The leading advocate for public education

Ohio School Boards Association: Diversity and Equity Committee Meeting

National School Boards Association

The leading advocate for public education

Diversity and Inclusion

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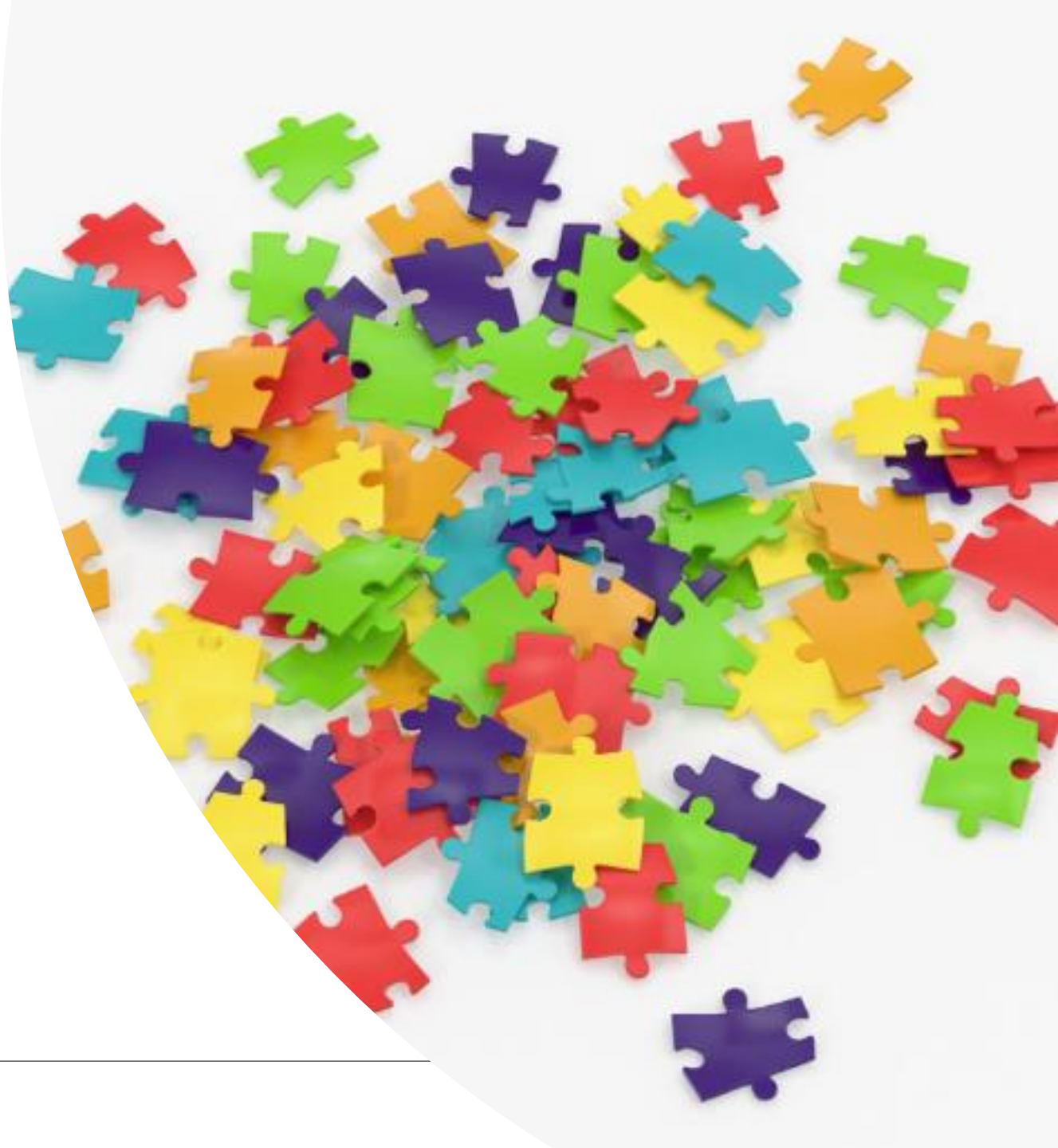
Session Objectives

Gain a deeper understanding of:

- What is meant by diversity and inclusion
- What the data says
- Considerations and next steps



NSBA on Educational Equity

We affirm in our actions that each student can, will, and shall learn. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. This requires that discriminatory practices, prejudices, and beliefs be identified and eradicated

