



Increasing Teacher Diversity

Strategies for Public School Districts

Superintendent Leadership Forum

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1) Executive Overview

Terminology

Grow your own programs: This report defines a grow your own program as a program that supports and recruits teacher candidates from a district's own student body to join the teaching profession and work within their former school district.¹

Key Observations

Profiled districts communicate goals for teacher diversity and promote accountability for goal achievement through diversity, equity, or strategic plans. District A, District B, and District C each drafted and published a diversity or equity plan that establishes qualitative or quantitative goals to increase teacher and staff diversity. The plans delineate strategies that the districts will employ to reach their goals. To increase accountability among district stakeholders, District A and District C designate key persons to oversee each strategy and establish metrics to assess the districts' progress toward diversity goals. At District D and District E, district leaders include a district-wide goal to increase teacher and staff diversity in their strategic plans. These goals typically include less detailed information on how the district will reach the diversity goal than the information found in other districts' diversity or equity plans.

Most profiled districts implement both short-term and long-term strategies to increase teacher and staff diversity. For example, District A, District B, and District D implemented changes to job descriptions, writing sample requirements, and interview questions to encourage diverse candidates to apply and succeed within the hiring process. Districts designed these strategies to alter the composition of the applicant pool in the short term. Each district is also promoting long-term increases in teacher and staff diversity by developing programs that strengthen the teacher pipeline of diverse students and community members. The effects of these programs will not be seen for years.

Incorporate a diversity statement and cultural competency requirement into job descriptions and interview questions. Each job posting at District A states that the district expects all hires to demonstrate "competency working in a culturally diverse environment or the willingness to acquire these skills." The district uses this statement to signal to all applicants that the district values diversity. At District A and District B, the human resources departments require all hiring teams to ask applicants questions related to cultural competency. These questions encourage hiring teams to favor applicants who are qualified to work with diverse populations.

To create a pipeline for current students to become teachers within the district, develop grow your own programs. District A, District C, and District E are currently developing and implementing grow your own programs. These programs will provide mentorship and student teaching opportunities to program participants. While each profiled district's program varies in length, districts typically engage participants from secondary school through post-secondary education. By supporting diverse students with an interest in teaching, districts hope to mirror the diversity of their local communities.

Profiled districts utilize the same programs to increase diversity and to cultivate applicant interest in hard-to-fill positions within the district. At both District D and District E, selection committees prioritize program applicants who

1) Zuber, Tara and Berg-Jacobson, Alex. "Diversifying the Teacher Workforce through Grow Your Own: A Snapshot of Three Programs." Center on Great Teachers & Leaders. March 14, 2017. Accessed January 5, 2018. <https://gtlcenter.org/blog/diversifying-teacher-workforce-through-grow-your-own-snapshot-three-programs>

would increase teacher diversity or fill traditionally hard-to-fill positions (e.g. special education positions, STEM positions) if they were eventually hired by the district.

2) Diversity Goals and Hiring Strategies

Diversity Goals within District Plans

Profiled Districts Publish Diversity Hiring Goals to Communicate Diversity Hiring as a Priority

At all profiled districts, contacts include diversity hiring goals in public-facing documents, such as strategic plans, equity plans, and diversity plans. For many districts, including diversity goals within a plan kick-starts larger efforts to increase teacher and staff diversity.

At **District C**, the equity director records district hiring goals within an equity plan every two years. Contacts report that the plan serves to both communicate district goals for diversity and hold the district accountable for acting on the steps outlined in the plan. The equity director at District C presents the most recent plan to district staff during professional development sessions. To supplement these sessions, the equity director sends the plan to all district principals and includes the plan's goals in internal newsletters. These efforts, in addition to a board meeting on the diversity goals, eventually led local newspapers to publish an article on the district's work on equity. Contacts at District C cite this widespread communication as a critical step toward acquiring community buy-in for the stated goals.

District B publishes an updated diversity plan every two years. Within the plan, the district outlines four main goals to improve equity within the district. In the 2016-2018 diversity plan, the first district goal challenges the district to increase teacher and staff diversity. The district and school board hold annual, televised discussions of the diversity plan to communicate the plan's goals to all stakeholders. The district publishes the plan and videos of each annual discussion on its website.

District A publishes its diversity hiring goals in an affirmative action equity plan. The district developed this plan with guidance from its state's department of education.

