

[Executive Order 113](#), signed by Governor Roy Cooper at December's DRIVE Summit, established the Developing a Representative and Inclusive Vision for Education (DRIVE) Task Force to develop a plan to increase the diversity of North Carolina's educator workforce. The task force is comprised of [32 members](#) representing stakeholder groups from along the educator pipeline.

WELCOME AND INTRODUCTIONS

- ✉ **Dr. Anthony Graham**, Chair, DRIVE Task Force; Provost, Winston-Salem State University
- ✉ **LaTanya Pattillo**, Teacher Advisor to the Governor, Office of Governor Roy Cooper
- ✉ **Dr. Javaid Siddiqi**, President & CEO, The Hunt Institute

Understanding the Issue | The History and Current Landscape of Diverse Educators

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

HISTORY OF RACIAL AND ETHNIC DIVERSITY IN NORTH CAROLINA PUBLIC EDUCATION

RESOURCE EXPERT

- ✉ **James E. Ford**, Executive Director, Center for Racial Equity in Education, and Member, State Board of Education

KEY TAKEAWAYS

- **Deliberate Systemization of Inequity** | From Black Codes in Antebellum North Carolina, to Jim Crow Policies following Reconstruction and the Pearsall Plan post *Brown v. Board*, efforts to marginalize educational pursuits of Black communities have been a consistent pattern in North Carolina's history. This is also true for American Indian communities who did not possess the same rights to state-supported education as their Black and White counterparts and thus were left to create their own schools to meet the needs of their community.
- **Overcoming Systemic Barriers** | The desire within communities of color to seek education, coupled with the aid of northern philanthropists who built schools and offered training for teachers of color, provided the opportunity for educators of color to serve as role models and change agents for their communities, even at a time when segregated schools were denied adequate resources and subjected to overtly racist practices in the Deep South.
- **Integration Homogenizes the Educator Workforce** | As a result of deliberate policy, the progress made within Black and American Indian communities to develop a multitude of quality educators of color was reversed as teachers of color in segregated schools faced large scale lay-offs amid integration. Among Black educators in North Carolina, more than 3,000 teachers, nearly 500 principals, and all black superintendents lost their jobs by 1980.

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 teachers and educators of color in North Carolina.

LOOKING TO THE EVIDENCE: WHY HAVING A DIVERSE EDUCATOR WORKFORCE MATTERS

RESOURCE EXPERT

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

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.
- **Specific North Carolina Datapoints** | Dr. Lindsay referenced multiple studies (linked below as Additional Resources) that utilize North Carolina teacher and student data to understand the impact of educators of color. However, it is important to also note that due to the dearth of Hispanic and Latinx teachers in North Carolina, there is not enough data to reliably study the impact of this subset of the educator workforce.
- **Current Research in North Carolina** | Numerous academic studies are underway nationally and in North Carolina to examine interventions throughout the educator pipeline to better understand the driving forces behind recruitment, preparation, and retention, including the influence of student debt, implicit bias training, and principal race matching.

CONSIDERATIONS FOR TASK FORCE RECOMMENDATIONS

- While recognizing the challenges in determining causation between specific behaviors of teachers of color and that of their race-matching students, consider investigating what behaviors and tactics employed by educators of color result in positive outcomes to inform preparation, in-service training, and evaluation.
- Be mindful of the ways racial and ethnic data are collected and reported, particularly in terms of self-reporting, and how states categorize (or miscategorize) the racial and ethnic identities of some communities.

ADDITIONAL RESOURCES

- Dr. Lindsay referenced numerous studies examining the impact of educators of color on students of color. Each are listed below and linked where accessible.
 - ▲ **Impact on Student Achievement**
 - ✔ Dee, T. (2004) Teachers, Race, and Student Achievement in a Randomized Experiment. *The Review of Economics and Statistics* 86, no. 1: 195-210.
 - ✔ Dee, T. (2005) [A Teacher Like Me: Does Race, Ethnicity or Gender Matter?](#) *American Economic Review* 95(2): 158-165.
 - ✔ Egalite, Anna J., Kisida, Brian and Winters, Marcus A., (2015), Representation in the classroom: The effect of own-race teachers on student achievement, *Economics of Education Review*, 45, issue C, p. 44-52.
 - ✔ Egalite, A., and Kisida, B. (2018, March) [The Effects of Educator Match on Students' Academic Perceptions and Attitudes,](#) *Educational Evaluation and Policy Analysis* 40, no. 1: 59–81.
 - ▲ **Impact on Student Discipline**
 - ✔ Lindsay, C., and Hart, C. (2017, September) [Exposure to Same-Race Educators and Student Disciplinary Outcomes for Black Students in North Carolina](#), *Educational Evaluation and Policy Analysis* 39, no. 3: 485–510.
 - ▲ **Long-Term Impacts**
 - ✔ Gershenson, S., Hart, C., Hyman, J., Lindsay, C., & Papageorge, N. W. (2018). The long-run impacts of same-race teachers (No. w25254), National Bureau of Economic Research.
- [Diversifying the Classroom: Examining the Teacher Pipeline](#) | Dr. Lindsay referenced this article analyzing national trends in the educator pipeline that includes interactive data visualizations.
- [Understanding the teacher diversity gap among early career teachers](#) | This article includes information regarding the relationship between student loan debt and educator diversity, referenced by Dr. Lindsay.
- [Which Colleges Are Helping Create a Diverse Teacher Workforce?](#) | This article, referenced by Dr. Lindsay, examines whether educator preparation programs are representative of their school's entire student body. Its interactive data visualizations allow readers to examine this trend at the institutional level.

THE CURRENT LANDSCAPE OF RACIAL AND ETHNIC DIVERSITY WITHIN NORTH CAROLINA'S EDUCATOR WORKFORCE

RESOURCE EXPERT

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

KEY TAKEAWAYS

- **The Current State of the Educator Workforce** | In 2018-19, 19.3 percent of teachers in North Carolina identified as teachers of color, while 52.3 percent of North Carolina's students identified as students of color.
- **Increased Attrition** | While the attrition rate of Black teachers is comparable to that of white teachers, North Carolina's Hispanic and Latinx and Asian/Pacific Islander teachers leave the profession at a higher rate.
- **Need for Data Analysis** | North Carolina has a robust, highly centralized data collection system that supplies the Department of Public Instruction (DPI) with the necessary data (from both local education agencies (LEAs) and Educator Preparation Programs (EPPs) to engage in thoughtful analysis of the issue of educator diversity. However, DPI currently lacks capacity to create an interactive dashboard to house this data and allow for its analysis.

CONSIDERATIONS FOR TASK FORCE RECOMMENDATIONS

- Advocate for expanding the capacity of the Department of Public Instruction to develop public facing dashboards to increase access to data related to educator diversity.
- Consider methods of holding EPPs accountable for increasing the diversity of their programs.

ADDITIONAL RESOURCES

- [NC DPI Statistical Profile](#) | The state statistical profile includes teacher and student race and ethnicity data at both the state and district level. *Note: This profile only disaggregates teacher race and ethnicity in three categories: Black, White and other.*
- [NC State of the Teaching Profession Report](#) | This annual report offers insight into teacher characteristics and includes a comparison of student to teacher demographics.
- [Educator Preparation](#) | DPI collects and disseminates information around the state's EPPs through this link. This includes an EPP Data Dashboard, EPP Performance Reports, and EPP Report Cards.
- [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.