Office of Recruitment, Cultivation & Diversity Programs

Division of Equity, Strategy & Opportunity Gaps
Office of the Superintendent

DARE TO TEACH
Community Equity Roundtable Presentation

1. The Challenges
   a. Systemic Racism
   b. State Data

2. The Opportunity
   a. Research
   b. Garrity Order is a guardrail not our ceiling or floor

3. Office or RCD - Strategic investments and initiatives
   a. “Grow Our Own” Pipeline Programming
   b. MTEL Prep Support Programs - Licensure
   c. Recruitment and Cultivation - Cultivated pools - events
   d. Retention and Diversity Programs - Retaining our talent
The Challenge

- Systemic racism forms a barrier to hiring and retaining educators of color at every phase of the process, from college enrollment, to selection bias, to MTEL passage rates.

- BPS aims to counteract the impacts of racism by applying aggressive, innovative interventions at every stage.
Market Share of Educators of Color

BPS employs just 6% of all teachers in Massachusetts.

Yet BPS accounts for...

- 47% of the state’s Black teachers.
- 23% of the state’s Latinx teachers.
- 23% of the state’s Asian teachers.

8% of MA teachers are teachers of color.
- 3% of the state’s teachers are Black
- 3% of the state’s teachers are Latinx
- 2% of the state’s teachers are Asian

Note: Based on DESE data for SY17-18; BPS number do not reflect Horace Mann Charter Schools
Research: Impact of Diverse Educators

- **Staff diversity** improves academic outcomes for all students, including test scores, and attendance, suspension, and graduation rates.
- A Black child who has just one Black teacher in elementary school is more likely to graduate and enroll in college; enrollment significantly higher if child is taught by two Black teachers.
Garrity Court Order Overview

- The Garrity Order requires BPS to achieve and maintain a desegregated faculty and staff (teachers and guidance counselors), “comprised of not less than 25% blacks and 10% other minorities.”

- The Order expires when black and other minority teachers and guidance counselors “have attained seniority to such an extent that, were a RIF [reduction in force] to occur based on the seniority provisions of applicable collective bargaining agreements reducing faculty and staff by 3%, the racial/ethnic proportions of faculty and staff would, in the written opinion of the Superintendent of Schools, be substantially the same as those existing before it.”

Morgan v. Burke, 926 F.2d 90 (1st Cir. 1991).
RCD Preview
Who Are We? …...The Office of RCD!

CERONNE DALY
Managing Director, RCD

KIM CONNOLLY
Director, RCD

RASHAUN MARTIN
Manager, Diversity Programs

JEREMY DALEY
Manager, Recruitment

CHARLES PAIGE
Coordinator, RCD

NICK BALASALLE
Pathway Programs

AKETA NARANG KAPUR
MTEL Program Specialist

ABDI ALI, Ed.D.
Pipeline Program Manager

WENSESS RAPHAEL
Pipeline Program Coordinator

CHARLES PAIGE
Coordinator, RCD
Pipeline Programs
Teacher Cadet: Vision of the Graduate

As learners, the Teacher Cadets collaboratively examine challenges to achieve socially just outcomes. As teachers, they promote the reciprocity between classrooms and communities, connecting learning to their students’ lives. The Teacher Cadets value and enrich public education by their diversity and creativity. As leaders, the Teacher Cadets stand in solidarity with legacies for equality and justice.
The BPS Accelerated Community to Teacher Program is an intensive 12-month program designed to prepare racially, culturally and linguistically diverse Boston residents, career-changers, or BPS paraprofessionals and substitutes who hold a Bachelor’s degree and experience working with children in a classroom setting to become novice BPS teachers with a provisional license.

SY 2020-21:
97% are Candidates of Color
61% Black
14% Latinx
30/36 (83%) are Paraprofessionals
7/8 (87.5%) of the Math/Science Candidates are Female
The **BPS Teaching Fellowship** is an accelerated program that prepares novice teachers within the Boston community to lead our students to academic success.

Teachers spend 12 months acquiring knowledge and developing strong instructional practices in actual Boston classrooms, with personalized training and expert coaches to guide them along the way.

BPS is the only district in Massachusetts that has a DESE-approved **Initial Licensure** in Elementary, Moderate Disabilities and ESL.

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**August 2021:**

15 Candidates from ACTT

80% Black & Latinx Candidates

Full-time Teachers in BPS
MTEL Prep Support Program
How is BPS addressing the opportunity gap related to the MTEL for our educators of color?

Francesca is just one example of many who successfully earned their provisional license as a result of the BPS MTEL Prep Program.