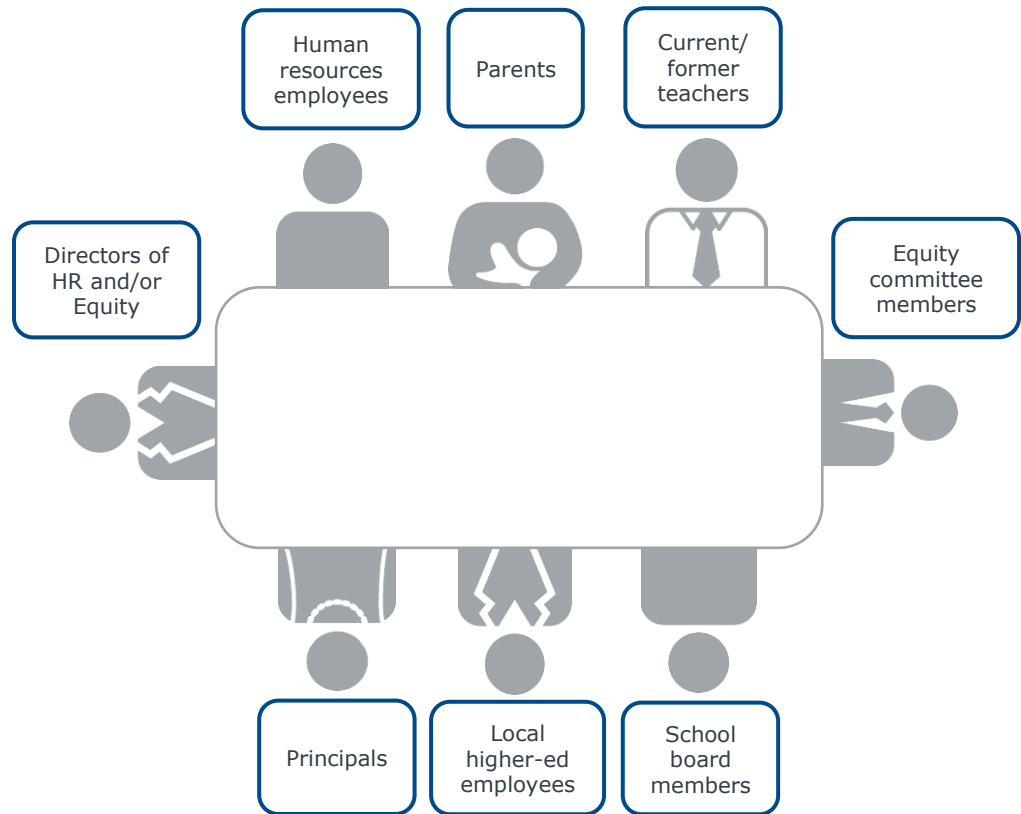
District D and **District E** communicate the districts' goals to increase recruitment and retention of diverse teachers through strategic plans. Contacts note that while information on diversity hiring goals within strategic plans tends to be briefer than in equity or diversity hiring plans, strategic plans often reach a larger number of district stakeholders than more focused diversity plans.

Involve Stakeholders from across the Community in Goal-Setting to Gather Perspectives on Diversity in the District

At **District B**, three preexisting groups contribute to each biannual draft of the diversity plan. District leaders (including the superintendent), administrators, teachers, community members, parents, and students compose the three groups. This wide membership allows the district to incorporate diverse perspectives when goal-setting. Contacts at District B note that goal-setting discussions may uncover equity or diversity issues of which district leaders were previously unaware.

At **District A** and **District C**, the Chief of Human Resources and the Director of Equity, respectively, lead efforts to create a district plan that addresses staff and teacher diversity. To collect input from across the district on the current state of diversity and to gather ideas on ways to increase equity, both individuals meet with a variety of district stakeholders during the drafting process.

Stakeholders Involved in Drafting *District C's* Equity Plan



Designate a Point Person for Each Diversity Hiring Strategy to Promote Continuous Progress

Contacts at both **District A** and **District C** stress that a “key person responsible” should be included alongside each strategy to ensure that the district progresses toward its hiring goals. **District B** creates committees with designated leaders who are responsible for working toward each of the plans’ four goals. For example, a minority recruitment committee headed by an associate superintendent is responsible for increasing teacher and staff diversity.

Sample District-Wide Plan for Diversity Hiring Goals

Clarify how the district defines underrepresented or minority groups within the introduction of the plan.

Goal: Increase the percentage of district teachers and staff belonging to underrepresented/minority groups from X% to X% by 2020.			
Strategy to Attain Goal	Timeline	Key Person Responsible	Evidence of Success (Metrics for Assessment)
Incorporate cultural proficiency requirements into all job postings for positions within the district. <ul style="list-style-type: none"> - Draft language - Modify existing job postings - Communicate expectations for future job postings 	1-3 Months	Human resources department administrator	100% of job postings include cultural proficiency requirement by 01/01/2018. Increase in the percentage of applicants from underrepresented groups by 01/01/2019.

Goals may be qualitative or quantitative.

Metrics can be tracked on a monthly, quarterly, biannual, or yearly basis.

Profiled Districts Depend on Accurate Teacher and Staff Demographic Data to Set Quantitative Diversity Goals

Three of five profiled districts include a quantitative diversity goal within their respective strategic, equity, or diversity plan. For example, **District E's** strategic plan includes a goal to increase the population of minority teachers by 20 percent by 2020. To determine an appropriate goal, contacts reflected on past efforts to increase diversity and considered projections for the diversity of the student body over the next five to ten years. At **District A**, the district strives to increase the overall percentage of employees of color within the district from 14 to 16 percent by September 2018. District A segmented this goal by employment type; the district hopes to increase the percentage of teachers of color from 6 to 7.5 percent and the percentage of administrators of color from 8 to 10 percent.

District C's equity plan includes a goal to increase the overall percentage of employees of color to 15 percent by 2020. The district decided on this goal through school board input and a desire to accomplish diversity among its employees that matches or exceeds the diversity of the student body.

Contacts at both District A and District C note that creating a quantitative goal for district hiring requires accurate demographic data for current employees. Districts should standardize data collection processes to ensure that information about employee race, ethnicity, gender, and sexual orientation is accurate. To complement employee data, District C asks for voluntary race and ethnicity information from all job applicants.

