A large group of approximately 30 diverse educators, including men and women of various ethnicities, are posing for a group photo in a room with large windows. They are arranged in several rows, with some standing and some kneeling or sitting in the front. The image has a dark overlay with white text.

Growing Our Own Educators

Nourishing Cultural Abundance in PSESD

May 11, 2021

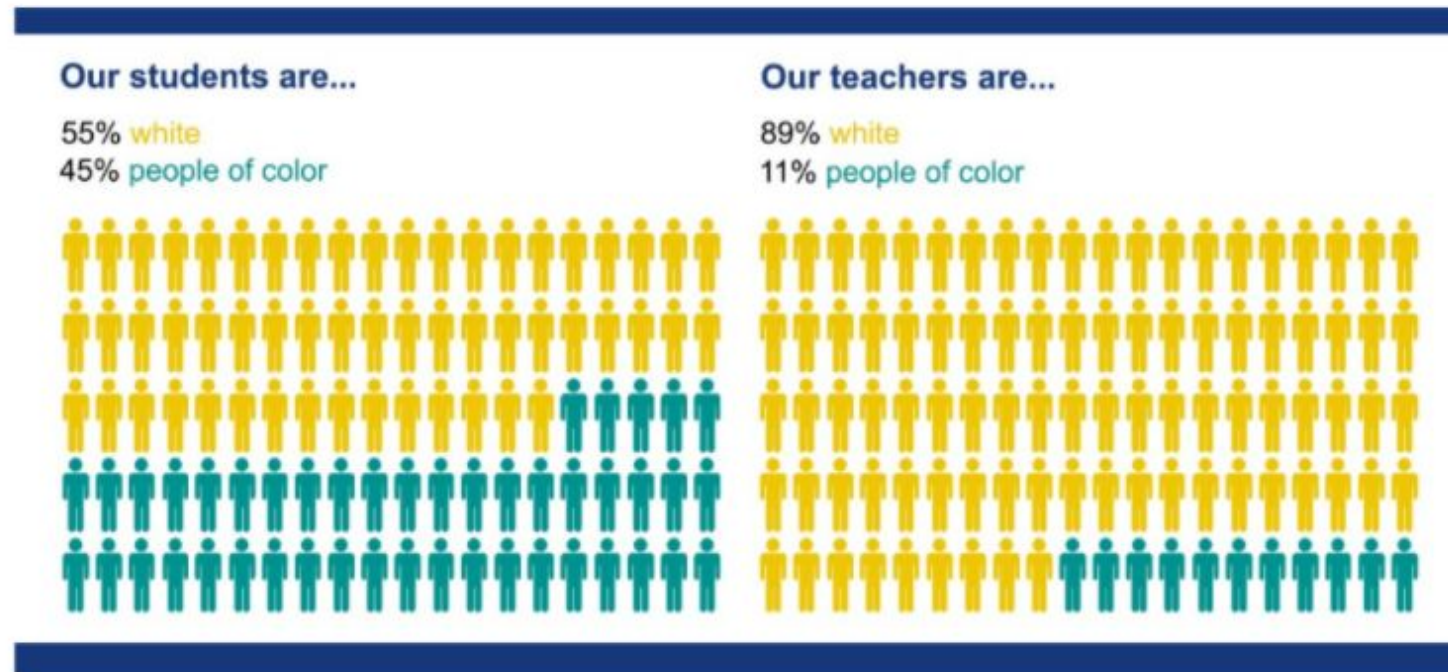
Practices

- Stay engaged
- Speak your truth
- Expect and accept discomfort
- Accept non-closure
- Intent vs impact



