



Association of Metropolitan School Districts

REIMAGINE MINNESOTA

Collaborative strategies to provide an equitable and excellent education for all Minnesota students.



Association of Metropolitan School Districts

REIMAGINE MINNESOTA

In March 2016, a group of metropolitan superintendents gathered together to discuss the future of education in the State of Minnesota.

They acknowledged that:

Ensuring **EQUITY** and
EXCELLENCE
for all students
is the most pressing issue
in education today.

Association of Metropolitan School Districts

REIMAGINE MINNESOTA

the goal:

SEE ALL

SERVE ALL

SUPPORT ALL

9 KEY STRATEGIES

CULTURAL COMPETENCE

Develop, sustain and evaluate cultural competence for teachers

RECRUITMENT AND RETENTION

Develop and build systemic strategies for recruiting and retaining staff of color

COMMUNITY BRIDGES

Build bridges between school and community

PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

ADULT BEHAVIORS

Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support

STATEWIDE FUNDING

Statewide funding that ensures equity, access and opportunity for all students

RECRUITMENT AND RETENTION

Develop and build systemic strategies for recruiting and retaining staff of color

Structure and support robust pathways and strategies to increase staff of color

Build systemic strategies for recruiting and retaining staff of color

Institute holistic strategies/systems for diverse teacher development, recruiting, hiring and retention

Association of Metropolitan School Districts



INTRODUCTIONS

Superintendent Ed Graff, Minneapolis Public Schools

AGENDA

9:10: Minneapolis Public Schools Equity and Diversity Impact Assessment: Findings and Action Plan

- Minneapolis Public Schools

10 a.m. – Break

10:10: Grow Your Own Teacher Residency Programs

- District 916, Saint Paul Public Schools, Hopkins Public Schools, Roseville Area Schools

11:10: Recruiting and Retention

- Minnesota Education Equity Partnership, Equity Alliance, Inver Grove Heights Schools

11:55: Wrap up and Adjourn

Reimagine Minnesota

Strategy Session

Minneapolis Public Schools EDIA Report

Eric Moore, Chief of Accountability, Research, & Equity and
Interim Chief of Academics

Maggie Sullivan, Chief Human Resources Officer

January 14th, 2019



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.



Agenda

- Context and National Trends
- Current Progress
- EDIA Process
- EDIA Findings
- MPS Plan of Action

1839

1863-65

1896

1954

1980s

2003

Slavery Ends

President Lincoln issued the Emancipation Proclamation on January 1, 1863, changing the legal status of over 3.5 million enslaved African Americans. The Thirteenth Amendment was adopted on December 18, 1865, abolishing slavery in the United States.

Brown v. Board of Education of Topeka, Kansas

The U.S. Supreme Court delivered a ruling that racial segregation was “inherently unequal,” thereby ordering the desegregation of schools. This is considered one of the most influential milestones impacting modern education. Racial integration had many unintended detrimental effects on communities of color. Many Black students left their segregated schools to attend historically White schools; because this ruling did not protect the jobs of Black school staff, tens of thousands of Black teachers and school leaders lost their jobs.

Grutter v. Bollinger

The U.S. Supreme Court upheld the University of Michigan Law School’s affirmative action admissions policy favoring underrepresented groups. This ruling intended to increase access to higher education for these groups. As evidenced by the U.S. Department of Education, this ruling had a minimal impact on the diversity of postsecondary programs.

First State-sponsored Normal School Established

Normal Schools, or schools providing systematic training for teachers, were established over 25 years before slavery was abolished. Normal Schools laid the groundwork for modern-day teacher preparation programs in an era when some people of color were prohibited from both informal and formal teaching and learning.

Plessy v. Ferguson

The U.S. Supreme Court issued the well-known doctrine “separate but equal,” thereby upholding racial segregation. During this time, education was formalized in communities of color, including developing and investing in a large Black teacher workforce. Part of these efforts included formal teacher training through Historically Black Colleges and Universities and racially segregated Normal Schools. Though this ruling intended that communities of color had equal access to high-quality education, schools in these communities received an unequal share of resources, resulting in unequal opportunities for their students.

Alternative Licensing

In response to a projected teacher shortage, legislators created alternative pathways to teacher licensure; these pathways have grown drastically over the past 30 years. Alternative licensure pathways and programs tend to be more diverse than traditional licensure programs, reaching a “different” pool of teacher candidates.



National Trends

Postsecondary education programs attract largely white students



Across the United States, teachers of color experience challenging work environments



Limited resources lower teacher retention rates



Teachers of color are in short supply



Teachers of color often leave their positions due these challenging environments





MPS Policy 1304 (Passed in 2013)

Every student deserves a respectful learning environment in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. Minneapolis Public Schools is committed to the success of every student in each of our schools and to our mission and vision statements.



Equity Groundwork:

- Creation of school-based equity teams at all sites (funded through Q-Comp)
- Development of a district equity framework to define equity in practice
- Implementation of the EDIA process to examine whether current policies or practices result in inequities
- Development of an Equity Considerations for Budgetary Decisions for district and school leaders

Links:

http://www.mpls.k12.mn.us/equity_framework

<http://www.mpls.k12.mn.us/edia>

http://humanresources.mpls.k12.mn.us/uploads/equity_considerations_school.pdf



Current Progress

Minneapolis Public Schools is committed to recruiting, hiring, retaining, and supporting staff of color, and has made some critical progress towards this goal:

- **Increased and targeted recruitment of diverse candidates** resulting in improved new hire diversity trends across employee groups (e.g. teachers, ESPs, principals)
- **Launched innovative teacher residency programs** that provide pathways to teaching for our diverse staff
- **Developed close partnership with higher education institutions** to inform how they are recruiting and training new teachers to work in urban education
- **Improved onboarding and mentoring for new teachers** to support staff early in their careers with MPS
- **Committed to participate in the EDIA process** in order to determine how to identify additional ways to improve

EDIA Process

During the summer of 2017, the Board of Education directed the Accountability, Research, and Equity (ARE) Division to identify and examine inequities in Human Resources' (HR) policies, practices, and procedures through the Equity and Diversity Impact Assessment (EDIA).

- This EDIA examined the extent to which HR's policies, practices, and procedures influence the recruitment, hiring, and retention of effective teachers of color. ARE worked in partnership with the MPS HR Division and the EDIA Committee to complete the HR EDIA.
- Through this process, HR engaged in public participation from internal and external stakeholders to identify areas where it can improve how we recruit, hire, and retain diverse staff.

2018-19 Committee Partner Organizations

- AchieveMpls
- Asian Media Access
- Community Education – Bancroft
- Community Education - Wellstone
- Hispanic Advocacy and Community Empowerment through Research (2 members)
- Heritage Academy
- Little Earth of United Tribes, Inc. (2 members)
- Migizi Communications, Inc.
- MPS Parent
- Northside Achievement Zone
- Voices for Racial Justice

EDIA Methods



Teachers of Color

Focus groups examined teachers' lived experiences as MPS employees of color.

