Welcome to our course on the recruitment aspect of the teacher diversity pipeline! Please view our welcome video and the PowerPoint slides to become acquainted with various aspects of the course. We thank you for your participation!

Welcome Presentation (PDF)

Welcome Presentation (Video)

*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the url address into Chrome to view open the link.

Course Overview

Welcome to the teacher diversity pipeline training series, a joint project of the regional Equity Assistance Centers which are funded by the US Department of Education. This particular course was developed by staff members at the Mid-Atlantic Equity Consortium. The four equity assistance centers each were responsible for building a course on different aspects of the teacher diversity pipeline. As the Region 1 EAC, the Center for Education Equity developed this course surrounding the preparation and recruitment of diverse teacher candidates and provided strategies on how SEAs, LEAs, schools, and institutions of higher education can leverage equitable partnerships to increase diversity.

Course Objectives

- **By the end of this course, participants will be able to:**
  - Define the importance of a diverse teaching workforce.
  - Review the research and data surrounding racial and ethnic disparities in the teaching workforce.
  - Identify barriers to the recruitment of diverse teachers as it relates to school, district, and state-level policies.
  - Identify strategies for the recruitment of diverse teachers as it relates to school, district, and state-level policies.
  - Consider long-term goals as it relates to policies that will serve to diversify the teaching workforce.
  - Identify barriers to the recruitment of diverse teachers as it relates to school, district, and state-level practices.
  - Identify strategies for the recruitment of diverse teachers as it relates to school, district, and state-level practices.
  - Consider long-term goals as it relates to practices that will serve to diversify the teaching workforce.

Mid-Atlantic Equity Consortium (MAEC)
This content was prepared by MAEC's Dr. Karmen Rouland, Vice President and Kailanya Brailey, Senior Education Equity Specialist.

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Communication Policy
If you have any questions, feel free to reach out via email.

Section 1: The Importance of a Diverse Teaching Workforce

Overview

In this session, we will review what research tells us regarding the importance of a diverse teaching workforce. Keep your note-catcher available for reference. Before viewing this lesson, you should complete the pre-work reflection included on the note-catcher. To begin, click the following links as outlined. **Duration: 20 minutes**

Note-Catcher
Session 1 Note-Catcher (PDF)

Recorded Lesson
Session 1 Recording

Additional Resources

Check for Understanding
Session 1 Check for Understanding

PowerPoint
Session 1 Presentation - The Importance of a Diverse Teaching Workforce (PDF)

Video Support #1
The Importance of Teachers of Color

Video Support #2
NPR: What is the Case for More Diverse Teachers?

Next Steps
When you have completed your final reflection, proceed to the next session.

Section 2: Identifying Barriers to and Strategies for Recruitment Policies

Overview

In this session, we will be identifying barriers to and strategies for the recruitment of diverse teachers as it relates to school, district, and state-level policies. Keep your note-catcher available for reference. To begin, click the following links as outlined. **Duration: 20 minutes**

Note-Catcher
Session 2 - Note-catcher (PDF)

Recorded Lesson
Session 2 Recording

Additional Resources

Check for Understanding:
Session 2 Check for Understanding

PowerPoint:
Session 2 Presentation - Policies (PDF)

Video Support #1
Teachers of Color Showcase: Why I Teach

Next Steps
When you have completed your final reflection, proceed to the next session.

Section 3: Identifying Barriers to and Strategies for Recruitment Practices

Overview

In this session, we will be identifying barriers to and strategies for the recruitment of diverse teachers as it relates to school, district, and state-level practices. Keep your note-catcher available for reference. To begin, click the following links as outlined. **Duration: 20 minutes**

Note-Catcher
Session 3 - Note-catcher (PDF)

Recorded Lesson
Session 3 Recording

Additional Resources

Check for Understanding:
[Session 3 Check for Understanding](#)

PowerPoint:
[Session 3 Presentation - Practices (PDF)](#)

Video Support #1
[Hiring Bias](#)

Next Steps
When you have completed your final reflection, proceed to the next session.

Section 4: Institutional Roles in Building Equitable Collaborations

Overview

In this session, we will discuss how to develop effective partnerships and leverage those partnerships to increase the diversity of the teaching workforce. Keep your note-catcher available for reference. To begin, click the following links as outlined. **Duration: 45-60 minutes (time included for team planning)**

Note-catcher
[Session 4 - Note-catcher (PDF)](#)

Recorded Lesson
[Session 4 Recording](#)

Additional Resources

Check for Understanding
[Session 4 Check for Understanding #1](#)

[Session 4 Check for Understanding #2](#)

PowerPoint
[Session 4 Presentation – Partnerships (PDF)](#)

Video Support #1: 5 minutes
Link to Article: [Four Changes Schools Can Make to Recruit Teachers of Color and Keep Them Around](#)

Link to Video: [Explainer: Why is America's Teaching Force So White?](#)

Video Support #2: 2 minutes
[An Education Ecosystem That Works](#)

Graphic Organizer (handout)
[Institutional Roles and Partnerships Graphic Organizer](#) (PDF)

Supplemental Resources
Books
Ishimaru, A. M. (2020). *Just schools: Building equitable collaborations with families and communities.* New York, NY: Teachers College Press.

Videos
[Just-in-Time Strategies for Leveraging EPP-LEA Partnerships](#) (2020) from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) and American Association of Colleges for Teacher Education (AACTE)

[Strengthening Partnerships Between States, School Districts, and Higher Education to Increase the Number of Teacher Candidates Prepared to Enter the Classroom and Provide Immediate Support to Schools](#) (April 2022) from the American Association of Colleges for Teacher Education (AACTE) and the US Department of Education

Articles
[FACT SHEET: White House Announces over $40 Billion in American Rescue Plan Investments in Our Workforce – With More Coming (July 2022)](#) from The White House

[PA Gov. Wolf Reveals Multi-Year Plan to Address Educator Workforce Shortage](#) (July 2022) from The74.org

[Struggle and Success: The State of Teacher Education at Tribal Colleges and Universities (February 2016)](#) from Tribal College Journal of American Indian Higher Education

Next Steps
Thank you for your active participation. At this time, you may proceed to the closing.

Section 5: Closing: Putting It All Together

In this section, we highlight important information from the course and review the next steps that you should take in your respective organizations to help advance the diversity of the teacher workforce.

[Closing Presentation (Video)](#)

Section 6: Resources

Research referenced throughout the course can be found at the following link:

[Region I: Teacher Diversity - Recruitment Course Resources (PDF)](#)

Section 7: Course Completion

Please complete the following exit survey to provide feedback on this course.

Professional Development Units
The suggested amount of Professional Development Units for this course is 5 contact hours. The Metropolitan State University of Denver will issue a certificate of completion and it is at the discretion of state licensing agencies, school districts, or local educational agency to recognize completion for professional development credits.

Certificate Requirements - Click to activate
Please fill out the following registration form in order to receive a completion certificate