In this video, she discusses the impact BPS MTEL Prep had on her learning as a Latinx educator. How her learning, in turn, helped her to close the achievement gap of her students.
<table>
<thead>
<tr>
<th>Jan 2018-Jan 2020 N=199</th>
<th>ESL N=46</th>
<th>Foundations N=47</th>
<th>CL Reading N=44</th>
<th>CL Writing N=40</th>
<th>GC Multi-Subj N=22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BPS Black &amp; Latinx</strong></td>
<td>88%</td>
<td>87%</td>
<td>82%</td>
<td>75%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>State Black &amp; Latinx</strong></td>
<td>37%</td>
<td>50%</td>
<td>75%</td>
<td>69%</td>
<td>66%</td>
</tr>
</tbody>
</table>
### DESE Diversification Grant-BPS MTEL Prep Outcomes

**BPS MTEL Prep Support Program**  
July 2019-January 2020

<table>
<thead>
<tr>
<th>Total passed out of 97 who completed program</th>
<th>Total Black, Latinx, and Asian out of the 80 who passed</th>
<th>Total who cleared a license</th>
<th>Total Black, Latinx, and Asian who cleared a license out of 48</th>
</tr>
</thead>
<tbody>
<tr>
<td>80/97</td>
<td>67/80</td>
<td>48/80</td>
<td>38/48</td>
</tr>
<tr>
<td>82%</td>
<td>84%</td>
<td>60%</td>
<td>79%</td>
</tr>
</tbody>
</table>

- **Total passed out of 97 who completed program:** 80/97
- **Total Black, Latinx, and Asian out of the 80 who passed:** 67/80
- **Total who cleared a license:** 48/80
- **Total Black, Latinx, and Asian who cleared a license out of 48:** 38/48

- **82%** of those who passed the program cleared a license.
- **84%** of Black, Latinx, and Asian educators who passed cleared a license.

**MTEL Prep Support Programs licensed**  
38 Educators of Color

- Total: 38
- **Asian:** 2
- **Black:** 6
- **Latinx:** 5

**Programs**  
- Early Childhood (n=3)  
  - Asian: 2  
  - Black: 1
  - Latinx: 1
- Elementary (n=14)  
  - Asian: 6  
  - Black: 5
  - Latinx: 3
- ESL (n=15)  
  - Asian: 5  
  - Black: 2
  - Latinx: 2
- Moderate Disabilities (n=3)  
  - Asian: 1  
  - Black: 2
  - Latinx: 3
- Secondary Dance, History, English (n=3)  
  - Asian: 3  
  - Black: 3
  - Latinx: 3
SY 20-21 Recruitment and Cultivation Events

**January 5, 2021**  
School Leader Panel

**February 27, 2021**  
Demonstration Day

**March 1, 2021**  
Positions Posted

**March 13, 2021**  
Demonstration Day

**March 19, 2021**  
School Leader Panel

**March 26, 2021**  
7th Annual Diversity Fair

**April 13, 2021**  
Latinx Teacher Fair

**April 27, 2021**  
MultiLingual/High Needs Teacher Fair
Other Cultivation Activities

Content Workshops
- Culturally and Linguistically Sustaining Practices (Office of Opportunity Gap)
- Family Engagement (Office of Engagement)
- Safe & Welcoming Classrooms (Teacher Panel)
- BPS Interactive Rubric

Hiring Support Workshops
- Resume/ Cover letter
- Interviewing
- Demo lesson preparation

Info Sessions
- Ed prep partners
- Colleges, universities
- General public
### Early Hiring Pool: Last Year vs This Year

<table>
<thead>
<tr>
<th></th>
<th>Last year, EHP</th>
<th>SY20-21 EHP Goals</th>
<th>EHP Currently</th>
<th>% from goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>157</td>
<td>202</td>
<td>169</td>
<td>84%</td>
</tr>
<tr>
<td>Native American</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>120%</td>
</tr>
<tr>
<td>Asian</td>
<td>62</td>
<td>80</td>
<td>53</td>
<td>66%</td>
</tr>
<tr>
<td>Latinx</td>
<td>57</td>
<td>85</td>
<td>85</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>374</td>
<td>300</td>
<td>276</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>687</td>
<td>672</td>
<td>610</td>
<td></td>
</tr>
</tbody>
</table>
1x1 Coaching Supports

- Resume/ Cover letter
- Interviewing
- Demo Lesson Prep
- Mondays and Fridays
- TeachBoston.org/events

126 Candidates have received supports,
76 candidates of color
32 Members of one of our Ed Prep Partners Programs (BTR, Donovans, TNY or ACTT)
<table>
<thead>
<tr>
<th>Affinity Recruitment Advisories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian Affinity Recruitment Advisory Council:</strong></td>
</tr>
<tr>
<td>RCD Lead: Kim Connolly, Director of RCD</td>
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<tr>
<td>Lead Advisors:</td>
</tr>
<tr>
<td>● Andrea So, Asst. Principal, Murphy School</td>
</tr>
<tr>
<td>● Priscilla Lau, Chemistry &amp; Biology Teacher, BLA</td>
</tr>
<tr>
<td>● Meeting dates: January 25, February 23, March 30, April 27, May 25, June 29</td>
</tr>
</tbody>
</table>

| **Deaf & Hard of Hearing Affinity Recruitment Advisory Council:**  |
| RCD Lead: Rashaun Martin, Educator of Color Retention Specialist  |
| Lead Advisors:  |
| ● Jiyoung Jou, Teacher of the Deaf and Hard of Hearing, Horace Mann  |
| ● Stephen Weiner, High School History Teacher, Horace Mann  |
| ● Meeting dates: January 28, February 25, March 25, April 29, May 27, June 24  |