- ✓ Four focus groups, reaching **33 MPS teachers of color**

Interviews were conducted with MPS teachers of color who were unable to attend focus groups.

- ✓ Interviews were conducted with **10 MPS teachers of color**



School Leaders

Interviews explored barriers, strategies, and solutions to recruiting, hiring, and retaining teachers of color.

- ✓ Twenty interviews, reaching **25 school leaders**

A survey was administered to leaders who did not participate in the interviews.

- ✓ Surveys were collected from **51 school leaders**



Human Resources

Data from HR's ongoing exit survey were analyzed for staff on a teacher contract who exited MPS during SY17 or SY18.

- ✓ 195 exiting teachers, including **40 teachers of color**

A group interview examined the role of HR Directors in the recruitment, hiring, and retention of teachers of color.

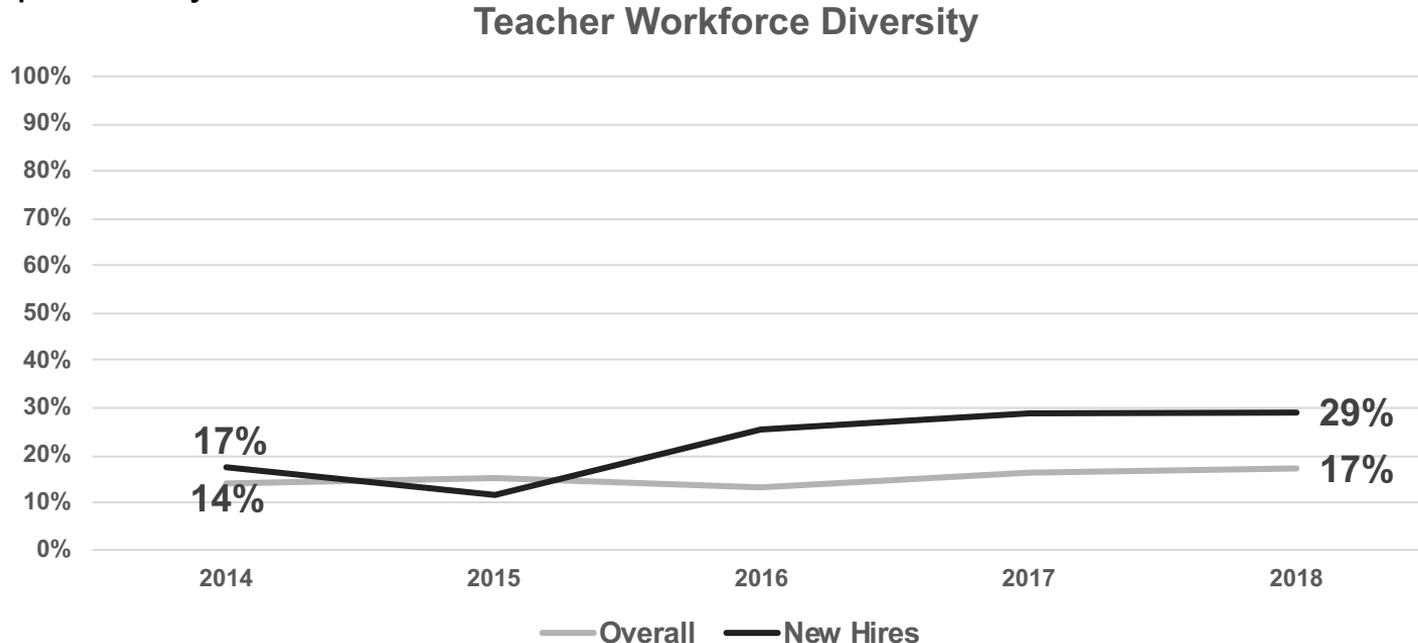
- ✓ One interview was conducted with **3 HR Directors**

Existing data were analyzed, including:

- ✓ HR's **Partial EDIA** form
- ✓ **Personnel data** for the past five school years (SY14 – SY18)

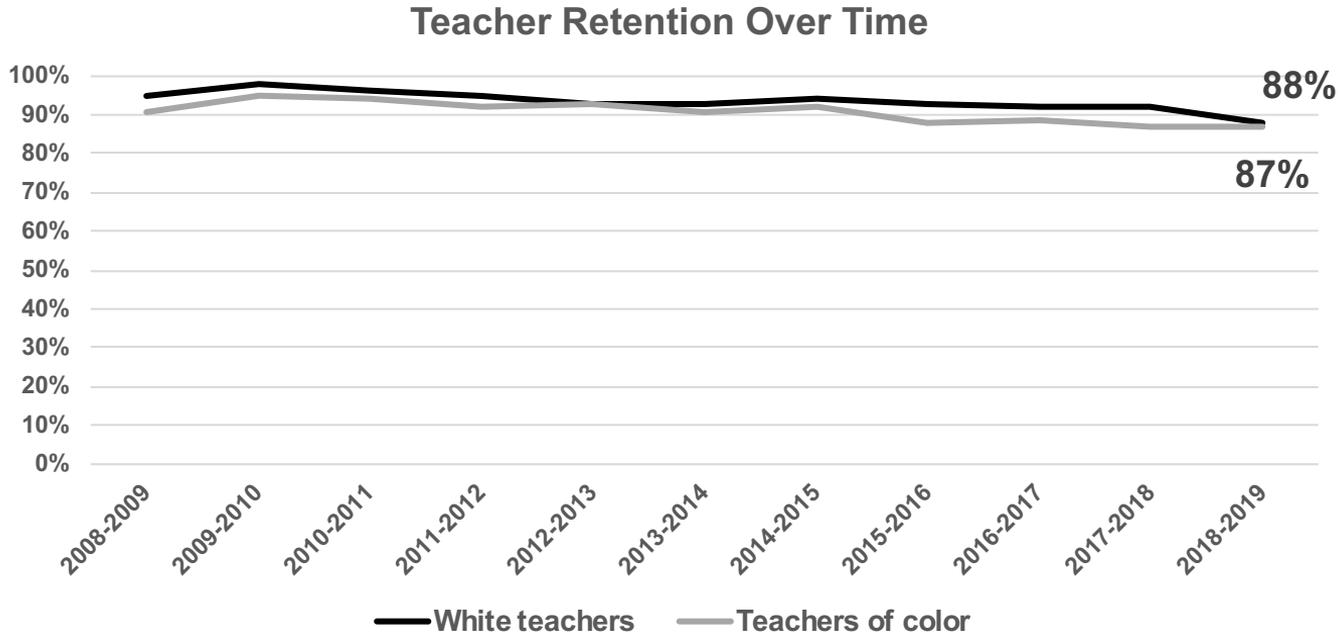
EDIA Phase 1: Data Analysis

Overall teacher workforce diversity and new teacher hire diversity has increased over the past five years:



EDIA Phase 1: Data Analysis

Retention among white teachers and teachers of color is similar and has remained generally consistent:



MPS has access to a limited pool of teachers of color due to:

Systemic barriers

- Number of diverse candidates in preparation programs
- Rigid teacher licensure requirements

Recruitment strategies

- Passive recruitment
- Unclear roles and responsibilities for school leaders
- Teachers of color feel frustrated by this approach, as they feel it demonstrates a lack of commitment

MPS has access to a limited pool of teachers of color due to:

Systemic barriers

“It’s a nightmare. I’m certified as an ESL teacher [from another state] but they won’t give me an ESL certification here. They want me to go back to school, get another 30 hours. Why would I do that? I’ve been certified and teaching for 12 years and you want me to go back to school and do you know how much that will cost?”

