



# DEVELOPING A REPRESENTATIVE & INCLUSIVE **VISION FOR EDUCATION**

## KEY TAKEAWAYS



## Understanding the Issue | The History and Importance of Diverse Educators

To understand the current state of diversity within North Carolina's Educator Workforce, these sessions explored the historical context for educators of color in North Carolina and what research tells us about the impact of a diverse educator workforce on all students.

### HISTORY OF RACIAL AND ETHNIC DIVERSITY IN NORTH CAROLINA PUBLIC EDUCATION

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#### INTRODUCTION

☑ **Representative Zack Hawkins**, North Carolina House of Representatives, House District 31

#### MODERATOR

☑ **James E. Ford**, Executive Director, Center for Racial Equity in Education; Member, North Carolina Board of Education

#### RESOURCE EXPERTS

- ☑ **Dr. Dudley Flood**, Former Associate State Superintendent, North Carolina Department of Public Instruction
- ☑ **The Honorable Howard Lee**, Former North Carolina State Senator; Former Chairman, North Carolina State Board of Education; Board Member, The Hunt Institute
- ☑ **The Honorable Frances Cummings**, Former North Carolina State Representative; Former President, North Carolina Association of Educators

#### KEY TAKEAWAYS

- **Importance of Black educators** | Black teachers have always served an important role as role models and change agents for Black students, even at a time when segregated schools were denied adequate resources and subjected to the overtly racist tools of the Deep South. For many Black students, the excellent education they received was due to the persistence and commitment of their Black teachers, despite the systemic and institutional forces working against them.
- **Overcoming systemic barriers** | As schools began to integrate following Brown v. Board, educators of color were beset with racism from the schools and districts that hired them, the teachers they worked with, and the students and community they served. These educators were forced to navigate multiple systems to keep their job and find success for their students.
- **Diversity among school leaders** | Just like their students, teachers of color benefit from the support and affirmation that come from seeing their identity reflected in their school and district leaders.
- **Impact of students' academic experiences** | There is an important connection between a student's K-12 experience, their postsecondary success, and fundamentally their desire to become an educator. If students of color have a negative personal experience with education as a student, how can we expect them to want to pursue a career in teaching?

#### ADDITIONAL RESOURCES

- [Deep Rooted: A Brief History on Race and Education in North Carolina](#) | This report from the Center for Racial Equity in Education provides an in-depth overview of the history of African American Education in the state from antebellum North Carolina to today.
- [The North Carolina Constitutional Provisions for Education: Textual Comparisons of North Carolina's Constitutions and Amendments](#) | Created as part of the Constitutional Tales series by Dr. Ann McColl, this document traces all changes in the education provisions in the North Carolina Constitutions that occurred when the constitution was rewritten or amended. Many of these changes directly impacted educators of color in North Carolina.

### LOOKING TO THE EVIDENCE: THE IMPACT OF EDUCATORS OF COLOR

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#### INTRODUCTION

✉ **Eric Davis**, Chair, North Carolina State Board of Education

#### MODERATOR

✉ **Dr. Aaliyah Samuel**, Vice President, Policy and Advocacy, Northwest Evaluation Association

#### RESOURCE EXPERTS

✉ **Dr. Anna Egalite**, Assistant Professor, Department of Educational Leadership, Policy, and Human Development in the College of Education, NC State University

✉ **Dr. Constance Lindsay**, Assistant Professor, School of Education, UNC-Chapel Hill

✉ **Mireya Ruiz**, Fifth-Grade Teacher, Lake Myra Elementary School, Wake County Public School System

#### KEY TAKEAWAYS

- **Improved outcomes for students of color** | Students of color experience positive short- and long-term academic, social, and behavioral outcomes when they are taught by educators of color.
- **All students benefit from diverse teachers** | While studies of teacher race-matching consistently show positive impacts on students of color, none show any detriment to white students. By increasing the diversity of the educator workforce, schools can build tolerance and reduce bias, thus creating a culture of learning with equity and inclusion at its core.
- **Shared experiences breed empathy** | The shared experiences of educators and students of color allow these teachers to empathize with student experiences while still maintaining high expectations. This cultural awareness also allows of color to recognize the strengths of their students and supports the development of engaging curricula.