-- NSBA Board of Directors 2017

Main Drivers of Equity and Student Success

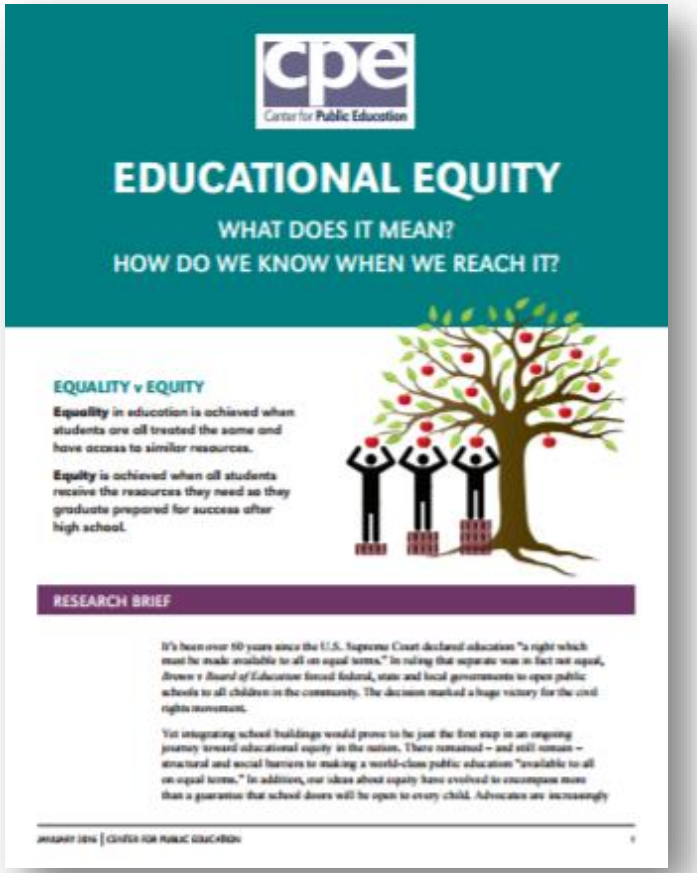
Four Major Drivers of Equity According to the Research from NSBA's Center for Public Education:

Funding

High-Level Curriculum

Effective Educators

Safe and Supportive School Climate

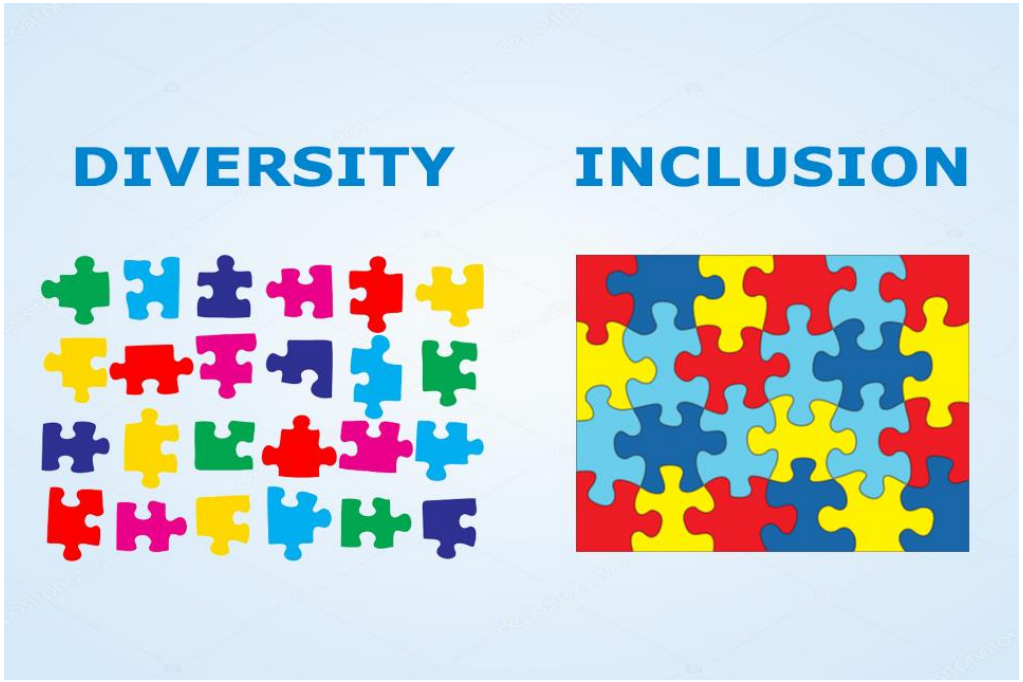


Diversity and Inclusion

"**Diversity** is the 'what'; **inclusion** is the 'how.' **Diversity** focuses on the makeup of your workforce — demographics such as gender, race/ethnicity, age, sexual orientation, veteran status, just to name a few, and **inclusion** is a measure of culture that enables **diversity** to thrive."