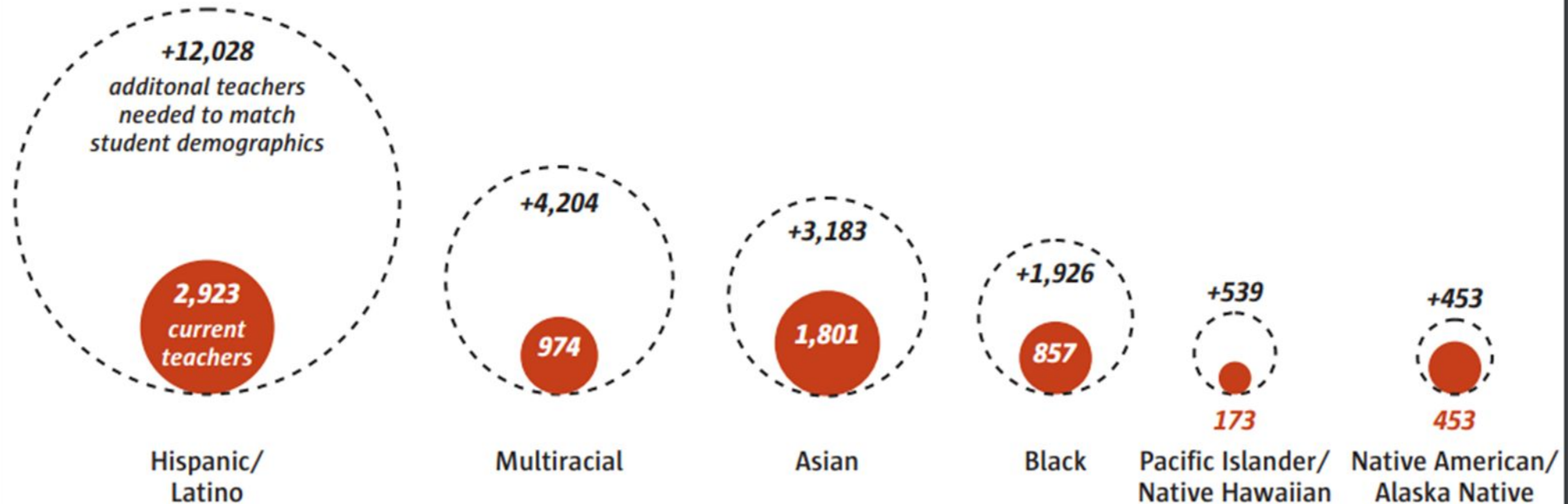
PESB Teacher Shortage Report

Figure 18: Washington State student and teacher racial/ethnic demographics in 2016-17



Washington State Data

HOW MANY MORE TEACHERS WOULD IT TAKE TO ACHIEVE PARITY?

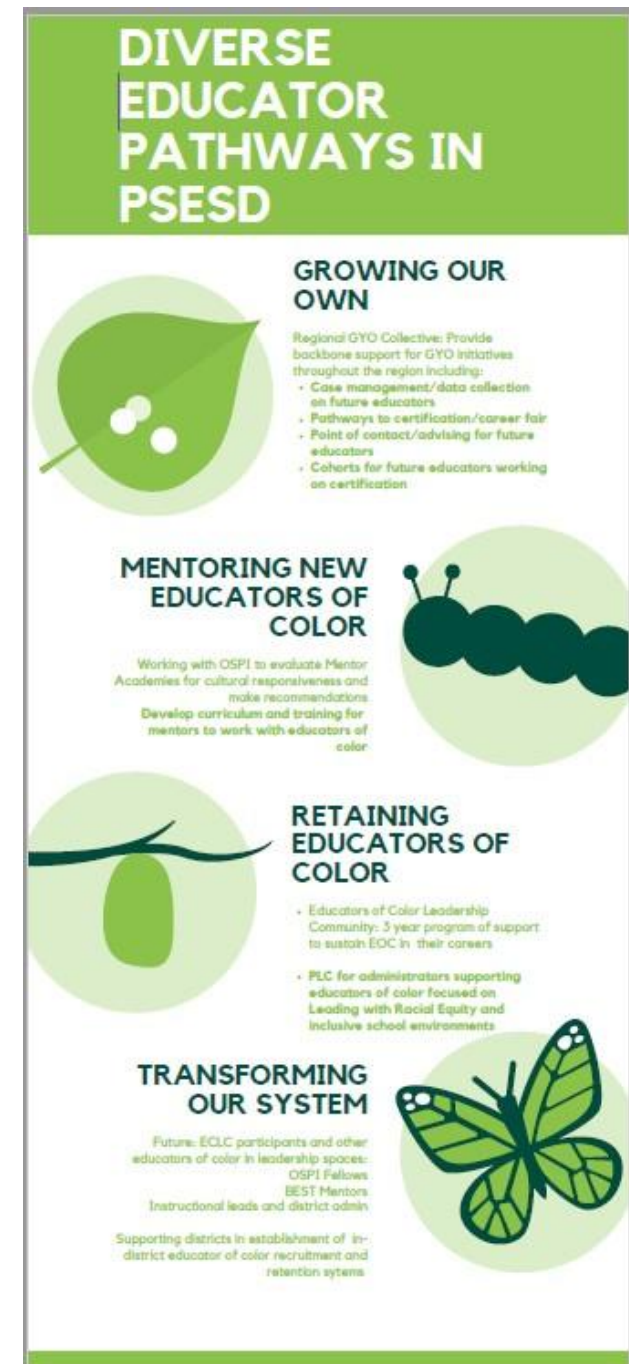


Source: Office of Superintendent of Public Instruction (2017-18)

EMILY M. ENG / THE SEATTLE TIMES

Systemic approach

- Grow Your Own: recruiting new EOC
- Retention:
 - Induction/mentoring new teachers
 - Networking and support: ECLC
 - Career growth
- Leadership and transformation



Growing our Own



- **Grow Your Own initiatives strive to diversify the educator workforce by encouraging more Black, Indigenous and People of Color and multilingual members of our local communities to pursue careers in teaching.**
- **Research shows that teachers of color have profound and positive impacts on young people's ability to succeed and thrive, in school and in life. And yet in the Puget Sound region's 35 school districts, where kids of color make up half the student population, almost 90% of teachers are white.**

[TEACHWA.ORG](https://teachwa.org)

[EDUCATORS OF COLOR LEADERSHIP COMMUNITY](#)

Tapping paraeducators to improve classroom diversity

Compared to classroom teachers, paraeducators better reflect the diversity of Washington students. State officials hope helping paraeducators to get their teaching license will narrow the cultural divide between teachers and students.