#### ADDITIONAL RESOURCES

- [E\(race\)ing Inequities: The State of Racial Equity in North Carolina Public Schools](#) | Report from Center for Racial Equity in Education providing an in-depth look at race and educational success in North Carolina.
- [The Effects of Teacher Match on Students' Academic Perceptions and Attitudes](#) | Dr. Egalite referenced this report discussing the impact of teachers of color on student mindsets.
- [The Long-Run Impacts of Same-Race Teachers](#) | This report, co-authored by panelist Dr. Constance Lindsay, outlines the long-term benefits of a diverse educator workforce.

### Identifying Keys to Success | Recruiting, Preparing, and Retaining a Diverse Educators Workforce

Increasing the diversity of the educator workforce requires innovative approaches throughout the educator pipeline. Resource experts shared best practices and challenges in recruiting, preparing, and retaining educators of color.

### RECRUITING A RACIALLY AND ETHNICALLY DIVERSE EDUCATOR WORKFORCE

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#### MODERATOR

✉ **Donnell Cannon**, Principal, North Edgecombe High School, Edgecombe County Public Schools; K-12 Advisor, The Hunt Institute

#### RESOURCE EXPERTS

✉ **Dr. Ellen McIntyre**, Dean, Cato College of Education, UNC-Charlotte

✉ **Dr. Tom Tomberlin**, Director, Educator Recruitment and Support, North Carolina Department of Public Instruction

✉ **Dr. Miriam Wagner**, Interim Dean, College of Education, North Carolina A&T State University

#### KEY TAKEAWAYS

- **Improved perception of the teaching profession** | There has been a generational shift in how our society, especially parents, value the profession of teaching – which is no longer viewed as an automatic pathway to the middle class for families of color. This shift has made recruiting teachers of color more difficult.

### KEY TAKEAWAYS (CONT.)

- **Intentional selection of recruiters** | It is important that the individuals recruiting candidates for educator preparation programs (EPPs) are representative of the various racial and ethnic groups we want to be represented within our educator workforce.
- **Engage potential future teachers earlier** | Recruitment strategies that conduct outreach to students in middle and high school, like [Charlotte Teacher Early College](#), can take advantage of the passion and potential that young people have for education and support early interest in the teaching profession.
- **Shift expectations regarding length of teaching career** | Framing teaching only as a lifelong career could discourage young people who don't envision remaining in a single profession for 40 years from entering the teaching profession.

### PREPARING A RACIALLY AND ETHNICALLY DIVERSE EDUCATOR WORKFORCE

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#### MODERATOR

☑ **Dr. Fouad Abd-El-Khalick**, Dean, School of Education, UNC-Chapel Hill

#### RESOURCE EXPERTS

- ☑ **Dr. Anthony Graham**, Provost, Winston-Salem State University
- ☑ **Dr. Leslie Locklear**, Project Coordinator, First Americans' Teacher Education Program, UNC-Pembroke
- ☑ **Arasi Adkins**, Assistant Superintendent of Human Resources, Durham Public Schools

### KEY TAKEAWAYS

- **Prioritization within Educator Preparation Programs (EPP) at Institutions of Higher Education (IHE)** | Increasing the enrollment of educators of color in preparation programs should be a priority for all EPPs. Nationally, the modest growth in diversity within the educator workforce has been a result of lateral entry and alternative-certification programs.
- **Provide instruction in use of culturally responsive teaching and pedagogy** | Educator preparation programs should work to ensure that every future teacher is steeped in culturally responsive teaching and pedagogy. Schools should not have to choose between teachers who have the pedagogical skills to rigorously teach students and teachers who are able to have holistic, culturally affirming classrooms that actively work against the school to prison pipeline.
- **Rethink teacher licensure exams** | Teacher licensure exams represent a significant barrier for preparing a diverse educator workforce. Students of color are disproportionately less likely to pass these exams, but they are a prerequisite of most IHE-based teacher preparation programs. These exams have not proven to be indicative of teacher quality but discourage potential teachers from pursuing a career in education.