–Teacher

“There are not enough people of color going into education; the pool of teachers of color is just too small.”

–School Leader

MPS has access to a limited pool of teachers of color due to:

Recruitment strategies

“A challenge in hiring is that MPS does not actively seek candidates of color. Another challenge is that MPS does not do marketing outside of the city.”

–School Leader

“I don’t know what applications of color might be just sitting out there that are being glazed over for I don’t know what reasons. I don’t know why mine was sitting there for a whole year and not looked at.”

–Teacher

“Technically, school leaders are not in charge of recruitment. I assume HR is doing that.”

–School Leader

Teacher candidates of color face challenges in hiring due to:

Contractual obligations

- Particularly internal hiring, including Interview & Select, Matching, and seniority
- This process delays hiring timelines, limits the number of external postings, and prevents school leaders from shielding probationary staff, ultimately leaving MPS' largely white workforce in place

Hiring practices

- Decentralized hiring processes, resulting in challenging communication between HR, school leaders, teachers
- Teachers of color desire additional support navigating the process

Teacher candidates of color face challenges in hiring due to:

Contractual obligations

“Timing of Interview and Select for MPS puts us at a distinct disadvantage for hiring when compared to other districts. By the time we figure out that we might be able to rehire some of the people we laid off, they have gotten jobs in other districts.”

–School Leader

“The system [seniority] is flawed because it does not honor the new talent we receive. We really need to consider a system that allows us to focus on effective teachers rather than years of service. Years of service does not equate to effective.”

–School Leader

Teacher candidates of color face challenges in hiring due to:

Hiring practices

“There have been many incidents in previous years where I went to extend an offer through HR and it would be days (even weeks) before the candidate was called. By this time the candidate would already be picked up by another school/district.”

–School Leader

“Once MPS is allowed to consider external applicants, most high quality candidates (of color and white) are already employed.”

–School Leader

“Why should I recruit teachers of color and when they go through the process with HR, they don’t call you... They’re just disappointing and I’m tired of recruiting them and encouraging them to apply and then when they go through the process the majority of them have had bad experiences.”

–Teacher

MPS teachers of color endure a challenging work environment due to:**Persistent negative interactions**

- Being assigned roles based on race
- Being held to different standards than white colleagues, while receiving messages that they are not meeting these expectations
- Negative interactions with school communities, ranging from microaggressions to more serious forms of bias
- HR and school leaders are aware of these issues

EDIA Phase 2 Findings: Teacher Experience

MPS teachers of color endure a challenging work environment due to:

Persistent negative interactions

"I personally experience someone who straight out said that they were prejudiced and the reason why is that all of us people who get here with programs and she had to 'work her butt off.' And that was a general theme that people were working their butts off and if you're a person of color than you got the job because you were a person of color and did not have that same rigor."

–Teacher

"I have never felt welcomed by my white peers. I am constantly given the crap shifts and treated by fellow teachers as though I should serve them as a [support staff] rather than a peer with [the same credentials]."

–Teacher

"I think sometimes people are doing things that sabotage people of color. I have experienced it and seen others experience it."

–School Leader

"There is extra scrutiny. You get it from the parents, you get it from the students themselves, and you certainly get it from your colleagues and administration. You're constantly doing everything that you're expected to and more."

–Teacher

MPS teachers of color endure a challenging work environment due to:**Isolation**

- Feeling excluded and unwelcome in their buildings
- Feeling responsible for modeling respectful and inclusive interactions with white colleagues
- School leaders are aware of this issue

MPS teachers of color endure a challenging work environment due to:

Isolation

“It was really difficult to build relationships, to make connections, to feel connected, to feel welcomed in that environment...They don’t know how to talk to me so I am going to have to show them... I started smiling and started to say hi to everybody.... I thought they didn’t know how to talk to me because I look different...I’m a human being.”

–Teacher

“I’m the only [person of color], mainstream teacher... I feel like the pressure, ‘Well, I’m the voice [of color] in the room. We’re doing the equity work and we’re talking about this.’ I’ve heard this so many times... I’m never really included ... It feels very isolating.”

–Teacher

“I think being one of the only staff of color... at my building you are one of two or three. That’s hard.”

–School Leader

MPS teachers of color endure a challenging work environment due to:

Insufficient technical supports

- All parties are challenged by MPS' insufficient technical supports.
- School leaders and teachers of color are dissatisfied with MPS' limited onboarding process. School leaders feel that it is insufficient in preparing staff for their roles, and teachers feel it is limited in scope and poorly timed.
- HR does not provide resources designed for teachers of color, which is challenging for school leaders.

MPS teachers of color endure a challenging work environment due to:

Insufficient technical supports

“If you place a new person in this building, I have no resources to support them.”

–School Leader

“There was [sic] no systems in place. I don't know if that's a site thing but...I was walking blind and I had to try remember any snit-bit that I could about the process....There was no go-to person.”

–Teacher

HR provides basic, standardized information to new teachers during New Teacher Orientation.

–Human Resources

In the HR exit survey, exited teachers of color were less likely than white teachers to report that:

- ✓ MPS policies, rules, and procedures were clearly communicated to them (53% TOC; 66% white);
- ✓ they knew what was expected of them in their job (65% TOC; 79% white);
- ✓ the realities of their job matched what they expected when they were hired (44% TOC; 62% white); and
- ✓ they understood how their work aligned with the goals and strategic direction of MPS (59% TOC, 69% white).

–Teacher

MPS teachers of color endure a challenging work environment due to:**Insufficient adaptive supports**

- Neither HR nor school leaders feel that they are able to provide sufficient adaptive supports
- HR does not provide support directly to teachers, only school leadership teams
- Teachers of color feel unsupported by their leaders, though some teachers feel that the District, rather than their leader, is to blame

MPS teachers of color endure a challenging work environment due to:

Insufficient adaptive supports

“As far as being supportive, I hear the support but I don’t feel the support.”

–Teacher

“There isn’t a mentorship system in place to build that support and affirmation. Everyone needs [mentorship] but its more readily available for more white teachers given that the pool is larger.”