To Promote Accountability, Require Interim Reports on District Progress toward Diversity Goals

To ensure that the district is actively working toward its diversity goals, an equity committee at **District B** meets with district leaders quarterly for an update on relevant efforts. At the meetings, leaders update the committee on a series of assessment metrics for each goal. For example, a leader may provide hiring data, retention data, or data on recent applicants to district positions. In addition to these metrics, leaders provide an overview of any work that the district has completed to further each diversity goal. Following this update, members of the equity committee provide feedback. The equity committee may pass along information to the board. These quarterly meetings hold district leaders accountable for the diversity plan.



Secure School Board Approval to Cultivate Urgency among Stakeholders

At **District B**, the school board formally approves the diversity plan before the district begins work toward diversity goals. This establishes the plan as a priority for the district and creates a greater sense of urgency among stakeholders.

Recruitment and Hiring Strategies

To Encourage Diverse Applicants, Reference Cultural Competency in Job Descriptions and Interview Questions

At **District A** and **District D**, the human resources department includes an expectation within each job description that applicants be culturally proficient. For example, all District A job postings include a requirement that hires demonstrate “competency working in a culturally diverse environment or the willingness to acquire these skills.” The district includes this language to signal to potential applicants that it welcomes and values diversity.

Both districts, as well as **District B**, also embed diversity into the interview and writing sample portions of the application process. District D strives to be transparent about the district’s culture and expectations for cultural competency by incorporating the topic into applicants’ writing sample prompts. Similarly, District A asks questions such as, “Have you had experience with teaching in a different culture?” and “Do you speak another language?” to ground interview questions in cultural competency. Similarly, at District B, district leaders require each school’s hiring teams to ask applicants questions related to cultural competency and working within a diverse district. Each hiring team individually determines what exact additional questions to ask the applicant.

For more information on composing job descriptions, see **pages 23-26** of the Academic Affairs Forum study [Instilling Equity and Inclusion in Departmental Practices](#).

Two Profiled Districts Report that Recruitment at Colleges with Large Minority Populations Resulted in Few Applications

Both **District A** and **District C** hoped to increase employee diversity by recruiting from local and remote colleges with significant populations of minority students. Neither district has seen more than a few applications result from their efforts.

For more information on innovative higher-education partnerships, see EAB's research brief, [Partnerships with Institutions of Higher Education for Teacher Recruitment](#).

However, contacts at **District B** note that relationships with employees of local institutions of higher education have resulted in multiple applicants and hires of color. Each member of the district's minority recruitment committee is responsible for cultivating relationships with one to three local institutions. The individuals update their contacts about district openings and the district's work in diversity hiring. Subsequently, the contacts inform graduating students that may be interested in applying to the district.

Standardize the Applicant Evaluation Process to Mitigate Implicit Bias

School districts, companies, and institutions across the nation struggle to reduce implicit bias among hiring teams. To mitigate this bias, **District A** adopted a data-driven hiring process. Rather than focus on an overall impression of a candidate, which may lead individuals to hire those who look and sound like them, the district hones in on specific skills needed for an open position. Each individual on the hiring team awards an applicant a numerical score related to each skill that the district feels is needed to be successful within the role. The human resources department weights each category to give an advantage to individuals who are qualified, bring new ideas to the district, and are comfortable working with diverse individuals. The district uses this process to embed diversity as a value among its workforce and to keep applicant evaluations focused on candidates' skillsets.

For more information on applicant evaluation, see [pages 35-39](#) of EAB's Academic Affairs Forum study [Instilling Equity and Inclusion in Departmental Practices](#).

Acquire Buy-In from District Leaders to Limit Pushback against Changes in the Hiring Process

At **District A**, district leaders were unhappy with new hiring processes that limited their ability to push applicants they knew personally through to employment. Other district leaders may resent changes that make the process more time consuming. To mitigate this resistance, it is critical that a superintendent, assistant superintendent, or other high-profile district leader buy into hiring changes. This leader possesses the authority to communicate the importance of the changes and of diversity within the district, ensuring that stakeholders follow the new protocol.

At **District C**, the equity director discusses implicit bias with each principal in the district and offers ways to mitigate bias during interviews. For example, the equity director encourages principals to welcome applicants with different values and ideas. The equity director grounds these conversations in an explanation of the ways diversity adds value to the school and district.

For more information on search committee preparation and implicit bias training, see [pages 17-22](#) of EAB's Academic Affairs Forum study [Instilling Equity and Inclusion in Departmental Practices](#).

To supplement their efforts in this area, both District A and District C hope to implement bias prevention training for all hiring teams. **District B** currently conducts an annual, two-hour training on hiring during which administrators discuss the diversity plan and its implications for the hiring process (e.g., avoiding implicit bias). During this training session, the district underscores the responsibility of administrators to follow the board-approved diversity plan. Additionally, to build diverse hiring teams, the district encourages principals to invite employees from other schools within the district to serve on hiring teams. This widens the pool of diverse individuals who may be interested in serving on the teams.