### RETAINING A RACIALLY AND ETHNICALLY DIVERSE EDUCATOR WORKFORCE

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#### MODERATOR

☑ **Christina Spears**, Special Assistant, Office of Equity Affairs, Wake County Public Schools

#### RESOURCE EXPERTS

- ☑ **Dr. D. Kelvin Bullock**, Executive Director for Equity Affairs, Durham Public Schools
- ☑ **Amanda Fernández**, CEO and Co-founder, Latinos for Education
- ☑ **José Vilson**, Executive Director, EduColor

### KEY TAKEAWAYS

- **The invisible tax** | Educators of color are often asked to play multiple roles within a school. This [invisible tax](#) places an undue burden on educators of color when they enter the classroom, especially male educators of color. This can come in the form of being seen or used as disciplinarian throughout the school, serving as the school translator/interpreter, and feeling isolated as the lone voice when negative instances around race/identity are not addressed.
- **Combatting microaggressions** | The microaggressions that educators of color experience, from other teachers, school leaders, and parents, also contribute to attrition. For educators of color to feel that their voices are heard, and that systemic change is possible, schools and school districts must name the institutional racist practices, have an open dialogue that centers those of color, and work continuously to be anti-racist and anti-biased.
- **Reform teacher evaluation** | Evaluation and observation tools can serve as a barrier for retention of educators of color due to the subjectivity within the tool that allows for racism and bias. When school leaders are not trained to recognize their implicit bias through the evaluation process, educators of color can sometimes be unfairly rated within the criteria of observation rubrics.

### ADDITIONAL RESOURCES FOR RECRUITING, PREPARING, AND RETAINING A DIVERSE EDUCATOR WORKFORCE

- [What to Make of Declining Enrollment in Teacher Preparation Programs](#) | Referenced by Dean Abd-El-Khalick, this report from the Center for American Progress that discusses the decline of enrollment in EPPs for almost all races and ethnicities.
- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#) | Report by Desiree Carver-Thompson exploring the benefits of a diverse teacher workforce, barriers to recruitment, and promising practices.
- [A Fair Chance: Simple Steps to Strengthen and Diversify the Teacher Workforce](#) | Report from the National Council for Teacher Quality investigating the disproportionate barriers faced by aspiring teachers of color.
- [Student Debt: An Overlooked Barrier to Increasing Teacher Diversity](#) | Report from the Center for American Progress analyzing the impact of student debt on teachers of color.
- [Our Stories, Our Struggles, Our Strengths](#) | Report from the Education Trust sharing perspectives and reflections from Hispanic teachers.

## Lunch and Keynote

### INTRODUCTION

**The Honorable James B. Hunt, Jr.**, Governor, North Carolina (1977-1985; 1993-2001); Board Chair, The Hunt Institute

### RESOURCE EXPERTS

**Secretary John B. King, Jr.**, President & CEO, The Education Trust

**Rodney Robinson**, 2019 National Teacher of the Year

### KEY TAKEAWAYS

- **Improve data collection and transparency** | To fully understand the scope of the issue of educator diversity and build comprehensive strategies to alter the status quo, data collection and transparency throughout the educator pipeline is critical. From analyzing placement and retention of educators of color to examining enrollment, persistence, and completion data of educators of color within education preparation programs, developing a transparent data management system will ensure accountability throughout the continuum.
- **Invest in programs serving students of color** | Investing in improving the pipeline of educators of color is vital, and this investment should prioritize partners that have historically been effective in serving prospective educators of color, especially Minority-Serving Institutions, community colleges, and Grow Your Own programs.
- **Prioritize a culture of equity** | Schools and local education agencies (LEAs) must prioritize cultivating a climate and culture that supports the success of teachers of color. With teachers of color being more likely to leave the profession due to issues like poor compensation, the invisible tax, and a lack of opportunity to assume leadership roles, schools must focus on building a culture of equity to ensure that teaching is an attractive, sustainable profession.
- **Identify and elevate diverse voices** | While most schools, LEAs, and Educator Preparation Programs have acknowledged the need for diversity and inclusion within their organizations, there is much more work to be done to turn these words into action. In doing so, it is crucial to lift the voices of people of color when engaged in this work and ensure that they are represented across the pipeline, including college faculty and school and district leaders.
- **Offer opportunities for mentorship** | Mentorships are an invaluable resource for new teachers of color. Having a community of support to guide new teachers through early challenges and provide a safe space to share their experience can have a significant impact on retention.