–School Leader

In the HR exit survey, exited teachers of color reported less positive experiences with their supervisors as compared to exited white teachers. Exited teachers of color were less likely to report that their supervisors:

- ✓ established work rules and ensured they were followed (55% TOC; 71% white);
- ✓ provided clear direction (39% TOC; 55% white);
- ✓ were fair and provided opportunities and support to all team members (46% TOC; 59% white);
- ✓ gave them feedback on their work, both positive and constructive (47% TOC; 59% white); and
- ✓ were receptive to feedback, suggestions, and new ideas (39% TOC; 60% white).

–Teacher

MPS teachers of color endure a challenging work environment due to:**Job Insecurity**

- Teachers of color feel targeted by colleagues or school leaders when speaking about bias and inequity
- This experience is especially pronounced among probationary teachers who are more likely to be excused
- School leaders know that teachers feel targeted by their colleagues, and agree that contractual obligations produce a sense of job insecurity

MPS teachers of color endure a challenging work environment due to:

Job Insecurity

Leaders also described instances in which white teachers have bullied their colleagues of color. One leader, for example, shared that during budget tie-out, white teachers taunted teachers of color about losing their jobs or *“imply that the person of color was taking a position away from a white teacher.”*

–School Leader

“I’m going to lose my job because I’m speaking up and being vulnerable.”

–Teacher

“I don’t feel safe. I don’t feel like I have job security and part of that is because I’m not tenured.”

–Teacher

The compounding effect of these negative experiences make MPS an unwelcoming place to work:

- Teachers of color feel that MPS' white dominant culture discredits how they think and act, and question MPS' commitment to equity. These negative experiences have a detrimental effect of teachers' satisfaction and well-being.
- Teachers of color are concerned about how these dynamics harm the student experience, particularly for students of color.
- HR and school leaders know that retention rates are noticeably lower among teachers of color. School leaders feel that teachers' inability to be their whole selves at work makes retention difficult, and HR feels unable to support retention.

The compounding effect of these negative experiences make MPS an unwelcoming place to work.

“I feel like although the District seems to value teachers of color, it operates within a very white structure that is hierarchical and I think that if there were more practices that were not part of the white dominating culture, I think that more teachers of color will be open to teach and speak their truth in the classrooms.”

–Teacher

“The most problematic challenge is getting teachers of color to trust that Minneapolis Public Schools values diversifying the workforce.”

–School Leader

“Retaining staff is primarily the responsibility of managers and principals at the department and school level. However, it is the responsibility of the HR department and District leadership to provide support to managers to ensure they maintain quality talent and support struggling teachers.”

–Human Resources

MPS Proposed Plan of Action

Summary

- Based on the findings of the EDIA process, the EDIA Committee provided MPS with feedback on ways to address the challenges identified
- Human Resources and Accountability, Research, and Equity worked collaboratively to develop an initial action plan based on the report and the Committee feedback
- The plan recommends many technical solutions, but will lead to the adaptive changes in culture that are needed for long term success in making MPS a welcoming environment for its staff of color

Ongoing HR Commitments

- **Continue to develop pipelines and career trajectories** for critical and hard-to-staff positions across the District, including our Special Education Residency program
- **Centralize and enhance onboarding** to attract, excite and retain strong staff
- **Design recruitment and retention training** for leaders
- **Create and activate recruitment networks and partnerships** with our schools and communities
- **Increasing exit reflection session participation** to identify ways we can better support staff

Recruitment & Hiring

- **Add an additional Recruitment and Retention Coordinator** to engage deeply and authentically with our broad MPS community, and provide feedback from community stakeholders to HR on ways that we can continually improve.*
- **Expand our recruitment budget** to more explicitly emphasize active, community-focused and out of state recruitment efforts.
- **Deepen and expand the extent to which we train hiring managers and interview teams** on implicit bias in the hiring process, in order to ensure that all candidates are being treated fairly and consistently, and helping to ensure that we can continue to diversify our workforce.

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Recruitment & Hiring

- **Reframe our annual higher education partnership event** to showcase and amplify voices of teachers of color, to help our preparation partners better understand and prepare candidates for the authentic experiences of educators of color in MPS.
- **Investigate how new rules with the Professional Educator Licensing and Standards Board (PELSB)** regarding including teachers of color as part of the definition of “hard-to-fill” licensure areas can support our broader effort to increase the diversity of our new teacher hires.

MPS Proposed Plan of Action

Support & Retention

- **Hire a Mediator** dedicated fully to helping employees resolve issues that are affecting their job satisfaction without having these issues rise to the level of formal Human Resources or Equal Opportunity Office processes. This new role would create a safe space for employees to share their thoughts, provide a structure for mediation between employees, and help maintain a positive staff culture across the district*.
- **Offer in-person reflection and feedback sessions** to all interested teachers of color who are leaving the district in order to gain critical insight into the reasons that we are losing talented staff.
- **Increase levels of mentorship support** for teachers of color in MPS*. This could take the form of hiring additional PAR mentors for supporting early-career teachers, but could also represent new or innovative models for ongoing mentorship support for teachers of color.
- **Emphasize the elimination of disparities** as an explicit focus in contract negotiations, particularly with our teacher's contract.

Academics & Accountability, Research, and Equity:

- **Examine and leverage the new district calendar**, which presents new opportunities to provide additional professional development around equity to teachers at the beginning of each school year.
- **Support affinity groups for teachers of color** and provide avenues to access system leaders and decision makers.
- **Review current data** and triangulate findings from HR data to inform improvements to school culture and climate.
- **Add additional equity coaches** to assist school leaders in supporting positive and inclusive climate
- **Ensure all MPS leadership complete the IDI Assessment and engage in ongoing equity professional development** (Cabinet, Executive Directors, Directors, Principals, APs)

MPS Proposed Plan of Action

Accountability:

- We are committed to following through on the commitments outlined in this plan, and to be transparent about progress as it is implemented.
- We will continue to meet with the EDIA Committee and provide quarterly updates in order to ensure that we remain accountable to the results that we want to achieve.
- These quarterly meetings will also serve as an opportunity to modify the plan based on feedback and outcomes.

Moving Forward

We know that many of our proposed changes are technical, and MPS is also committed to making the sustained adaptive cultural shifts in our attitudes, behaviors, and mindsets, that will truly make this work transformational for our teachers and staff of color.

Embracing authentic discourse and engagement takes significant time and investment (people, time, urgency, & priority).

We are moving in the right direction, but real change will take place over the longer term and our underlying culture issues have deep roots.

We look forward to continued partnership and collaboration with those in this room as we continue to address these challenges.

Table Prompt

What can you take away from these findings and recommendations that could be useful for addressing similar challenges in your district?