| **HBCU Affinity Recruitment Advisory Council:**  |
| RCD Lead: Ceronne Daly, Managing Director & Charles Paige, RCD Coordinator  |
| Lead Advisors:  |
| ● Carrie King Woodson, Asst. Head of School, English High  |
| ● Ernest Coakley, Asst. Head of School, Dearborn  |
| ● Derrick Ciesla, Principal, Russell  |
| ● Jamilah Murrell, Paraprofessional, Sarah Greenwood  |
| ● Rena Stone, 5th/6th Grade ELA, Kenny  |
| ● Meeting dates: TBD  |

| **Latinx Affinity Recruitment Advisory Council:**  |
| RCD Lead: Jeremy Daley, Manager of Recruitment and Cultivation  |
| Lead Advisors:  |
| ● Antonelli Meija, Director of Student Advancement, Umana  |
| ● Brandon Lopez, Transformation Social Worker, Higginson-Lewis 3-8  |
| ● Meeting dates: January 29, February 11, TBD  |
Retention
**Exits** (Retirements, Resignations, Non-Renewal, etc.)

<table>
<thead>
<tr>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>57.77%</td>
<td>58.81%</td>
<td>53.93%</td>
<td>64.14%</td>
<td>58.61%</td>
<td>53.74%</td>
<td>53.82%</td>
</tr>
<tr>
<td>Black</td>
<td>26.10%</td>
<td>23.31%</td>
<td>24.72%</td>
<td>14.39%</td>
<td>21.11%</td>
<td>21.05%</td>
<td>21.45%</td>
</tr>
<tr>
<td>Decline</td>
<td>10.17%</td>
<td>10.30%</td>
<td>11.01%</td>
<td>11.62%</td>
<td>11.39%</td>
<td>14.40%</td>
<td>15.64%</td>
</tr>
<tr>
<td>Latinx</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>4.34%</td>
<td>4.34%</td>
<td>7.64%</td>
<td>7.32%</td>
<td>6.94%</td>
<td>6.37%</td>
<td>6.55%</td>
</tr>
</tbody>
</table>

**Data is as of 10/1 each year.**

**Total Educator Exits**
- 2014: 521
- 2015: 369
- 2016: 445
- 2017: 396
- 2018: 360
- 2019: 361
- 2020: 275

**% Educator Exits of Color**
- 2014: 42.2%
- 2015: 39.0%
- 2016: 43.4%
- 2017: 33.6%
- 2018: 39.4%
- 2019: 42.7%
- 2020: 43.6%

**Garrity Educators (Teachers & Guidance Counselors)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Exits</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>135</td>
<td>5.57%</td>
</tr>
<tr>
<td>2015</td>
<td>86</td>
<td>4.34%</td>
</tr>
<tr>
<td>2016</td>
<td>110</td>
<td>7.64%</td>
</tr>
<tr>
<td>2017</td>
<td>57</td>
<td>7.32%</td>
</tr>
<tr>
<td>2018</td>
<td>76</td>
<td>6.94%</td>
</tr>
<tr>
<td>2019</td>
<td>76</td>
<td>6.37%</td>
</tr>
<tr>
<td>2020</td>
<td>59</td>
<td>6.55%</td>
</tr>
</tbody>
</table>

**Race/Ethnicity Exits**

<table>
<thead>
<tr>
<th>Year</th>
<th>Black Exits</th>
<th>Total Exits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>76</td>
<td>135</td>
</tr>
<tr>
<td>2015</td>
<td>57</td>
<td>86</td>
</tr>
<tr>
<td>2016</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>2017</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>2018</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>2019</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>2020</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>
Exit Surveys and Interviews 6/1/20-9/30/20

Virtual Exit Interviews Completed (Total n = 21)
- 4 (19.0%)
- 10 (47.6%)
- 7 (33.3%)

Virtual Exit Interviews Offered (Total n = 192)
- 22 (11.5%)
- 106 (55.2%)
- 64 (33.3%)

Exit Surveys Completed (Total n = 43)
- 8 (18.6%)
- 19 (44.1%)
- 3 (8.1%)
- 12 (23.3%)
- 1 (<1%)
Exit Interview Insights

From 21 virtual interviews, we asked two questions of each participant:

1.) Can you describe your supervisor experience?
2.) Can you describe your professional development experience?

Themes

- Supervision was strongest when good feedback was provided, coaching, leadership roles/opportunities were given and necessary materials were provided.
- Supervision was frustrating when staff felt demeaned, threatened or expectations were not clear.
- School-based professional development was most impactful when it applied to all staff and not just the teachers and when it applicable to practice instead of merely compliance.
- District professional development was most impactful when it was provided consistently allowing for teachers & staff to not have to seek out PD on their own.

*Garrity Educators (Teachers & Guidance Counselors)*
DEVELOP & RETAIN

**WEOC**
WOMEN EDUCATORS OF COLOR
Executive Coaching Program

**MEOC**
MALE EDUCATORS OF COLOR
Executive Coaching Program

**SLOC**
SCHOOL LEADERS OF COLOR
Professional Learning Community

**ALANA**
African, Latinx, Asian, Native American networking