### ADDITIONAL RESOURCES

- [If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover](#) | Report from the Education Trust analyzing perspectives of educators of color from across the United States and identifying best practices for retaining teachers of color.
- [The State of Racial Diversity in the Educator Workforce](#) | Under Secretary John King, the U.S. Department of Education released this report shedding light on the homogenous nature of the educator workforce and providing solutions to overcome this challenge.

### Professional Perspectives | Developing a Collective Framework for Action

A vision for developing diverse educator workforce demands a shared responsibility among all education stakeholders within education. By harnessing the strengths of individuals throughout the pipeline, North Carolina can ensure that educators of color are supported throughout their career. Panelists discussed current challenges within each stakeholder group, as well as best practices to bolster the diversity of the educator workforce.

#### PROFESSIONAL PERSPECTIVES - EDUCATORS

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##### FACILITATORS

- ☑ **NaShonda Bender-Cooke**, Special Education Teacher, Carroll Magnet Middle School for Leadership and Technology, Wake County Public School System
- ☑ **Dayson Pasión**, Equity Specialist, Chapel Hill-Carrboro City Schools

##### RESOURCE EXPERTS

- ☑ **Keiyonna Dubashi**, Director, Classroom Culture and Community, Teach For America - Eastern North Carolina
- ☑ **LaAlice Hopkins**, Instructional Advocacy and Policy Specialist, North Carolina Association of Educators
- ☑ **Jason Terrell**, Co-founder, Profound Gentlemen
- ☑ **Xavier Acuña**, Third-Grade Teacher, Speas Global Elementary School, Winston-Salem/Forsyth County Schools

##### KEY TAKEAWAYS

- **Foster community** | Creating communities in which educators of color can come together to offer support to one another has been shown to be an effective way to improve both retention and content knowledge of teachers of color.
- **Deepen understanding across communities** | Creating shared communities can also be effective in increasing knowledge and understanding across groups. No two individuals have shared the same experiences and it is crucial that educators acknowledge these differences and identify ways to work together.
- **Establish a shared responsibility** | The responsibility of increasing equity within our state's schools cannot be placed entirely on educators and students of color. There must be a shared responsibility across teachers and school leaders to identify ways in which current systems disproportionately impact students and educators of color.

##### ADDITIONAL RESOURCES

- [Profound Gentlemen](#) | Homepage for the Charlotte-based mentoring and professional development organization supporting male teachers of color.

#### PROFESSIONAL PERSPECTIVES – SCHOOL LEADERS

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##### FACILITATORS

- ☑ **Donnell Cannon**, Principal, North Edgecombe High School, Edgecombe County Public Schools; K-12 Advisor, The Hunt Institute

##### RESOURCE EXPERTS

- ☑ **Dr. Mary Hemphill**, Co-founder, Rebrand NC Education
- ☑ **Carmen Concepción**, Principal, Charlotte East Language Academy, Charlotte-Mecklenburg Schools
- ☑ **Shaunda Sandford**, School Board Chair, Asheville City Schools

##### KEY TAKEAWAYS

- **Think outside the box** | School leaders must challenge themselves to seek creative solutions to support recruitment of teachers of color. This could include using social media to engage with potential teachers, recruiting outside of the United States, leveraging the professional networks of all staff to identify talent, and engaging in Grow Your Own programs at the district level to expand the pool of diverse educators in rural areas where recruitment is a challenge.
- **Prioritize self-care and communities of support** | For many teachers of color, the feeling of isolation and compassion fatigue can create unsustainable work environments. By building a culture of self-care and a community of support for teachers of color, school leaders can reduce educator burnout and foster an atmosphere that is more conducive to teacher retention.