Grow Your Own: Non-Conventional E/BD Licensure Program for Education Assistants

Northeast Metro 916 Intermediate School District

Megan McAllister, HR Supervisor

Goals of the program:

- Provide a graduate level pathway to licensure in E/BD for current education assistants with a focus on serving students in Level III & Level IV classrooms
- Emphasize effective behavior support/intervention and rigorous academic instruction for students across a continuum of mild to severe E/BD
- Increase the number of teachers of color in our district
- Cost effective
- Ability to work full-time while completing the licensure program and obtain a portion of the credits on the job

University of Minnesota Program Design

Semester 1 <i>IEP Process</i>	Semester 2 <i>Instructional Planning & Implementation</i>	Semester 3 <i>Behavior Intervention</i>	Semester 4 <i>Student Teaching</i>
9 credits: 2 8-week courses, online module & 16-week Clinical Practicum	9 credits: 2 8-week courses, independent study & 16-week Clinical Practicum	9 credits: 2 8-week courses, online module & 16-week Clinical Practicum	9 credits: 2 8-week courses & Student Teaching

Total Credits = 36

Successful Program Completion = M.Ed. and K-12 license in E/BD

Program Requirements

- Selection process at the district level
 - Bachelor's degree
 - Essay & Panel Interview
- Selection process at the University of Minnesota
 - 2.0 GPA
 - 2 letters of recommendation
 - One year of successful work experience in an E/BD classroom

Results

- 40 graduates since 2016 from participating districts
- 18% self-identified as people of color
- 916 currently employs 12 graduates of the program
 - All cohort members offered a teaching contract upon program completion
 - 86% retention rate



Key Learnings

- Financial support and grant funding
- Recruitment strategies for education assistants
- The role of the education assistant in the classroom
- Selection and support of host teachers

“We immediately began learning about extremely relevant information to our current jobs on the first day of class. Things that we already kind of knew began to click and we have really started to connect the dots”!

“So far the E/BD cohort has been amazing. The students in the cohort all bring a wealth of knowledge from different yet similar backgrounds. It has been so fun to talk to other EA’s about their experiences working with our population of students”.



Saint Paul Urban Teacher Residency (SUTR)

*SPPS Achieves. Each student. One community. Endless opportunities.
Inspire students to think critically, pursue their dreams and change the world.*

Program Mission

Create and implement an innovative program for recruiting, preparing, supporting and retaining effective teachers that represent the SPPS student population.

The program also serves a model for school-university partnerships to enhance the ability of schools and universities to improve upon their cultural competence while eliminating racial disparities.



Program Goals

- Diversify highly effective teachers and increase retention in SPPS for optimal academic achievement for all students
- Break down barriers and interrupt systems to the teaching profession; specifically time, money, and access to teacher preparation programs
- Inform and improve teacher preparation practices and partnerships

Design and Implementation

In partnership with the National Center for Teacher Residencies,

- SPPS and St Thomas created the program
- Approval by BOT/PELSB
- Launched our first cohort in 2016

SUTR is a **deep commitment** and **partnership** with SPPS and UST that involves financial support, effective communication, and an eagerness to recruit, prepare, support and retain teachers in SPPS.

SUTR Cohort 1- Residents, Mentors and University Supervisors began 2016



Program Overview

- **District-serving** teacher preparation program that are deeply rooted in **district practices and needs**
- Residents are paid a **stipend** of \$21,000, books, and medical/dental benefits from SPPS
- Residents pay a **tuition** rate of \$660 per credit to St Thomas to take **Masters-level** teacher license courses during the day
- Participants **co-teach** with a trained mentor for one **full academic year**

Program Overview

- **Induction support** provided for all graduates, including; quarterly induction seminars, SUTR specialist/coach, New Teacher Hotline, and a variety of multi-tiered support systems based on data
- Staffing Structure
 - St Thomas- Coordinator, Instructors, and Supervisors
 - SPPS - Full time coordinator, SPED Specialist, and an Elementary Specialist

Program Schedule

15-month schedule (e.g., June 2019-August 2020)

<p><u>First Summer</u> intensive coursework</p>	<p><u>Academic School Year</u> co-teach with a trained mentor teacher four days a week and take graduate level coursework one day a week</p>	<p><u>Second Summer</u> residents apply for licensure and finish their master's degree coursework</p>
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Outcome Data

SUTR Cohort 1

22 Residents began in June 2016
8 Elementary and 14 ABS
55% Graduates of SPPS
60% Candidates of Color
50% Male | 50% Female
20% Bilingual
100% hired as SPPS teachers
81% (18) retained for second year of teaching in SPPS

SUTR Cohort 2

31 residents June 2017
12 Elementary and 19 ABS
30% Graduates of SPPS
60% Candidates of Color
30% Male | 70% Female
34% Bilingual
90% hired as SPPS teachers
90% (26) in their first year of teaching for SPPS

SUTR Cohort 3

29 residents June 2018
12 Elementary and 17 ABS
31% Graduates of SPPS
66% Candidates of Color
52% Male | 48% Female
21% Bilingual
100% in hiring process now
24 Expected to be hired 2019 for SPPS

SUTR Cohort 4 - Currently recruiting for a June 2019 start!
Applications are due February 8th.

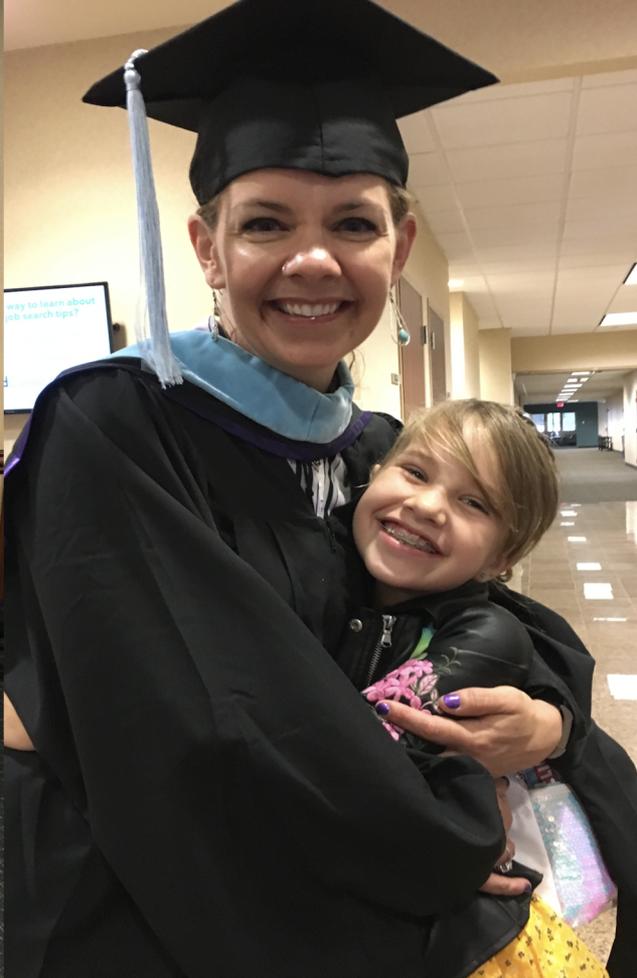
<http://www.spps.org/sutr>

Outcome Data

From June 2016 until June of 2019 (3 years);

SUTR is on track to have recruited, trained, and hired
72 teachers for SPPS

60% of these graduates are teachers of color



Lessons Learned

- Intentional and high touch recruiting needed
- Rigorous interview and selection process
- Must remove barriers; time and money
- Cohort model is extremely supportive
- Mentor teachers are the most important teacher educator in this work

Lessons Learned

- Racial Equity, Diversity, and Inclusion at the center of the work
- Deep Commitment and partnership by the district and St Thomas
- Clear timelines communicated often
- A lot of hard work and dedication by all involved
- An investment--financially and emotionally--but worth it all for our students!