- Rita Mitjans

Chief Diversity and Corporate Social Responsibility Officer, ADP



Where to Begin….

Do our school boards represent our communities?

Do our teachers and staff represent our students?

Diversity and Inclusion in K-12 Education

- Stakeholder engagement in policy making including teachers, students and families of color
- Training on cultural competence and implicit bias for educational leaders
- Adoption of culturally relevant curriculum
- Understanding of key data point

- School Boards
- School Administration
- Teachers
- School Staff
- External Providers
- Students

What the Research Says

•Teachers of color can be more motivated to work with underserved students and students of color in high-poverty, racially and ethnically segregated schools

•Teachers of color tend to have higher academic expectations for students of color

•Students of color profit from having teachers from their own racial and ethnic group who can serve as role models and who can have greater knowledge of their heritage culture

•Positive exposure to individuals from a variety of races and ethnic groups, especially in childhood, can help to reduce stereotypes, attenuate implicit biases and help promote cross-cultural social bonding

•Students of all backgrounds benefit from being educated by teachers from a variety of different backgrounds

Source: Albert Shanker Institute

What the Research Says

- The percentage of Black teachers has declined dramatically and teachers of color overall – especially men – are under-represented in schools

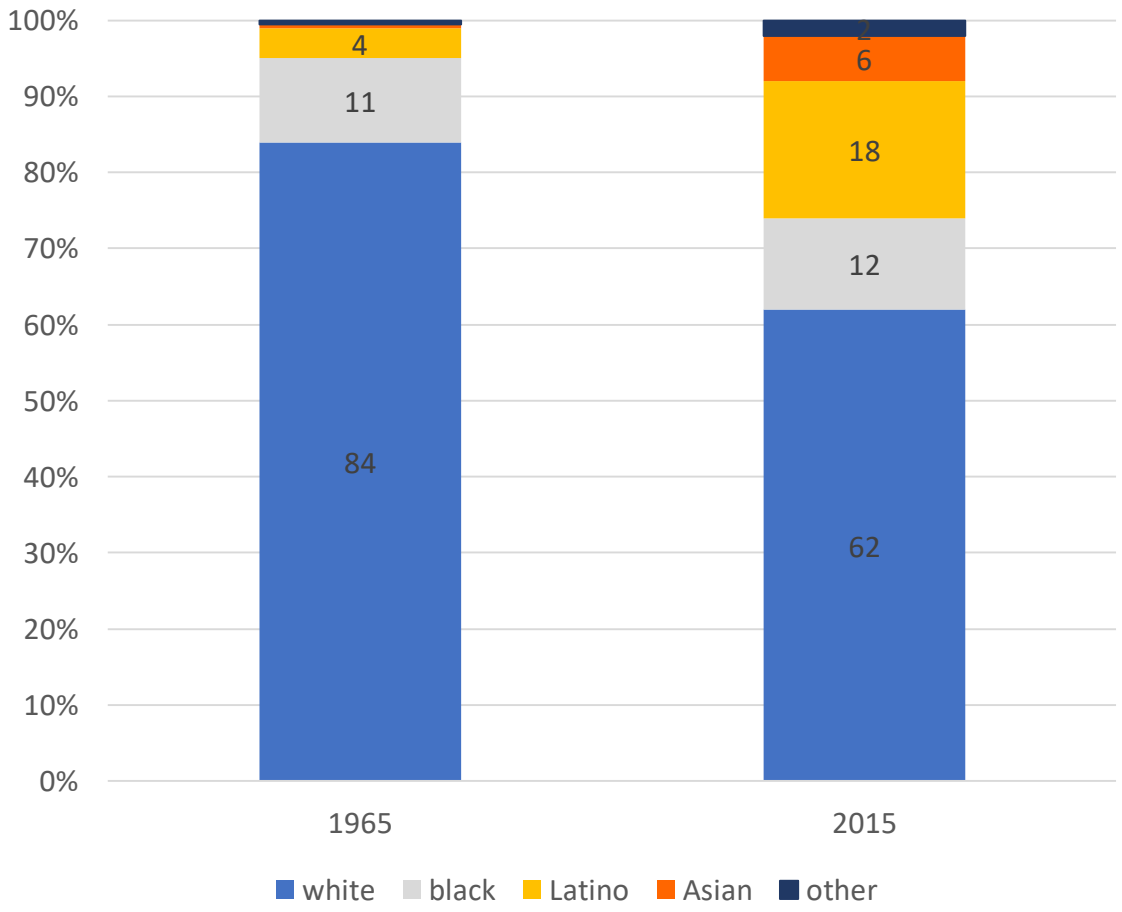
- Although the percentage of Latinx teachers is increasing, it is not keeping pace with the fast-growing Latinx student population

