

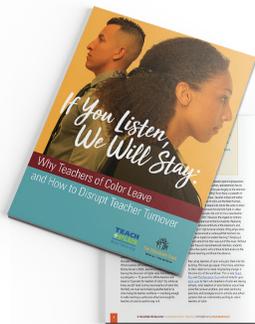


Recruitment and Retention of a Diverse Teaching Force

Launching a Movement to Retain Talented Teachers of Color in the Classroom.

Research has consistently shown that teachers of color matter for all students, and especially for students of color. Yet, the proportion of teachers of color in the workforce continues to lag far behind the share of students of color in our schools. And teachers of color are leaving the profession at higher rates than White teachers.

In September 2019, we released a seminal report titled, *"If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover."* The report explores the challenge of retaining diverse teachers in our schools by understanding the barriers they face in the profession and highlights promising solutions adopted by schools working to retain faculty of color.



"If You Listen" Report Begets a Movement



IN THE MEDIA: 18
feature stories and op-eds
that feature the report

ON THE WEB: 4,057
report downloads
and page views

IN A PUBLIC FORUM: 17
conferences and symposia
feature lessons from
If You Listen, We Will Stay
that inspire audiences to action

Using the report's findings and recommendations, Teach Plus and Teach Plus Teacher Leaders across the nation are amping up their call for a paradigm shift in how we value, support, recruit, and retain teachers of color—urging states, districts, and schools to follow their lead.



"More state, local, and district leaders are feeling a sense of urgency around the diversity of their teaching force. This is about re-engineering our policies and our practices."

—Teach Plus President and CEO Roberto Rodríguez





“It is imperative that my students feel like they matter, and that they are accurately represented in their classrooms. I want them to see someone who looks like them, shares similar experiences and provides authentic anecdotes to overcome the challenges they experience. That magnitude of leverage begins with the intentional development and implementation of a pipeline of effective teachers of color.”

—Teach Plus Policy Fellow Shareefah Mason, Dallas, Texas.

CALIFORNIA

To reduce teacher turnover and improve retention rates among teachers of color, Teach Plus Teacher Leaders in Los Angeles collaborated with district leaders to provide school principals with the tools needed to foster a strong school culture that supports the voice and advocacy of teachers of color and the well-being of their diverse learners. Teach Plus Teacher Leaders and LAUSD worked to ensure that future principals prioritize culturally affirming school environments as a strategy for supporting teachers and students of color.

ILLINOIS

To attract a greater number of diverse educators into the teaching profession, Teach Plus Teacher Leaders pursued a strategy to secure \$3 million in state-level funding aimed at teacher recruitment and at raising awareness among schools and school districts of the need to create more supportive environments for teachers of color to thrive. North Chicago—a high poverty-district of 3,500 students—has begun the work of changing its culture and invited three Teach Plus Teacher Leaders to facilitate community conversations focused on supporting teachers of color.

MASSACHUSETTS

Teach Plus Teacher Leaders developed plans for the recruitment and retention of teachers of color in the state. The teachers forged a partnership with the Massachusetts Commissioner of Education, the Department of Elementary and Secondary Education, and others across the state to investigate barriers to entry into the profession for teachers of color. Teach Plus Teacher Leaders then worked to improve regulations to support a more diverse pipeline of teacher candidates.

Teach Plus highlighted the recommendations in the “If You Listen” report at panels and briefings on Capitol Hill, at the Black Male Educators Convening (BMEC) EdFest 2019 conference, and at many others. Using the report, Teach Plus Teacher Leaders in California, Colorado, Illinois, Indiana, New Mexico, Rhode Island, and Texas have recommended disaggregating data on recruitment, retention, and hiring and support for residencies that focus on growing the pipeline for teachers of color.