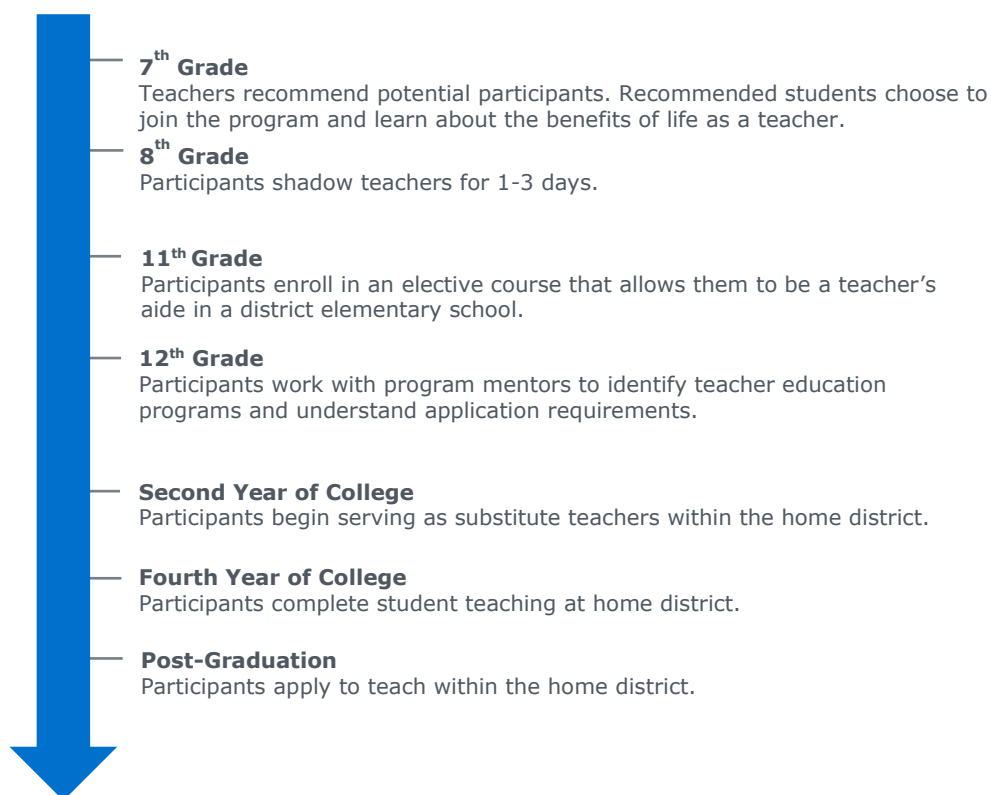
3) Grow Your Own Programs

Structure

Grow Your Own Programs Create a Pathway for Students from Secondary School through Placement as a Teacher

District A, District C, and District E are currently implementing grow your own programs that target minority students as participants. District A began piloting its grow your own program in the 2014-2015 school year, while both District C and District E intend to kick-off their grow your own programs during the 2018-2019 school year. While each profiled district is at a different stage in its program implementation, all three intend to create a structured pathway for prospective teachers to follow. The pathway will begin in secondary school, continue during participants' higher education, and end after the district hires participants to teach within its schools. Contacts at each district note that it is critical to create a pipeline that engages students at critical points in their education so that prospective teachers do not fall through the cracks. Contacts at District A note that the higher education portion of the program can be the most difficult time to keep participants engaged, as they are often more removed from their home community than before and after college.

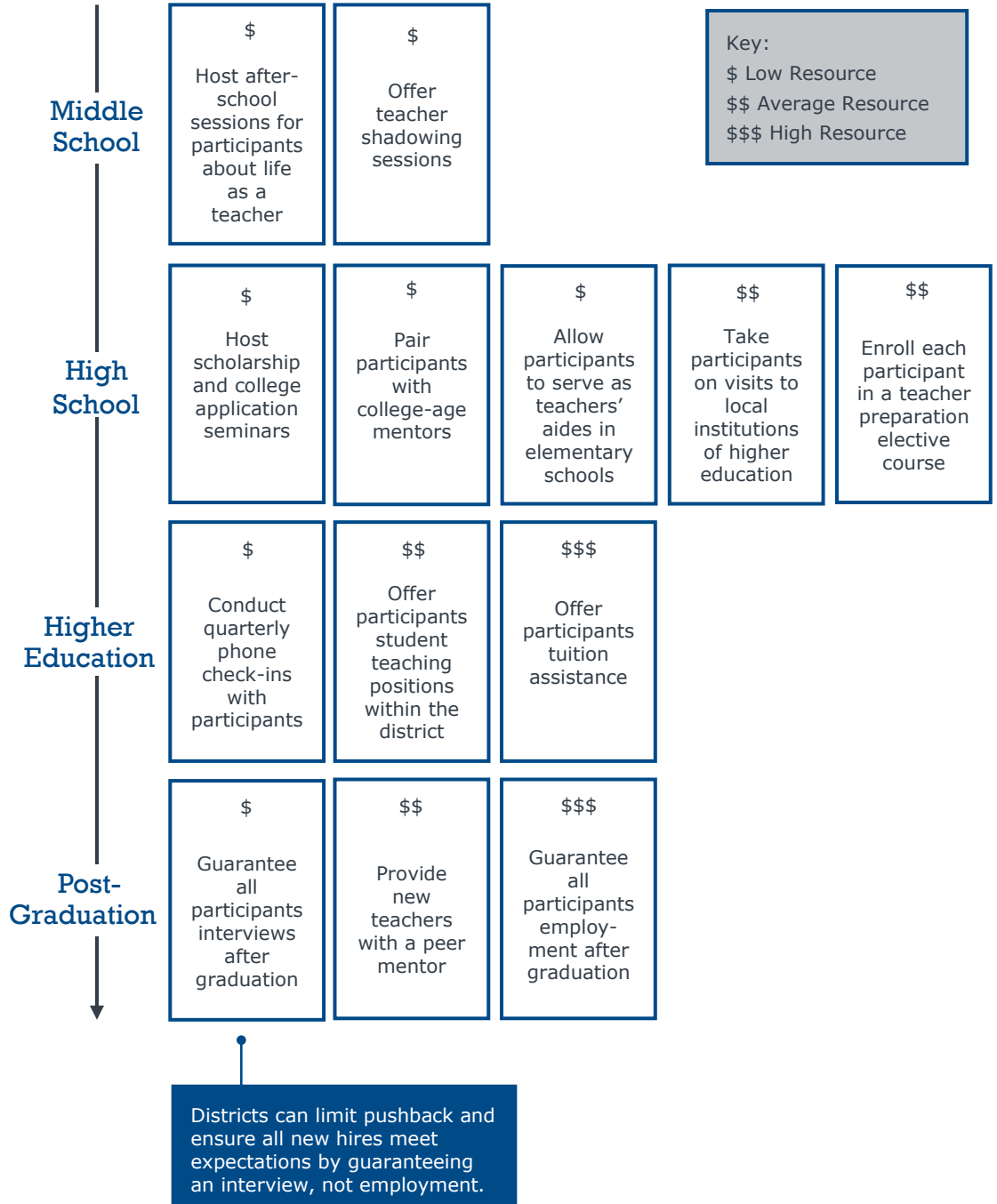
Sample Grow Your Own Program Participant Pathway