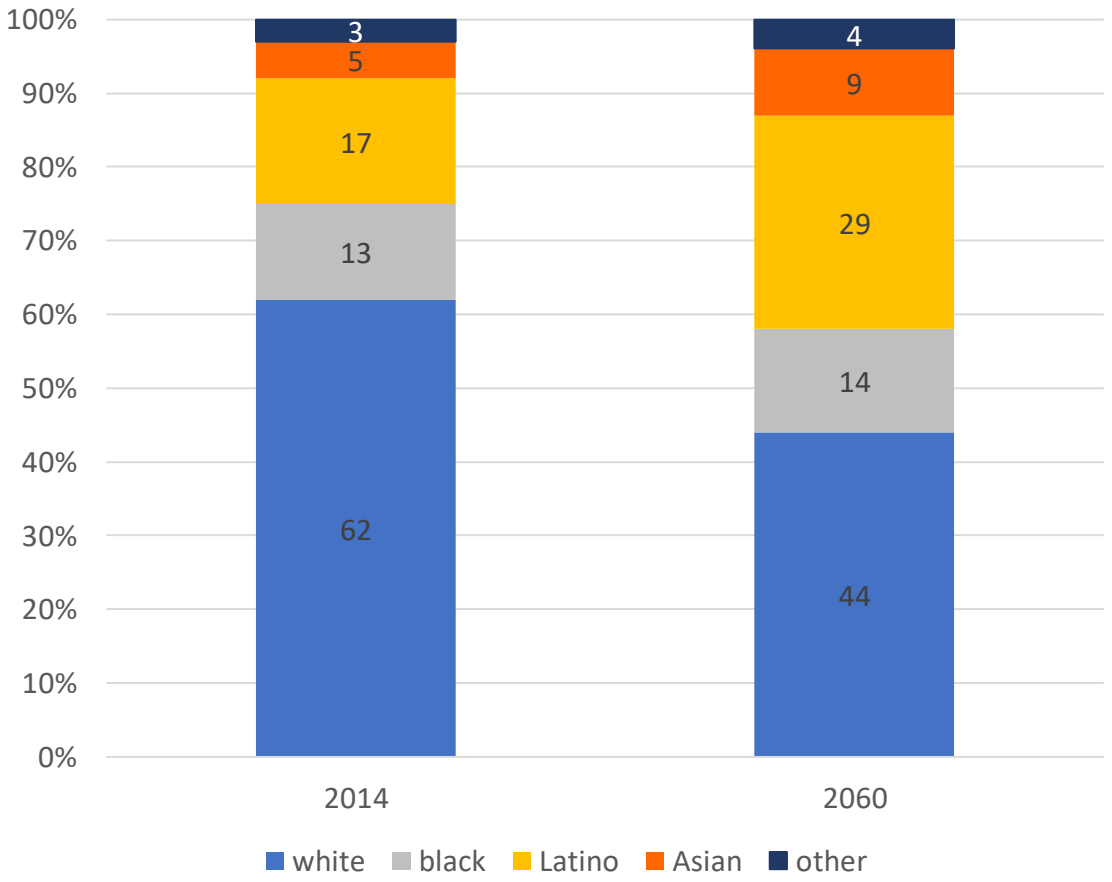
- Teachers of color often leave their schools because they do not feel they have a voice in school decision making and feel that they lack autonomy

