



Status of the Black Educator Pipeline Survey

- **Approximately 70 percent of respondents had no method or strategy to recruit Black educators in their district.**
- **When respondents were asked about how their districts retain Black educators, the results mirrored that of recruitment with the majority of respondents failing to have a plan or strategy.**

This past year the Diversity in Leadership Institute, the Association for California School Administrators, and the Center for Powerful Public Schools joined forces to explore strategies to address the Black Educator Pipeline. To this end the three organizations collaborated on a working group of practitioners who have a shared interest in addressing the opportunities and challenges that Black educators encounter in the leadership pipeline. Prior to the convening of the working group, each organization hosted a Lunch and Learn series related to various aspects of the Black educator pipeline. These included a session focused on research, one on higher education and one focused on K-12 hiring practices. Following these lunch and learn sessions, the working group convened to discuss best practices to strengthen the pipeline, examine the current status of the Black educator pipeline, and create policy recommendations that address the barriers Black educators face for success.

We reviewed the various research from the California Department of Education, the California Commission on Teacher Credentialing, the Learning Policy Institute and higher education. All suggested or articulated similar comments regarding the educator workforce. These reports noted that even though California's teaching force is becoming more diverse, it is still not representative of the student population. Further, these reports noted that teachers of color improve the academic performance of students of color with all students having positive perceptions of their teachers of color. However, these reports also noted that teachers of color are challenged by navigating unfavorable working conditions and feelings of being undervalued.

A major component of the working groups work was to survey current educators on the current efforts of districts to recruit and retain Black educators. To this end, the working group conducted a survey to identify the current practice with school districts. The survey consisted of four questions and was answered by 104 educators from around the state. The respondents included educators from rural, suburban, and urban school districts. Further, the respondents were racially diverse.

The results of the survey confirmed many of the assumptions and hypotheses that we had regarding the limited strategies that most districts used to recruit, retain, and support Black educators.

METHODS USED TO RECRUIT BLACK EDUCATORS

- Approximately 70 percent of respondents had no method or strategy to recruit Black educators in their district.
- The remaining respondents used a variety of strategies such as;
 - ◆ Collaborating with institutions of higher education
 - ◆ Engaging Historically Black Colleges and Universities
 - ◆ Changing Human Resources policies to intentionally recruit Black educators.

These are some of the comments from the survey respondents:

- "We pay for testing of teacher credentials, testing fees, and specifically recruit from HBCUs with education majors."





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METHODS USED TO RETAIN BLACK EDUCATORS

When respondents were asked about how their districts retain Black educators, the results mirrored that of recruitment with the majority of respondents failing to have a plan or strategy. Conversely, those who worked in districts with intentional strategies to support Black educators focused on strategies such as:

- Targeted professional development on diversity, inclusion and racism.
- Affinity group meetings
- Mentoring and leadership opportunities.

These are some of the comments from the survey respondents:

- "Mentoring staff once hired for administrative positions."
- "We have changed our focus to contacting anti-Blackness, we are having learning sessions across the org including board members in anti-bias training."

SUGGESTED SUPPORTS FOR BLACK EDUCATORS

As part of our survey we asked each respondent to provide us at least one example that their district uses to support Black Educators. While some responses were unsure of any examples, many responses provide a variety of suggestions and activities that they believed can assist Black educators be successful in teaching or entering leadership roles. These examples included:

- Mentorship
- Black Educators Employee Association
- Superintendent and Board relationship building opportunities

These are some of the comments from the survey respondents:

- "We have our quarterly meetings for Black educators, but other than that, there is no specific support for Black educators."

CONCLUSION

Based on the work of the working group and our survey, these are the recommendations we believe are necessary for school leadership to consider:

- School districts must intentionally recruit Black educators to teach and lead in their districts. This can occur by developing relationships with Historically Black Colleges and Universities or through the cultivation of community partnership with African American organizations.
- Districts must create working environments for Black educators to be successful. This could include affinity groups or mentorships. The key component is recognizing that Black educators need support that is different from their White colleagues.

Diversity in Leadership, the Center for Powerful Public Schools and the Association of California School Administrators continue to explore policies and strategies to diversify the educator workforce and support Black educators.

WORKING GROUP PARTICIPANTS

Antoinette Fulcher Gutierrez, Ed. D.
San Bernardino High School

Dwight Harvey
Twin Rivers Unified School District

Jalisa Johnson
Innovate Public Schools

Katrina Callaway
Twin Rivers Unified School District

Linda Hutcherson
Cal State TEACH Teacher Preparation Program

Noaveyar Lee, Ed. D.
Rialto Unified School District

Phillip Pierschbacher
Tulare City School District

Shonda Moore
Fortune School

Stephen Glass, Ed. D.
Cal State Long Beach

Tanisha Barnett, Ed. D.
New West Charter School

Gordon Amerson, Ed. D.
Duarte Unified School District