racially diverse educators to create a pipeline of new teachers into Brookside, with a specific focus on recruiting more STEM teachers of color.</p>	<p>Pat Bellingham, high school math dept. chair</p>	<p>Spring 2025</p>	<p>Initial exploration meetings between district leaders and potential partner EPPs have been held by September 2024.</p> <p>The board has approved it, and the district has executed a memorandum of agreement and/or memorandum of understanding with one to two EPPs by spring 2025.</p>	<ol style="list-style-type: none"> Pat will need time to do the work (i.e., substitute coverage), a workspace, and administrative support to coordinate and host the meetings associated with moving the strategy forward. The board and district leadership will need to be engaged and provide approval. Pat will need to engage the talent office/human resources. Pat will need access to technology (i.e., Zoom or the district platform). 	<ol style="list-style-type: none"> Lack of EPP engagement with Pat. Mitigation: district leaders/BOE support Pat's efforts; contact EPPs outside of CT. Lack of resources (e.g., sub coverage/admin support). Mitigation: funding/resources identified & secured in the budget; finance/fiscal office support Pat who gets an extra prep period for this work. (Need IT/tech support. Mitigation: funding/resources identified & set aside for Pat to advance the strategy. District/School/BOE leadership changes stall progress/shift priorities. Mitigation: Onboarding plan for new leaders/BOE. 	<ol style="list-style-type: none"> Bring the board in from the beginning, keep in the loop during the exploration period (including input on which EPPs should be approached), and in the end for approval. Ensure the EPPs understand what the district is trying to accomplish and the partnership benefits. Reach out to STEM teachers of color and Brookside parents of color through surveys and focus groups to learn where they attended college/EPP programs and engage them to help in partnership contacts and conversations.

Hiring & Selection

Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who owns this?	By when?				
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?
Educators of color will make up at least 30 percent of all those hired in 2024–2027.	Juanita Ochala, president of district teachers' union	Assemble a selection committee that includes representatives from diverse ethnic and cultural groups and community members (i.e., parents)	Chris Andrews, high school principal	April 2024	A leader for this initiative is identified, and committee members representing Brookside's various constituencies are identified, invited to, and regularly attend meetings.	Recruitment resources include broad email outreach and follow-up conversations. Meeting resources include meeting space, snacks, and child care.	Meetings could be scheduled at times inaccessible to certain participant groups (e.g., parents) or unintentionally exclude English language learners. Mitigation: Explore virtual meeting options & interpretation services to increase accessibility & participation.	Articulate clear goals and expectations for committee membership (including centrality of IED and meeting frequency) and circulate to school administrators, PTO heads, and DEI committees.

Hiring & Selection, continued

Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			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?
		Train hiring and selection committee members and site leadership to build the cultural competency, responsiveness, and humility needed to address and mitigate bias in the hiring and selection processes and sustain educators in ways that increase their retention.	Rhonda Jackson, high school physical education teacher	January 2025	<ol style="list-style-type: none"> 1. Funding is secured from the finance committee to hire contractor(s) to develop and deliver mandatory professional learning for district and school leaders; 2. contractor(s) are identified and approved; and 3. sessions are scheduled. 	District Resources: <ol style="list-style-type: none"> 1. BOE approval for funding and contract to hire a contractor(s); 2. determine technology resources (e.g., Zoom, Teams); and 3. determine contractor(s) or consultant(s) needs. 	<p>School board: vocal resistance/tepid support; inadequate funding allocated. Mitigation: messaging with data (i.e., student & educator demographic data).</p> <p>District: Preferred contractor(s) may not be available when district wants the professional learning. Mitigation: Early outreach with a backup plan.</p> <p>Current educators: Have concerns/pose resistance. Mitigation: Utilize Ms. Ochala, Teachers Union President and part of the IED planning team to get buy-in.</p> <p>Parents/pupils/community: concerns/questions/hostile. Mitigation: Work with Comms to build understanding/cooperation/respectful dialogue.</p>	Positively communicate with all affected and interested communities (i.e., students, families, educators, board members, businesses, and other community members) to foster community member alignment around a shared goal of increasing educator diversity to ensure that each student has equitable access to culturally competent and culturally responsive instructors who support meaningful learning.