Source: Albert Shanker Institute

What the Data Says

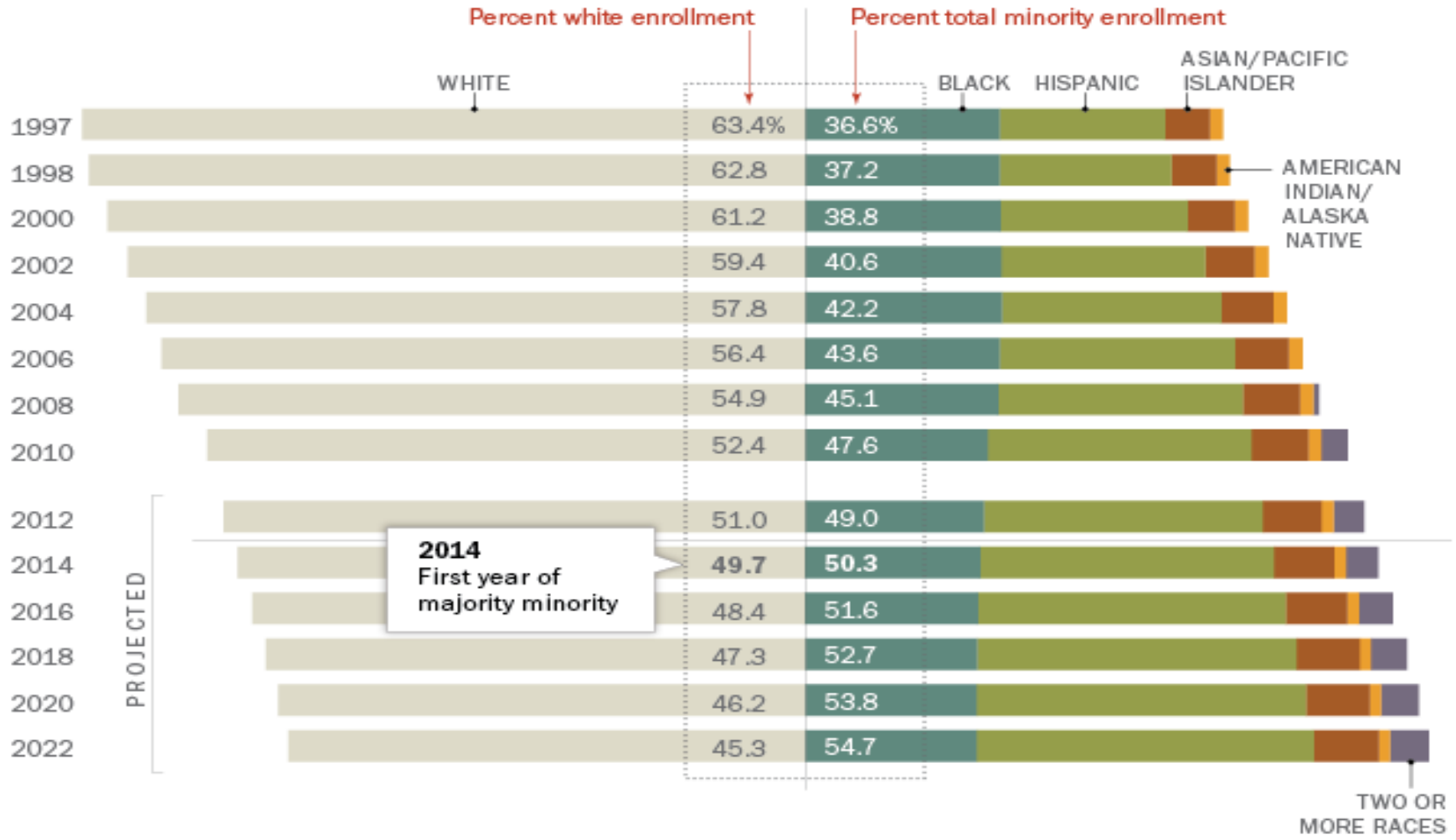
The United States is more diverse than 50 years ago and continuing to get more diverse