SUTR Cohort 4 Plan

February 8, 2019 - Cohort 4 application due

March 2019 - Cohort determined

June 10, 2019 - Beyond Diversity Training

June 12, 2019 Courses begin

August 14, 2020 Program completed

Thank You!

SPPS Urban Teacher Residency

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Elementary Specialist

Shannon Jax
Special Ed Specialist



<https://www.spps.org/SUTR>



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

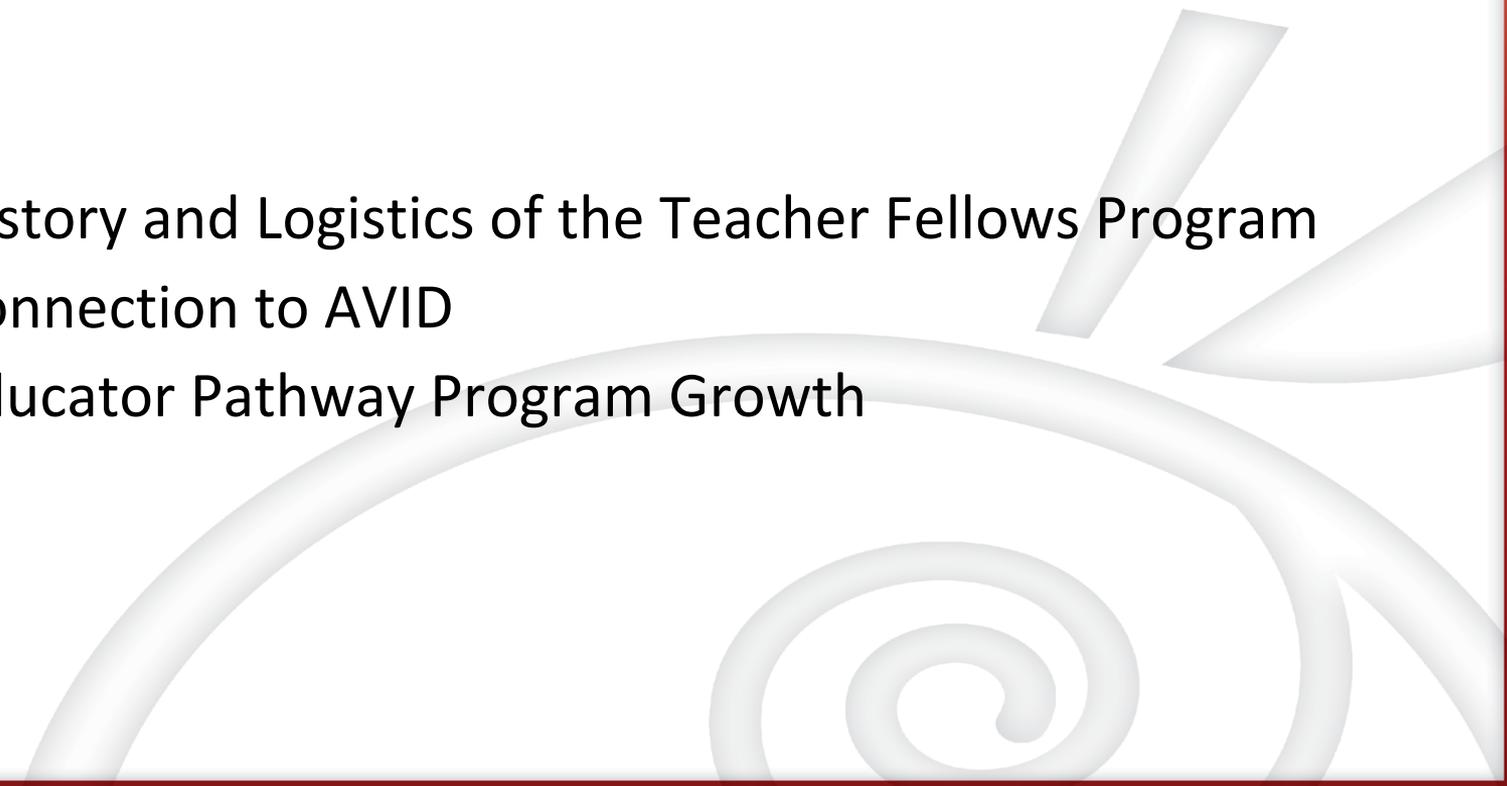
Grow Your Own Program

January 14, 2019

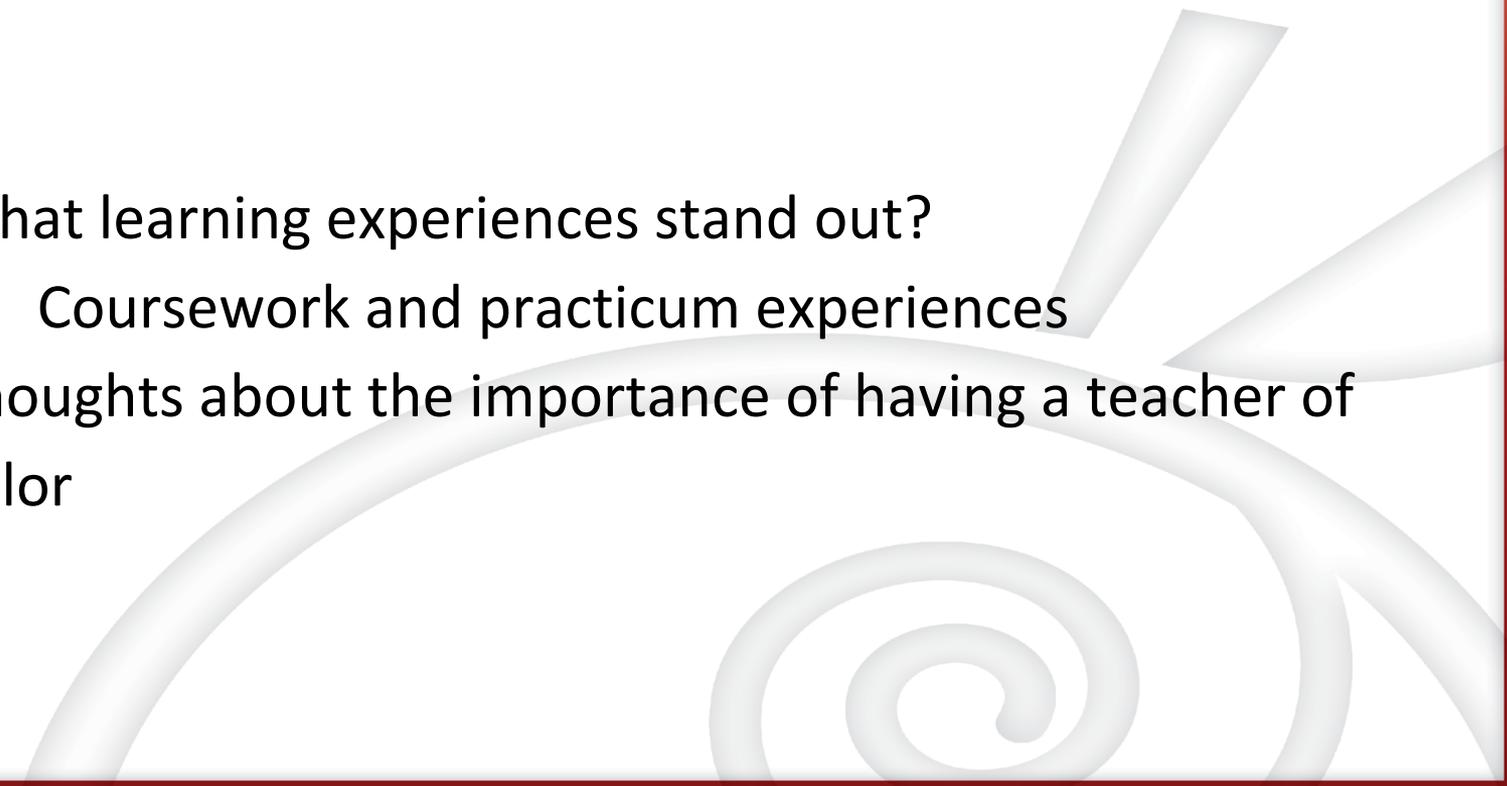
Introductions

- Roseville Area High School (RAHS)
 - Teacher Fellows Program
 - AVID
 - Education Pathway
 - Supported by MDE Grow Your Own Grant

Program Background

- History and Logistics of the Teacher Fellows Program