KEY TAKEAWAYS (CONT.)

- **Utilize partners and data** | School leaders interested in pursuing bold new ideas should strategically engage superintendents and district leadership early in the process. Data is critical in decision making and guiding these conversations. By using tangible teacher recruitment or retention data, including Education Value-Added Assessment System (EVAAS) data and data from the North Carolina Teacher Working Conditions survey, school leaders can firmly establish the need for the innovative approaches to school leadership.

ADDITIONAL RESOURCES

- [North Carolina Teacher Working Conditions Survey](#) | Referenced by Dr. Hemphill, this survey provides school leaders with data to help them better understand the experience of their teachers.
- [Duke TeachHouse](#) | Homepage for a partnership between Duke University and Durham Public Schools to provide both affordable housing for recent Duke School of Education graduates and an environment for creative problem-solving and innovation.

PROFESSIONAL PERSPECTIVES – SUPERINTENDENTS

FACILITATOR

- ✉ **Andy Cole**, Senior Consultant, The Wallace Foundation; Board Member, The Hunt Institute

RESOURCE EXPERTS

- ✉ **Dr. Bonnie Fusarelli**, Professor, Educational Leadership and Educational Evaluation and Policy Analysis, NC State University
- ✉ **Michelle Gethers-Clark**, President and CEO, United Way of Greater Greensboro
- ✉ **Dr. Anthony Jackson**, Superintendent, Vance County Schools

KEY TAKEAWAYS

- **Create opportunities for coaching and mentoring** | To recruit, prepare, and retain teachers and leaders of color, supports like coaching and mentoring throughout the career continuum must be a priority. That support is essential in helping educators navigate the school and community climate and culture successfully.
- **Prioritize innovation and creativity** | Innovation and creativity in both the short-and long-term is necessary to recruit, prepare, support, and retain educators of color. At the superintendent level, this could mean engaging in new partnerships with EPPs, rethinking how funds are allocated within the district to support innovative programming, and providing leaders within the district the flexibility to pilot new strategies that make teaching more attractive and sustainable.
- **Work within your community** | To build a more diverse pool of educators, LEAs should look to invest in their own communities. This can be done by beginning recruitment efforts as early as middle school, having the education profession highlighted at career fairs, and creating a positive narrative around teaching to draw more potential educators to the profession.

ADDITIONAL RESOURCES

- [Vance County Schools Opportunity Culture](#) | Program created by [Public Impact](#) that is utilized by Dr. Jackson in his district to cultivate teacher talent and provide opportunity for advancement within the teaching profession.
- [Leading for Equity: Opportunities for State Education Chiefs](#) | Report from the Council of Chief State School Officers providing guidance for systems leaders in pursuing equity within their organizations.

### PROFESSIONAL PERSPECTIVES – HUMAN RESOURCES PROFESSIONALS

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#### FACILITATOR

✉ **Edna Wallace**, Education Consultant, RTI Education Services

#### RESOURCE EXPERTS

✉ **Dr. Tom Tomberlin**, Director, Educator Recruitment and Support, North Carolina Department of Public Instruction

✉ **Dr. Amy Holcombe**, Associate Professor of Leadership Studies, Stout School of Education, High Point University