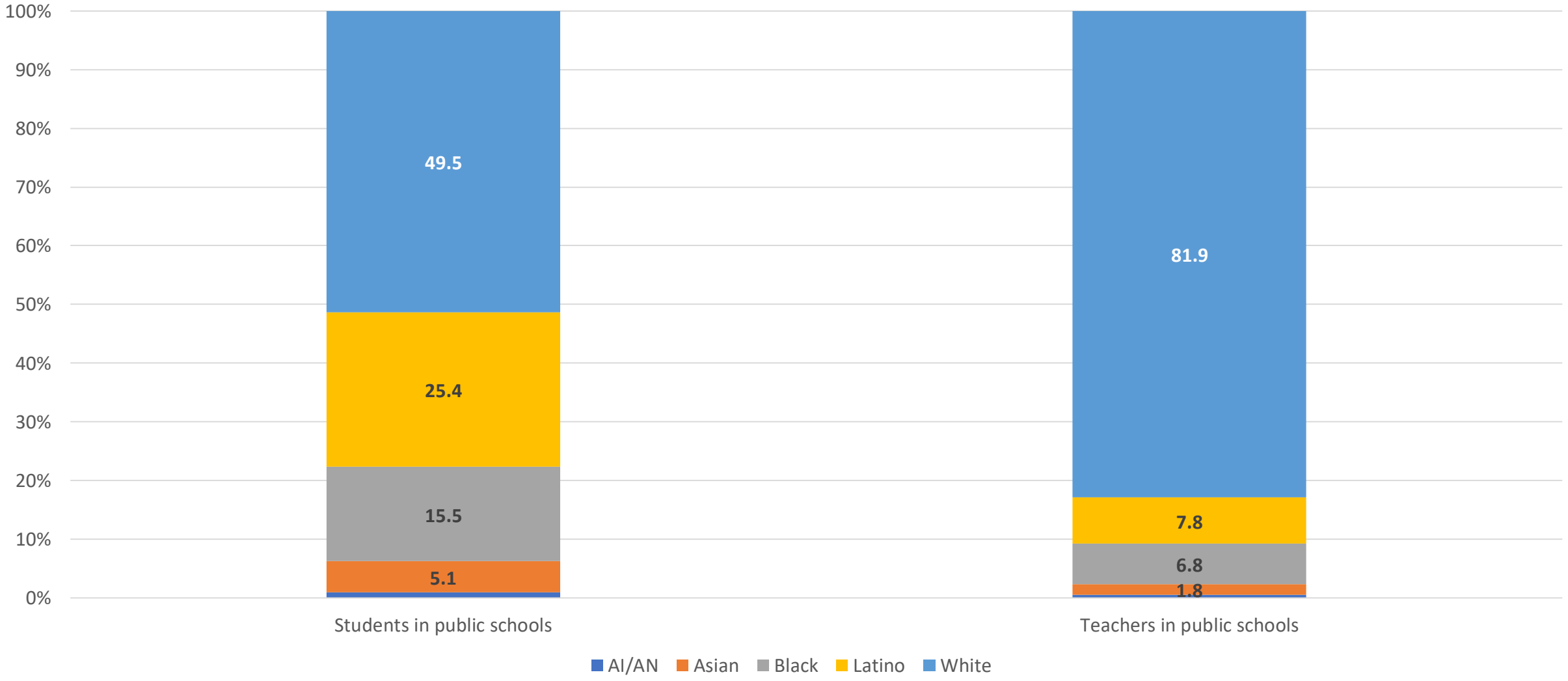


Source: Center for Public Education, 2010

Student Demographics

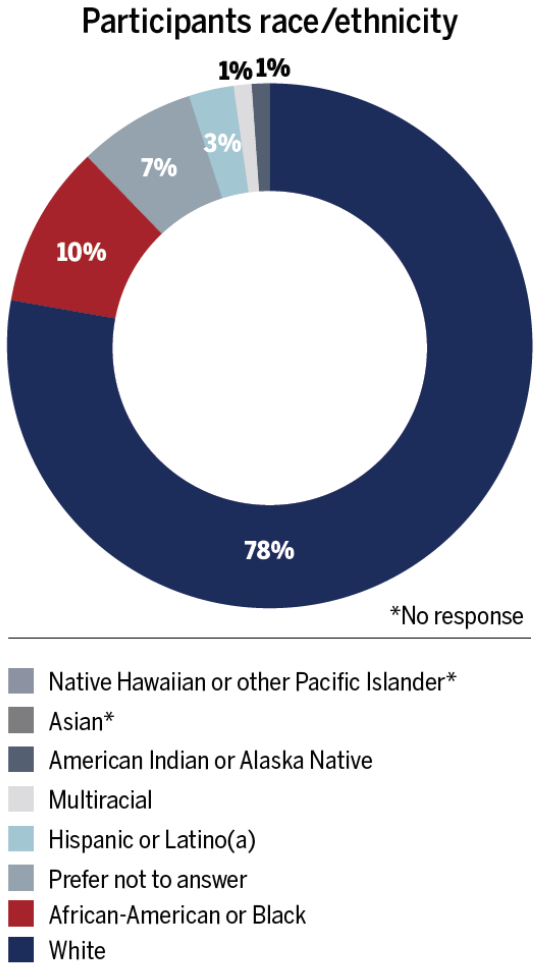


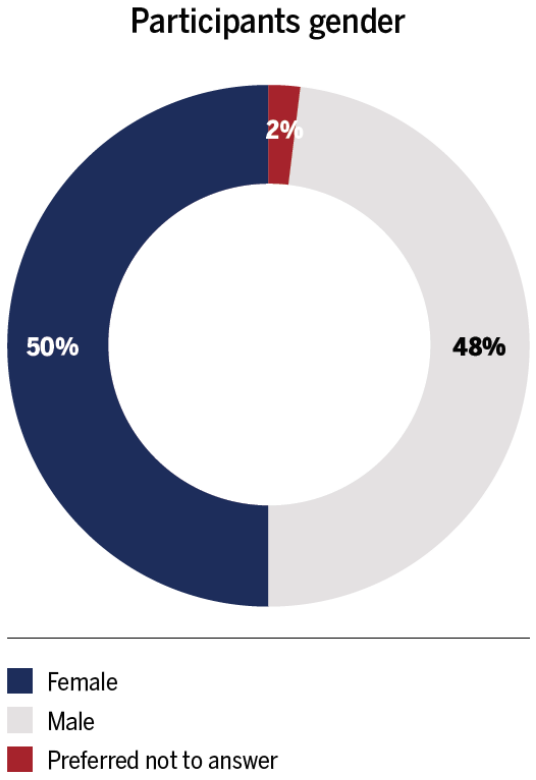
Public school students & teachers by race/ethnicity



Source: Center for Public Education, 2010

School Boards Demographics





Critical Data Points for Consideration

- Where and how are your teachers assigned?
- Do your teachers live in the communities they serve?
- What does teacher retention and attrition look like?
- How engaged to teachers feel?
- How does teacher diversity impact student performance?

Considerations and Next Steps

Do our school boards represent our communities?
Do our teachers and staff represent our students?
How can we ensure representation that reflects our community and emphasizes cultural competence?

Recommendations

- Evaluate the data and know where you stand.
- School districts should work to develop and support programs for the recruitment and support of new Black and Latinx teachers.
- School districts should work collaboratively with local teacher unions and communities, to develop strategic plans for the diversification of their teacher workforces.
- School districts and teacher unions should use contract negotiations as a vehicle for increasing teaching diversity.
- Evaluation systems for district and school leadership should also include measures of teacher retention and attrition and how these trends have affected teacher diversity.
- Schools should develop close partnerships with colleges of education to ensure that an increased supply of well-qualified Black and Latinx teachers are prepared to teach in schools.