 - Connection to AVID
 - Educator Pathway Program Growth
- 

Student Experience

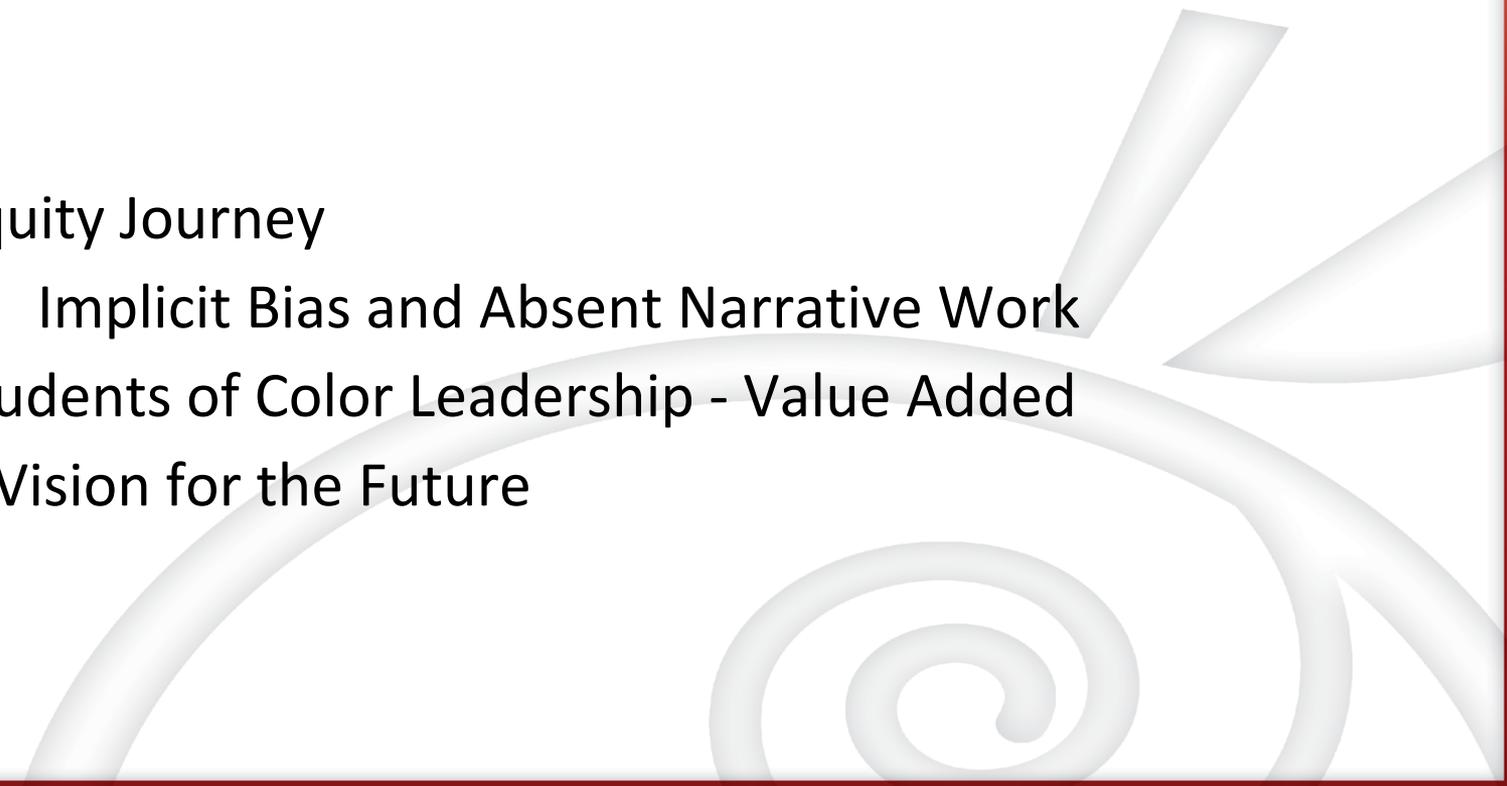
- What learning experiences stand out?
 - Coursework and practicum experiences
 - Thoughts about the importance of having a teacher of color
- 

Staff of Color

- Recruitment and Retention Data
- Recruitment Efforts
- Affinity Group



Vision Moving Forward

- Equity Journey
 - Implicit Bias and Absent Narrative Work
 - Students of Color Leadership - Value Added
 - A Vision for the Future
- 
- A decorative graphic in the background of the slide, consisting of a large, light gray spiral that curves upwards and to the right, resembling a stylized sun or a path leading forward. The spiral is composed of thick, rounded lines.