District Resources and Relationships with Local Universities Determine Program Elements

District A, District C, and District E each plan to incorporate a unique combination of programming into their grow your own programs. The districts will use this programming to create a structured student pathway from secondary education to placement as a teacher. A more robust program may lead to greater student interest and, ultimately, a larger number of participant hires. However, district resources and relationships with institutions of higher education determine the scope of the program.

Potential Grow Your Own Program Elements



Tuition Assistance for Program Participants is Not Necessary, but May Be Beneficial

District A is the only profiled district that currently offers tuition assistance to grow your own program participants. The district offers a small group of participants full tuition at a local community college or an \$800 discount at a local four-year institution. Contacts at all three districts with grow your own programs are exploring funding options to support tuition assistance for program participants. Potential program donors include education foundations, local businesses, and local institutions of higher education. Contacts share that if districts were to acquire funding, participants would be required to complete a series of program steps (e.g., provide updates on progress toward a teaching certificate) and maintain a particular GPA to receive tuition assistance. The assistance would likely be available only if participants enrolled in teacher education programs at local institutions of higher education. The tuition assistance could be offered in the form of a loan that would be repaid or forgiven once the district hired the participant.

While districts do not need to offer tuition assistance to create grow your own programs, contacts at District A note that it could further incentivize diverse students to join the program, especially those with low socioeconomic status, and could help participants overcome the financial challenges associated with earning a teaching degree.

Implementation

Hire or Designate a Program Leader to Organize Each Step of the Grow Your Own Program

Before **District A** designated a full-time program coordinator for its grow your own program, the district struggled to coordinate all of the program's elements. As participation in the program expanded, contacts note that a program coordinator became essential to the program's success. The program coordinator works with internal and external units involved in the program including the office of academics, human resources, each middle and high school in the district, and local institutions of higher education.

District E does not have a district employee solely dedicated to its grow your own program. Instead, district leaders delegate program-related work across current employees. An assistant superintendent oversees much of this work, along with the portion of the district's strategic plan that includes the goal to increase teacher and staff diversity.

Expand Relationships with Institutions of Higher Education to Garner Support for the Program

Local institutions of higher education often provide both financial and programmatic support to districts as the districts develop grow your own programs. At **District E**, district leaders, including representatives from human resources, meet with all local colleges and universities to provide updates on diversity programming, job postings, and other topics. These meetings supplement informal conversations with representatives who visit the district's schools to recruit students or evaluate student teachers. The district's interactions with these institutions serve to increase awareness for its grow your own program and cultivate a sense of investment among institutions of higher education in the district's students. District E recently utilized its relationships with it's a local public university to plan a campus visit for program

participants. During the visit, the university granted participants the opportunity to speak with the dean of the College of Education, tour academic buildings and dorms, and visit with current students.

As **District A** began work to increase teacher diversity, the district expanded relationships with local institutions of higher education. At quarterly meetings, the institutions discuss District A's grow your own program and consider how to strengthen the pathway for diverse students to receive a teaching degree. One of the results of the district's relationships with local institutions of higher education is tuition assistance, which local institutions offer to a small group of the program's participants. Contacts note that they expect these relationships to strengthen as the program becomes more robust.

To Acquire Initial Participants, Ask Counselors or Popular Teachers to Recommend Students

Contacts report that to generate interest in grow your own programs, it is critical to create an avenue through which district employees can suggest to students that they could become a teacher and a leader for their school district. Contacts at **District E** note that many students of color may not have ever considered a career in teaching, especially given the current lack of diversity among district teachers.

Both **District A** and District E asked teachers and counselors to identify students who would be interested in each district's grow your own program. While both districts leave the program open to all interested students, administrators target participation toward minority students. Therefore, the districts asked teachers and counselors to identify minority students who may be interested in a teaching career. Contacts note that this referral system is particularly effective if popular teachers and counselors make the student recommendations as that may lead students to feel especially excited about participating. Through the referral system, the district shows students that its teachers and counselors are optimistic about their future and are willing to support them on their path to a teaching career.

While District A accepts all interested students into the program, the district does require students to submit a brief application. The application involves two teacher references and brief essays in which students describe their interest in becoming a teacher, what they hope to gain from the program, a description of their strengths, and a description of skills they would like to develop.

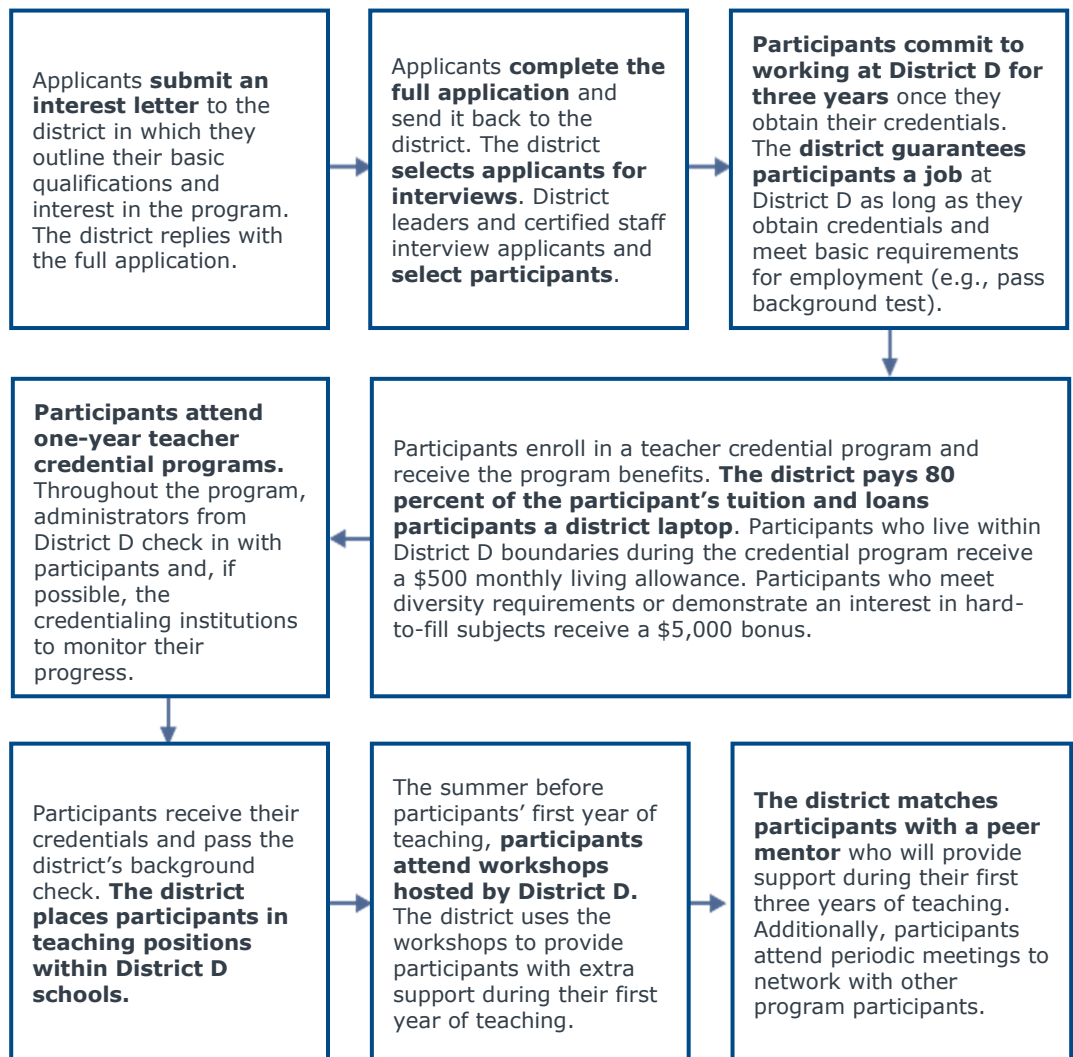
4) Community Pathway Programs

Community Member Recruitment Program

Consider Launching a Community Member Recruitment Program to Increase Teacher Diversity

District D sought to utilize its diverse local community to increase the proportion of diverse teachers and staff. Rather than grow you own programs that build a pipeline of diverse teachers beginning in secondary school, District D's program recruits former students and other community members to become teachers within the district. Through the program, the district funds a one-year credential program for participants. Once the participants receive their credentials, the district places them in teaching positions. Because the district is growing and anticipates a teacher shortage over the next ten to fifteen years, it has the option to guarantee that participants will be placed in teaching positions. This program requires significant resources, but allows the district to guarantee an increase in teacher diversity within a short period of time.