Retention

Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who owns this?	By when?				
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?
By 2027, the retention of educators of color will be at least 75 percent in Brookside.	Chris Andrews, high school principal, and Anushka Nativ, elementary school principal	Provide long-term professional learning for all staff, focused on: 1. cultural competency, responsiveness, and humility; and 2. fostering and sustaining antiracist, anti-bias action, behavior, curriculum, policies, practices, and teaching.	Mateo Velasquez, middle school guidance counselor	September 2025	IEDP team is formed, and a timed, multi-phase action plan is created. Phase 1 (by May 2024): Determine if there is any internal capacity (i.e., within the school district, on the board, or in the Brookside community) to provide professional learning and/or make recommendations about outreach to external expert cultural competency trainers. Phase 2 (by August 2024): Outreach to external experts regarding the training content/scope and sequence. Phase 3 (by October 2024): The trainers are secured, and trainings are scheduled. Phase 4 (starting January 2025): Implementation	1. Mateo needs time (sub coverage), workspace, and admin support to assist with communications, coordinating and hosting meetings to move the strategy forward. 2. Mateo needs to enlist Brookside's talent office/human resources in this effort. 3. District and BOE endorsement is needed to ensure fidelity and continuity of the strategy regardless of changes to district/BOE leadership and/or district staff/BOE members. 4. Access to technology for virtual meetings and collaboration is need.	1. Staff needs leadership/organizational skills. Mitigation: District & BOE communicate support and approve training funds. 2. Personnel changes stall progress. Mitigation: BOE stays committed to hiring equity-minded, culturally competent, culturally responsive staff. 3. Lack of resources (i.e., coverage/admin support/technology). Mitigation: BOE budget allocations reflect commitment; Mateo gets an extra prep period. 4. More tech support needed. Mitigation: Support from tech-savvy students (i.e., provide extra credit).	Interested and relevant parties (i.e., focus group(s)/survey): District leadership, teachers' union leadership, BOE, Brookside talent office/human resources, students and families, community and business leaders, and clergy.

Retention, continued

Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			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?
		Provide comprehensive induction support for both beginning educators and educators new to the district for the first 5 years of their tenure.	Grace Walker, first grade teacher	September 2025	Specified induction activities and criteria for identifying suitable mentor educators will be in place.	The BOE needs to approve funding for: <ol style="list-style-type: none"> 1. veteran teacher mentorship stipend; 2. classroom assistance or support for new teachers; and 3. new teacher professional learning opportunities. Time is also needed for teachers to: <ol style="list-style-type: none"> 1. collaborate with each other; and 2. get coaching and feedback from high-performing, culturally competent, and experienced teachers. New or novice teachers could be offered a reduced workload option. 	<ol style="list-style-type: none"> 1. Staff needs leadership/organizational skills. Mitigation: District & BOE communicate support and approve training funds. 2. Personnel changes stall progress. Mitigation: BOE stays committed to hiring equity-minded, culturally competent, culturally responsive staff. 3. Lack of resources (i.e., coverage/admin support/technology). Mitigation: BOE budget allocations reflect commitment; Mateo gets an extra prep period. 4. More tech support needed. Mitigation: Support from tech-savvy students (i.e., provide extra credit). 	Interested/relevant parties (i.e., focus group(s)/survey): District leadership, educators of color, teachers' union leadership, BOE, Brookside talent office/human resources, students and families; community and business leaders, and clergy.

Increasing Educator Diversity Plan Proposed Revisions Tool

Decision:

Approved

District:

Proposed Increasing Educator Diversity (IED) Plan Revisions

This tool is designed to be used by districts identified as receiving conditional approval of their IED plans and required to resubmit revisions to the Connecticut Department of Education (CSDE) for approval. The tool is similar in format to the IED Plan Review and Feedback Tool. The left column lists the key questions that were used by reviewers to review and provide feedback on IED plans.

Directions for use of this revisions tool

- To utilize the fillable options of this PDF tool, open the document in Adobe Acrobat.
- This document has three separate sections, and each section title mirrors that of the IED Plan Review and Feedback Tool.
- In the center column labeled “Feedback” for each section, copy and paste the feedback the district received on the IED Plan Review and Feedback Tool. Be sure to do so for all three sections of the document. The text boxes are scrollable.
- In the column on the right labeled “Revisions,” describe and explain the revisions you have either made or propose to make to your IED plan in relation to **both the questions in the column on the left AND the CSDE feedback.** Be sure to address questions and feedback for all three sections. The text boxes are scrollable.