Questions

A decorative graphic in the bottom right corner of the slide. It features a thick, light gray spiral that starts from the bottom center and curves upwards and to the right. At the end of the spiral, there is a stylized, light gray pen nib pointing towards the top right. The entire graphic is set against a white background within a red-bordered frame.



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Recruitment and Retention of Teachers of Color & American Indian Teachers

Michele Carroll
Dr. Rose Chu
Dr. Jean Lubke
Paula O'Loughlin
Regina Seabrook

Reimagine MN
14 January 2019





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Pipeline for Diverse K-12 Educators

High School
programs / Summer
intensives

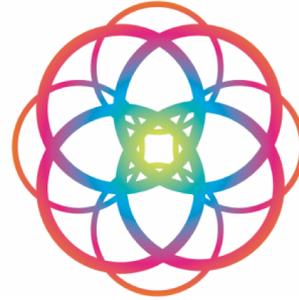
College / University
Experience / Degree

Licensing

Recruitment

Retention



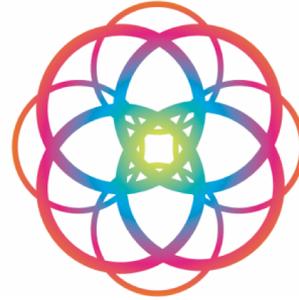


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Centering the Work with HR Directors

- Past and current recruitment and retention efforts are needed, but not enough
- Gaps remain between existing policies and the implementation of those policies



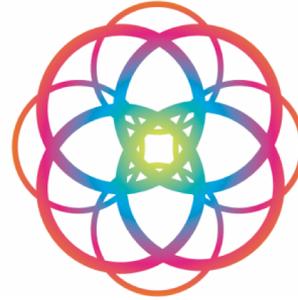


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Centering the Work with HR Directors

- Uniquely positioned to meet this adaptive challenge
- Supports shift in organizational culture toward educational equity





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World's Best Workforce (WBWF)

- WBWF legislation, ESSA and the Achievement & Integration program all include requirements for districts to address the disparities in equitable access to excellent teachers
- Create a district Teacher Equity Plan to increase equitable access at the local level
- [Equitable access toolkit](#) provides options for data to help inform your Teacher Equity Plan
- Recruit, Attract, Assign, Develop & Retain TOCAIT

TeachMN2020 Strategy Mapping Partners (to date)



- Breakthrough Twin Cities
- NWSISD
- MnEEP (Imprint)
- B8 Workforce
- MDE



- St. Thomas
- Teach For America
- Univ & Minnesota
- PELSB

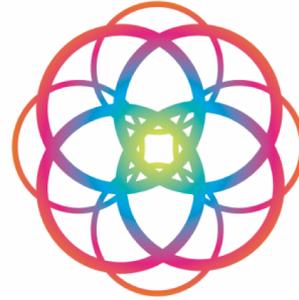


- Hopkins
- TFA
- MPS
- SPPS
- Roseville
- MN Comeback
- Equity Alliance



- Hopkins
- E4E
- MN Comeback
- Equity Alliance

- Generation Next

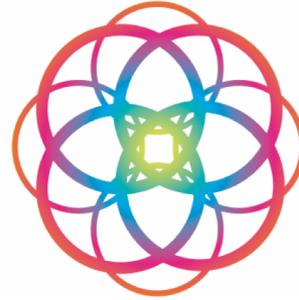


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Strategy Mapping with InsightVision Platform:
“A Structure for Fulfillment” towards collective action
and impact.

Example of a very mature application of strategy
mapping: www.thrivingweld.com





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Developing Scorecards with the OMTA Framework

OMTA: Objectives, Measures, Targets and Actions

Examples of using OMTA

Activity: use the OMTA framework to think about a strategy/program/initiative you have in your district's Teacher Equity Plan (as part of the WBWF legislation)



<p>What is the strategy trying to achieve?</p>	<p>How will the performance of the objectives be monitored?</p>	<p>What performance <u>level</u> is required?</p>	<p>What are the <u>actions</u> or <u>activities</u> needed to achieve the target?</p>
<p>Objectives</p>	<p>Measures</p>	<p>Targets</p>	<p>Actions</p>
<p>Increase Biking and Walking to Work</p>	<p>% of Employees who bike or walk to work (quarterly)</p>	<p>2014: 10% 2015: 15% 2016: 20:% 2017: 25% 2018: 30%</p>	<p>Conduct biking & walking route audit to prioritize upgrades</p> <p>Distribute promotional materials to employers</p>

Current State:

1. There are not as many teacher fellows of color as white fellows.
2. Our teaching fellows do not reflect the student population demographics.

Desired State:

1. There are many teacher fellows who identify as people of color or American Indian.
2. The teacher fellows demographics are reflective of the student population.

Objective	Measure	Target	Actions / Activities
Increase percentage of applicant pool identifying as a person of color/American Indian (POC/AI).	Numbers of applicants. Baseline: 40% (72 out of 179) applicants identified as POC/AI in 2016.	50% of applicant pool (at least 90 candidates) identifying as POC/AI in 2018.	<ul style="list-style-type: none"> *Reach out to student/campus organizations that work with POC/AI *Build recruitment relationships with communities of color *Host information sessions with orgs and communities *Direct prospective students to strengthening applications (resume, essay, recommendation letter, teaching a lesson) *Follow up with orgs/communities on application process and barriers

Current State
1.
2.
3.
.
.

Desired State
1.
2.
3.
.
.

Strategy (along the teacher journey of Explore, Become, Grow and Thrive):

<u>Objective:</u> What is the program/initiative trying to achieve?	<u>Measure:</u> What will success look like? How will we track it?	<u>Benchmark:</u> The baseline data	<u>Target:</u> What performance level is required in the desired state?	<u>Actions:</u> What are the actions or activities to achieve the target?	<u>Priority Dates:</u> Start and End Dates

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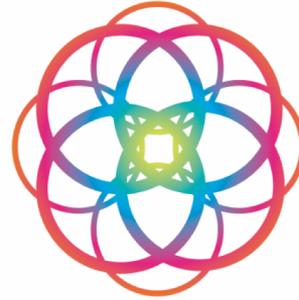


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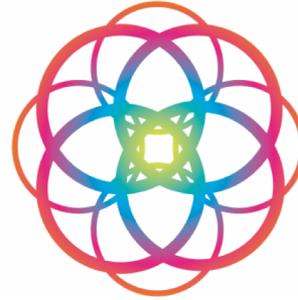
Join Us!

- Be a partner in the strategy mapping and collaborative engagement process
- Be a partner in elevating the teaching profession through ImprintU.org

Questions? Feedback?

- Contact Rose Chu at rchu@mneep.org 651-329-5952 cell/txt





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You are Invited!

Professional Development for HR Directors to Support the
Recruitment and Retention of Teachers of Color

regina.seabrook@equityalliancemn.org

651-379-2657





Association of Metropolitan School Districts

REIMAGINE MINNESOTA

Collaborative strategies to provide an equitable and excellent education for all Minnesota students.