- Have an intentional focus on retention of teachers of color.

US Dept of Education, 2016; Learning Policy Institute, 2018

Resources

The State of Racial Diversity in the Educator Workforce - US Dept of Education, 2016
https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf

Study Finds Students Of All Races Prefer Teachers Of Color - NPR, 2016
https://www.npr.org/sections/ed/2016/10/07/496717541/study-finds-students-of-all-races-prefer-teachers-of-color

The Teachers of Color 'Disappearance Crisis' - Education Week, 2015
http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/01/response_the_teachers_of_color_disappearance_crisis.html

The State of Teacher Diversity in American Education - Albert Shanker Institute, 2015
http://www.shankerinstitute.org/resource/teacherdiversity

High Hopes, Harsh Realities - Brookings Brown Center, 2016
https://www.brookings.edu/wp-content/uploads/2016/08/browncenter_20160818_teacherdiversityreportpr_hansen.pdf

Connecting with the Community: The Purpose and Process of Community Engagement as Part of Effective School Board Governance – Illinois Association of School Boards, 2018
https://www.ohioschoolboards.org/sites/default/files/Community%20Engagement.pdf

Ensuring the Equitable Distribution of Teachers - National Comprehensive Center for Teacher Quality, 2010
https://files.eric.ed.gov/fulltext/ED520725.pdf

Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color - Learning Policy Institute, 2018
https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf