

[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 [34 members](#) representing stakeholder groups from along the educator pipeline.

WELCOME AND INTRODUCTIONS

✉ **Dr. Anthony Graham**, Chair, DRIVE Task Force; Provost, Winston-Salem State University

Preparing Racially, Ethnically, and Linguistically Diverse Educators

The third meeting of the DRIVE Task Force sought to better understand issues related to preparing racially, ethnically, and linguistically diverse educators. By thinking critically about the barriers to enrollment, persistence, and completion for aspiring educators of color and learning from successful strategies and partnerships that are finding success in this space, task force members gained a clearer understanding of how North Carolina can work to improve educator preparation in a manner that addresses the experience and needs of educators of color.

COMMUNITY COLLEGES AS A PATH TO DIVERSIFYING THE EDUCATOR PIPELINE

RESOURCE EXPERT

✉ **Dr. Lisa Mabe Eads**, Associate Vice President of Programs, North Carolina Community College System; Member, DRIVE Task Force

KEY TAKEAWAYS

- **Established pathways and partnerships** | The North Carolina Community College System (NCCCS) is home to numerous established pathways to postsecondary attainment. These pathways are supported by partnerships with school districts (like Cooperative Innovative High Schools and other dual enrollment programs) and the UNC system (with course articulation agreements and dual admission programs), and represent a seamless pathway from high school to community college and then on to a four-year institution.
- **Community colleges address barriers for students of color** | Community colleges provide a more affordable (and in some cases free) option for students to begin their postsecondary journey. Additionally, the social diversity coursework embedded in the NCCCS's new teacher preparation degrees and pathways is designed to provide information and strategies necessary for transfer to and completion of a teacher licensure program at a four-year institution.
- **Building pathways in rural communities** | With 58 colleges serving all 100 counties, community colleges are an important resource in building a teacher pipeline for racially, ethnically, and linguistically diverse educators, especially in rural areas. In building these local pipelines, including Grow-Your-Own programs, the state can identify and support aspiring educators to live and teach in their home communities.

CONSIDERATIONS FOR TASK FORCE RECOMMENDATIONS

- Embed program elements that are proven to improve enrollment, persistence, and completion among racially, ethnically, and linguistically diverse candidates across the existing pathway supported by NCCCS (from high school to graduation from a four-year institution.)
- Establish community colleges as an attractive and affordable option and reduce the financial barrier for students enrolled in community college by offering additional scholarships, grants, and stipends to students enrolled in the teacher preparation pathway. Work to advertise these opportunities especially in communities of color.
- Build partnerships between community college- and university-level advising departments to provide seamless advising and support for students enrolled in teacher preparation transfer pathways to ensure that candidates are academically and financially on track to transfer.
- Continue to support the development and proliferation of course articulation agreements, especially with education courses, between community colleges and universities in North Carolina to facilitate transfer for aspiring educators of color. This can also include expanding opportunities for dual admission to both community college and four-year institutions for aspiring educators of color.

ADDITIONAL RESOURCES

- [North Carolina Community College System Data Dashboard](#) | This dashboard provides disaggregated enrollment and completion data for the NCCC System.
- **New Teacher Preparation Pathways** | Dr. Eads provided links to the [Associate in Arts in Teacher Preparation Curriculum Standard](#) and the [Associate in Science in Teacher Preparation Curriculum Standard](#) to provide more information about the new pathways to educator preparation for community college students.
- **Career and College Promise** | Career and College Promise (CCP) offers structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State/Industry recognized credentials as well as provide entry-level job skills – tuition-free.

DESIGNING EDUCATOR PREPARATION PROGRAMS WITH EDUCATOR DIVERSITY IN MIND | *Best Practices from the Academy for Teacher Excellence*

RESOURCE EXPERT

- ✉ **Dr. Belinda Bustos Flores**, Professor and Associate Dean of Professional Preparation and Partnerships, University of Texas at San Antonio; Founder, Academy for Teacher Excellence

KEY TAKEAWAYS

- **Barriers to persistence and completion in educator preparation** | Pre-service educators of color experience a number of barriers to persistence and completion including financial constraints, academic and confidence limitations due to their K-12 schooling experiences, lack of representation in faculty and curriculum, institutional and interpersonal microaggressions, discriminatory educator licensure exams, and a lack of quality and diverse clinical experiences.
- **Fostering an equitable, culturally sustaining institutional ecology** | It is critical that institutions of higher education (IHEs) reflect on how their policies and practices are rooted in white supremacy and work to develop a climate and culture that is anti-racist and culturally sustaining. This can include increasing the sensitivity and preparation of faculty, incorporating curricular materials that are written by scholars of color, and engaging with/employing cultural resources from the community to strengthen programmatic offerings.
- **Developing culturally efficacious educators** | In addition to adopting culturally responsive curricula, EPPs must design their programs to develop culturally efficacious educators. These educators not only possess socio-cultural competencies, but also the confidence and skills necessary to deconstruct the societal frameworks that are placed on racially, ethnically, and linguistically diverse students. Such educators possess a strong sense of self, are agents of change, and demonstrate efficacy-competence and confidence to enact change.
- **Pursue linguistic justice** | The way language and literacy are presented in our current education system often de-humanizes or devalues language and culture that is not reflective of western (white) identity. To overcome the white supremacy inherent in the system, states must invest in multi-cultural and bilingual education across the education continuum and recognize the cultural wealth and funds of knowledge of the community and incorporate these resources into the educator curriculum and practice.

CONSIDERATIONS FOR TASK FORCE RECOMMENDATIONS

- Support pre-service educators of color in overcoming financial, psycho-social, and institutional barriers that traditionally hinder their full participation in a university program by creating learning communities or supports (e.g., affinity groups, mentor programs, counseling services, and other networking opportunities that respect and embrace cultural diversity) to ensure candidates stay in the program, graduate, and obtain teacher certification/licensure.
- Continuously conduct qualitative and quantitative research and program evaluations to better understand the outputs and outcomes of preparation programs. Use this information to inform administrators, teachers, university faculty, and community members with “best practices” that close the opportunity gap and produce effective racially, ethnically, and linguistically diverse educators.
- Foster inclusive program climate and culture by addressing gate-keeping mechanisms (e.g., coursework, financial, high-stake testing, personal barriers), recruiting diverse faculty, and providing training and support for all faculty in topics related to diversity, equity, and inclusion.

- Clearly articulate a vision to stakeholders about representation and the need to support efforts to increase educator diversity, providing evidence that teacher representation results in academic and personal success for all, and encourage these IHEs to make this initiative part of university fund-raising campaigns.

ADDITIONAL RESOURCES

- Academy of Teacher Excellence (ATE)** | This program, founded by Dr. Flores, has been recognized as a national leader in preparing ethnically and linguistically diverse educators.
- Culturally Efficacious Evolution Model** | This model of teacher preparation, created by Dr. Flores and her team at ATE, is designed to support pre-service educators in their efforts to become culturally efficacious educators.

INVESTIGATING THE RESIDENCY MODEL | *The Black Educators Initiative*

RESOURCE EXPERT

- ✉ **Jessica Heard**, Chief of Equity and Inclusion, National Center for Teacher Residencies (NCTR)

KEY TAKEAWAYS

- The Teacher Residency Model** | Not to be confused with the North Carolina Residency License, this year-long teacher residency model used by NCTR seeks to increase the quality of teacher preparation through clinical training, community-based training supports, and increased relationship building with school communities that undergird culturally responsive teaching.
- Designing residencies to increase educator diversity** | By design, residencies address barriers for aspiring educators of color by supplying job-embedded preparation, clinical experience, and mentoring support. Individual programs have the flexibility to further implement policies that reflect their commitment to increasing teacher diversity by including additional programmatic supports like test prep and affinity groups.
- Teacher residencies as a pathway for diverse educators** | Teacher residencies are a proven model for increasing educator diversity. Within NCTR's programs nationally, 62 percent of residents identify as people of color (compared to 21 percent [of all new teachers, nationally](#).) Additionally, 86 percent of teacher residency graduates are still teaching in the same school after three years, compared to less than half of novice teachers in urban districts.
- The Black Educators Initiative** | NCTR's [Black Educators Initiative](#) seeks to support innovative practices within teacher residencies in order to recruit, prepare, and retain 750 Black educators by 2025. For the 2020-21 academic year, the program is allocating \$3.7 million in grant funds to 14 residency programs to build their capacity to identify and implement local, contextual strategies to recruit, train, and retain Black educators.



CONSIDERATIONS FOR TASK FORCE RECOMMENDATIONS

- Utilize funding as a lever to jumpstart innovation in teacher preparation, including offering support for residencies through state-level Grow-Your-Own grants to advance the state's strategic vision to increase educator diversity.
- Engage area districts, educator preparation programs, and community stakeholders to design residencies that address barriers for educators of color while also tailoring programs to meet local needs.
- Implement a comprehensive research and evaluation agenda with the help of a trusted third-party organization and include extensive educator voice in evaluations to understand the shortfalls of preparation.

ADDITIONAL RESOURCES

- [Want to Support Black Students? Invest in Black Teachers](#) | This recent TIME Magazine article addresses educator diversity as a national issue and provides an overview of NCTR's Black Educators Initiative.
- [NCTR Impact Report](#) | Report realized by NCTR analyzing its impact. This report does not include impact figures related to the Black Educators Initiative.
- [NCTR High Priority Resident Practices](#) | This Research Brief delves into six high-priority practices established by NCTR that ensure effective preparation.
- [NCTR Design for Impact Report](#) | Report released by NCTR offering considerations for residency models seeking to ensure long term sustainability.
- A number of states including [Mississippi](#), [California](#), [West Virginia](#), [Louisiana](#), and [Delaware](#) have launched their own initiatives to develop teacher residency programs, all with differing levels of state and philanthropic funding.

THE PROFESSIONAL EDUCATOR PREPARATION AND STANDARDS COMMISSION (PEPSC) INCLUDING DIVERSITY IN THE EPP WEIGHTED ACCOUNTABILITY MODEL

RESOURCE EXPERT

✉ **Dr. Patrick Miller**, Chair, PEPSC; Superintendent, Greene County Schools

KEY TAKEAWAYS

- **Origins of the Professional Educator Preparation and Standards Commission** | [PEPSC](#) was created on September 1, 2017 as a part of the passing of [Senate Bill 599](#). This commission is an advising body to the North Carolina State Board of Education (SBE) and has worked to engage stakeholders across the state to make rule recommendations for the SBE regarding all aspects of preparation, licensure, continuing education, and standards of conduct of public school educators.
- **Addressing educator diversity in accountability metrics** | The State Board charged PEPSC with developing a plan to address educator diversity in EPP accountability models. With that in mind, the commission worked to develop a domain within the accountability model that evaluates the diversity of candidates who enroll and complete by program. This figure evaluates an EPP's growth in diversity, its diversity compared to the rest of its institution, and its diversity compared to the state average.
- **Expanding its definition of diversity** | PEPSC is open to considering additional measures of diversity in the model when and if they can be collected, including regional urbanicity and percent of students that are Pell grant eligible, first generation college students, or male.

CONSIDERATIONS FOR TASK FORCE RECOMMENDATIONS

- Engage with stakeholders throughout the process to ensure buy-in, especially as it relates to accountability measures.
- Clearly define the term "diversity" as it relates to the work of the task force and seek clarity around the definitions used by partners and organizations in this space to ensure efforts are synchronized.