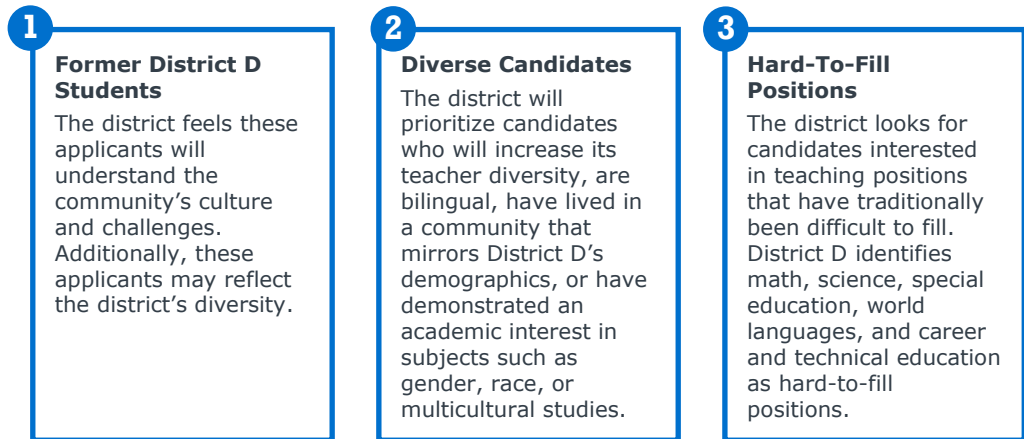
Participant Progression through *District D's* Community Member Recruitment Program



Participant Guidelines Allow Districts to Increase Teacher Diversity and Fill In-Demand Teaching Positions

District D uses its qualification guidelines to encourage diverse individuals and individuals interested in teaching hard-to-fill subjects to apply and, if selected, participate. The district requires that all applicants have a bachelor's degree from an accredited school and no previous teaching experience.

Prioritization Rubric for Community Member Recruitment Program Applicants



In addition to prioritizing these applicants, the district grants a \$5,000 bonus to participants who meet the district's diversity requirements or express an interest in teaching within the district's hard-to-fill subjects. Both policies ensure that the program contributes to the district's goals.

Before Requesting Program Funding, Contacts Conducted Research and Held Planning Sessions over Three Months

To acquire the significant funding needed to implement the community member recruitment program, employees within the human resources department created an in-depth, research-based plan for the program. Over three months, human resources administrators researched teacher credential programs, teacher residency programs, and grants for diverse teachers. The administrators then incorporated elements from these programs into their community member recruitment program. Administrators also researched projected teacher shortages within their home state and the country. This research bolstered district leaders' argument that the district could guarantee participants a job after they were credentialed. District leaders also used this research to illustrate that the district would need to be innovative to compete with other districts looking to hire the same small group of diverse teaching candidates.

The human resources office also considered worst-case scenarios and solutions to them when planning for the program. For example, in case of serious issues with a participant, the contract between the participant and the district includes language that allows the district to rescind its offer.

By planning for these scenarios and conducting in-depth research, the district warded off school board members' concerns and acquired buy-in. The school board awarded the district a one-time grant of \$1.2 million to support the program.



Programs that Guarantee Employment May Experience Pushback from Local Bargaining Units

District D's local bargaining unit expressed concerns with the employment status of the participants. To mitigate this pushback, district leaders have stressed that the participants are not employees of the district during their credential programs. Thus, they are not subject to a collective bargaining agreement.

Contacts Correspond Regularly with Local Institutions of Higher Education to Support the Program

Representatives of **District D's** human resources department communicate with local institutions with teacher credential programs via phone, email, and in person meetings. The district initially used these relationships to develop the community member recruitment program and consider how it could collaborate with the credentialing institutions throughout participants' education. Contacts anticipate that these relationships will grow as district representatives communicate with representatives of the local institutions about participants' progress through the program.

Additionally, the district hopes to leverage these relationships to provide feedback on the curriculum of teacher training programs and to explore sustainable funding options for the program. Because the school board awarded the district with a one-time grant to finance the program, the district will need to find alternative forms of funding for future cohorts of the program. The district's relationships with local institutions of higher education may facilitate the acquisition of financial support for the program.

District D Will Track a Robust Set of Metrics to Assess the Success of the Community Member Recruitment Program

When requesting funding for the program, **District D** provided school board members with a list of metrics that the human resources department would track. Contacts report that the district updates the school board on the state of the program periodically, but that the district will provide a formal report in the summer of 2019 (i.e., after the first cohort of participants receives their credentials).