#### KEY TAKEAWAYS

- **Identify innovative approaches to recruitment** | To actively increase the diversity of their teaching pool, LEAs must pursue innovative approaches to recruitment. Some LEAs have found success in partnering with alternative certification programs like [Central Carolina Teaching Initiative](#). Others have turned to developing their own alternative certification programs like Guilford County Schools' [Alternative Certification Tract](#) or through targeted recruitment of high school seniors interested in pursuing Education degrees in the [Wake County Future Teachers Program](#).
- **Support school leaders in utilizing best-hiring practices** | Principals now serve as instructional leaders, managers, coaches, and evaluators. LEAs and administrator preparation programs often do not provide sufficient training in best hiring practices. Without such training, administrators might not have the necessary tools to recruit and vet teachers while also ensuring that their teacher population reflects the racial and ethnic diversity of their student population.
- **Address disproportionate attrition** | While some teacher attrition is natural, and positive for schools, the disproportionate rate at which teachers of color leave their schools must be addressed. LEAs must work to identify why teachers of color are leaving and prioritize strategies that have been proven to increase teacher retention. Interventions like mentor teacher's programs, advanced teaching roles, and district level social events that can allow teachers of color to share their experiences in order to support retention.

#### ADDITIONAL RESOURCES

- [The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools](#) | Report by TNTP outlining the national landscape of teacher retention.
- [A Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce](#) | Report by the Council of Chief State School Officers providing recommendations for teacher pre-service and in-service to attract and retain a diverse educator workforce.

### PROFESSIONAL PERSPECTIVES – ADVOCATES, NONPROFITS, AND PARENTS

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#### FACILITATOR

✉ **Samantha Musacchia**, Senior Manager of Policy and Advocacy, Northwest Evaluation Association

#### RESOURCE EXPERTS

✉ **Irina Ewen**, Parent Advocate, Wake County Public School System

✉ **Dr. William Jackson**, Founder, Village of Wisdom

✉ **Rev. Quan Stewart**, Assistant Executive Secretary-Treasurer, General Baptist State Convention of North Carolina

#### KEY TAKEAWAYS

- **Affirming student identity** | When schools do not affirm a student's identity and instead continue to use negative messaging and oppressive tools, it leaves parents with the "undue burden of undoing these actions and messaging," says Dr. William Jackson. If the parent is not equipped for this, then the child will continue to internalize these harmful messages about themselves, their abilities, and aspirations.
- **Building community partnerships** | Through partnerships with local non-profits and religious institutions, principals can build relationships with community partners to broaden their network of potential teachers of color. Through this network, when a vacancy in the school opens, schools are more likely to have access to candidates that share the identity and cultural practices of the community.
- **Parent engagement** | All parents play a key role in advocating on behalf of all children in the school when issues arise. By leveraging multiple voices and perspectives, parents can ensure that policymakers know the issues raised are concerns of all, not just a few.

#### ADDITIONAL RESOURCES

- [Village of Wisdom](#) | Homepage for Dr. Jackson's organization seeking to provide support for Parents of Black students to be advocates to eliminate racial injustice in schools.

PROFESSIONAL PERSPECTIVES – EDUCATION PREPARATION PROGRAMS

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FACILITATOR

✉ **Dr. Roy Jones**, Director, Call Me MISTER

RESOURCE EXPERTS

- ✉ **Dr. Cassandra Herring**, President and CEO, Branch Alliance for Educator Diversity
- ✉ **Dr. Ellen McIntyre**, Dean, Cato College of Education, UNC-Charlotte

KEY TAKEAWAYS

- **Create incentives for future educators** | Formalized incentives, such as scholarships, mentorships, and additional supports can propel recruitment and preparation of educators of color in North Carolina. One model that has found success is the [Call Me MISTER](#) program that has been implemented in South Carolina and Virginia.
- **Identify lessons learned from, and increase support of Historically Black Colleges and Universities (HBCU)** | HBCUs are a great resource to inform practice across all EPPs. They produce the most teachers of color among institutions of higher education and are leaders in culturally responsive pedagogy.
- **Strengthen partnerships with districts** | Stronger partnerships between EPPs and school districts are necessary to align teacher preparation with the K-12 curriculum, ensure that student teaching placements are intentional, and prepare teachers to serve the diversity of students in the local community.

ADDITIONAL RESOURCES

- [The Branch Alliance for Educator Diversity](#) is an organization dedicated to strengthening, growing, and amplifying the impact of educator preparation at Minority Serving Institutions.
- [FATE: First Americans Teacher Education Program](#) | UNC-Pembroke’s program dedicated to producing new American Indian teachers for American Indian communities.



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