1. Clear Goals and a Theory of Action

Key Questions Guiding Review

- Does the theory of action align with the district's vision for equity?
- Is the theory of action clearly articulated, and does it establish a direct connection with the goals identified in the plan?
- Are the goals specific, measurable, attainable, ambitious, relevant, and time bound (SMAART)?
- Is it evident that the goals identified are based on the district's most current data and/or any data projections the district has about the educator workforce?
- Is it clear what success will look like (how things will be different) if the goals are achieved?
- Are the indicators of progress for each goal clearly described and likely to support achievement of the goal?

Characteristics of a Strong Plan

- The plan specifies an ambitious, easy-to-understand theory of action with a clear connection to goals. All components of the plan are undergirded by a strong root-cause analysis.
- The plan defines the goals in terms of specific and measurable outcomes based on the district's most current data, and any projections they have, about the educator workforce.
- The goals address all parts of the workforce pipeline (recruiting, selecting, hiring, sustaining, and retaining).
- If the goals are achieved, there will be a marked difference in the district's educator workforce that is apparent to everyone.
- The goals and theory of action are clearly linked to overall system commitments and goals.

Reviewer Feedback

Proposed Revisions

2. Strategies, Key Activities, and Vital Processes

Key Questions Guiding Review

- Are the strategies and key activities for each goal relevant and research-based and/or informed by best practices?
- For each goal, is there a coordinated and coherent set of strategies described that will support achievement of the goal?
- For each goal, is a single person identified who is responsible for monitoring progress and ensuring successful implementation?
- For each strategy, is it clear who needs to do what and by when?
- Are the indicators of progress clearly described and relevant for each strategy/activity?
- Does the plan describe clearly how system leaders and accountable leaders will be involved in and/or informed about the plan, its progress, and problem-solving to address challenges in implementation?

Characteristics of a Strong Plan

- The plan engages senior leaders from important interested and/or affected parties.
- The plan has a clear set of strategies that are based on research and best practices.
- Chosen strategies are relevant to each goal, complement one another, build upon one another, and are sequenced to achieve the plan's goals.
- Each strategy specifies the necessary roles at every level—from the state to the school—for successful implementation.
- Each strategy has a single accountable owner.
- The plan defines a clear measure of success for each goal, and each activity has a defined set of indicators of success that includes specific and time-bound implementation milestones and evidence of implementation quality.

Reviewer Feedback

Proposed Revisions

3. Resources, Communication & Risk Mitigation

Key Questions Guiding Review

- Is it evident that the team represents and/or has access to and strong relationships with people and information they need for problem-solving and keeping the work on track?
- Are the personnel, financial, technological, and other resources required to achieve goals clearly identified?
- Are the identified resources adequate for implementing a deliberate and differentiated communications strategy that will build a critical mass of support for each goal and the plan as a whole?
- Are the key interested and/or affected parties the district will need to engage for successful implementation of each goal clearly identified, and is engagement with them clearly described?
- Is it evident how the team will onboard new leaders when leadership transitions occur?
- Are major risks that might cause the work to go off course clearly identified?
- Are strategies described to mitigate potential risks?
- Is it evident in the plan that the district has considered implications for other systems and initiatives in the district and/or in the state?

Characteristics of a Strong Plan

- The plan clearly identifies the team lead and core team members.
- The team has the right mix of people, talent, influence, and access to key individuals in the state who can be tapped to help solve problems and keep the work moving to achieve goals.
- There is a clear communication strategy that details the messages, modes of communication, frequency and timing of communication, and messengers.
- The plan gives a clear picture of how the strategies can work with the resources available, or it specifies how the needed resources can be obtained.
- The plan identifies key interested and/or affected parties who will be most critical to the success of any potential policy change.
- The plan details risks and constraints along the delivery chain—including weak relationships, chokepoints, funding shortfalls, and other potential major issues—and there are potential solutions for managing these risks.
- The plan includes the essential work that must occur across institutions, including the state, educator preparation programs, districts, and schools. Interdependencies are well understood and articulated.
- The team proactively manages transitions so that new leaders quickly become familiar with and supportive of the increasing educator diversity plan.

Reviewer Feedback	Proposed Revisions