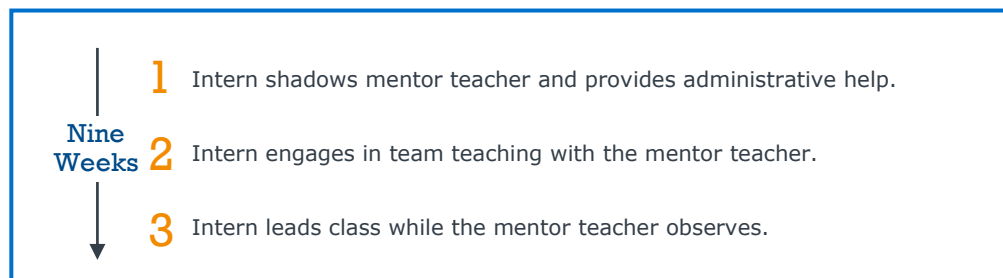
Program Metrics District D Intends to Track

- Total number of applicants and participants
- Number of district alumni applicants and participants
- Number of diverse applicants and participants
- Number of bilingual applicants and participants
- Number of accepted offers
- Number of participants that complete a credential program
- Number of participants that teach at District D
- Percentage of participants that live within District D boundaries
- Total program cost per year
- Average cost per participant

Consider Implementing a Teacher Internship Program to Develop Relationships with Potential Teacher Candidates

District E initiated a teacher internship program during the 2016-2017 school year. Administrators within the district's human resources department designed this program to build relationships with potential teacher candidates among current district staff and the greater community. Through the full-time, nine-week internship, participants explore their interest in a teaching career and determine if they would like to attend graduate school to obtain a teaching certificate.

Sample Intern Teacher Activities over Nine Week Internship



To apply, the program requires interested individuals to fill out a general application with information about their current and future employment as well as their interest in becoming a teacher. The human resources office screens all applicants and invites a portion of the applicant pool to interview with a team of three to five people. The applicants also interview with the program's mentor teachers. The hiring team uses the mentor teacher interviews to gauge how well applicants would collaborate with their teacher mentor.

Once the hiring teams determine which applicants to accept, the human resources department sends internship offers and pairs all new interns with a teacher mentor that will guide them through their internships. The district identifies these mentors as veteran teachers who have previously shown leadership in supporting new teachers. Mentor teachers receive \$250 for their work over the nine-week internship.

Market the Program's Mission to Encourage Diverse Community Members to Apply

District E implemented the teacher internship program to achieve two district goals: increase teacher diversity and cultivate interest in hard-to-fill teaching positions. To accomplish these goals, the human resources department employed program guidelines and marketing strategies that target diverse community members and those interested in positions facing shortages (e.g., special education). While all individuals who have an undergraduate degree (and no teaching certificate) are eligible to apply, the hiring teams prioritize individuals who would contribute to the district's diversity or who express interest in hard-to-fill teaching positions. These goals were included in marketing materials for the program, including newsletters sent to all staff members and relevant community organizations.

Thirty individuals applied to be a part of last year's intern cohort. The district invited eight applicants to interview. After the interview process, the district offered six internships. Two of the six interns were people of color and the remaining four interns had an interest in special education. Four of the interns were current employees of the district and two were community members.

District E Offers Interns Substitute Teacher Wages, but No Tuition Assistance

Interns who are not current employees of the district receive substitute teacher wages during their nine-week internship. This wage allows interns to compensate for income that might be lost if they need to take temporary leave from their current position. The district offers interns who are current employees of the district a period of leave from their role. Their annual salary does not change due to their internship.

Currently, the district does not offer interns tuition assistance. However, a local public university offers students one credit toward their practicum experience requirement if the intern enrolls in the teacher training program at the institution. Although the district does not offer tuition assistance, the program does offer interns the opportunity to explore a teaching career before investing considerable time and money in a teacher training program. Additionally, contacts at **District E** report that interns who perform well over their internship will likely be hired, provided that they attend a teacher training program and receive their teaching certificate.

Use Exit Surveys and Quantitative Metrics to Gauge the Success of Teacher Internship Programs

District E intends to collect data on a series of qualitative and quantitative metrics to assess the teacher internship program and its ability to effect change in the district's diversity or ability to fill hard-to-fill positions. At the end of the internship, all mentor teachers and interns will provide feedback through an electronic survey and an optional meeting with human resources administrators. To supplement this qualitative feedback, the district plans to track the percentage of interns who feel they had a positive experience, the percentage of interns who go on to enroll in a teacher training program, and the percentage of interns who are eventually hired by the district.

5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What are the primary components of diversity or equity plans?
- What diversity hiring goals do contact districts include within the diversity or equity plans?
- What strategies do contact districts use to improve teacher and staff diversity?
- What are the primary elements of diversity hiring strategies?
- What partnerships have contact districts formed to implement diversity hiring strategies?
 - How do districts evaluate the success of these partnerships?
- Who at contact districts oversees the implementation of diversity hiring strategies?
- What initial steps did district leaders take to implement diversity hiring strategies?
- What challenges did contacts encounter while implementing diversity hiring strategies?
 - How did contacts overcome these obstacles?
- Which metrics or strategies do contact districts employ to assess the success of diversity hiring strategies?
- What impact on teacher and staff diversity, if any, do contacts attribute to their diversity hiring strategies?

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Zuber, Tara and Berg-Jacobson, Alex. "Diversifying the Teacher Workforce through Grow Your Own: A Snapshot of Three Programs." Center on Great Teachers & Leaders. Published March 14, 2017.
<https://gtlcenter.org/blog/diversifying-teacher-workforce-through-grow-your-own-snapshot-three-programs>

Research Parameters

The Forum interviewed assistant superintendents and directors of human resources at the following five school districts.

A Guide to Institutions Profiled in this Brief

District	Region	Approximate Student Population
District A	Midwest	30,000
District B	Midwest	10,000
District C	Midwest	15,000
District D	Pacific West	15,000
District E	Midwest	25,000