PARAEDUCATORS/AIDES



CLASSROOM TEACHERS

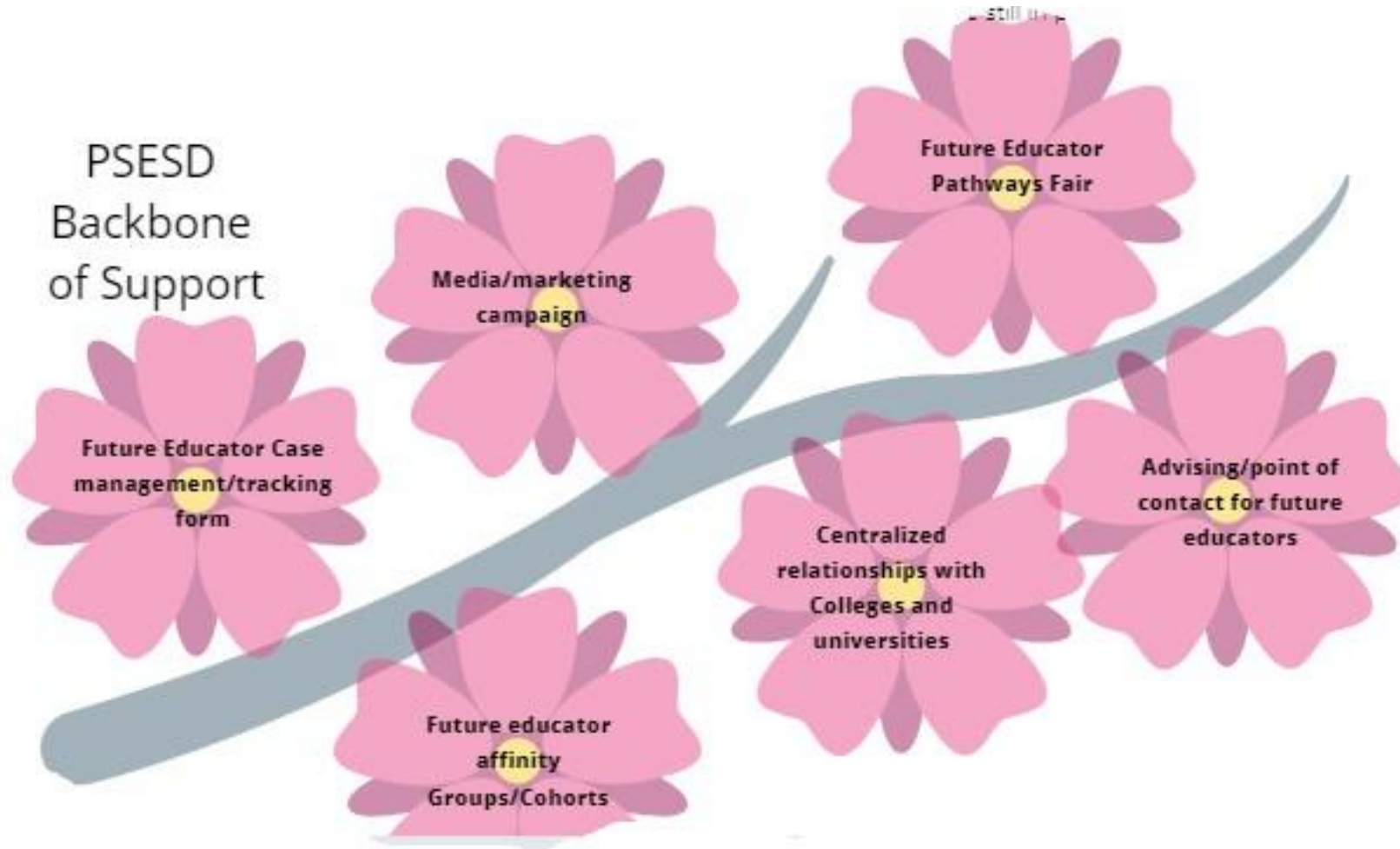


Note: Data for the 2017-18 school year also includes other paraeducators not assigned to classrooms.

Source: Office of Superintendent of Public Instruction

EMILY M. ENG / THE SEATTLE TIMES

GYO Collaborative

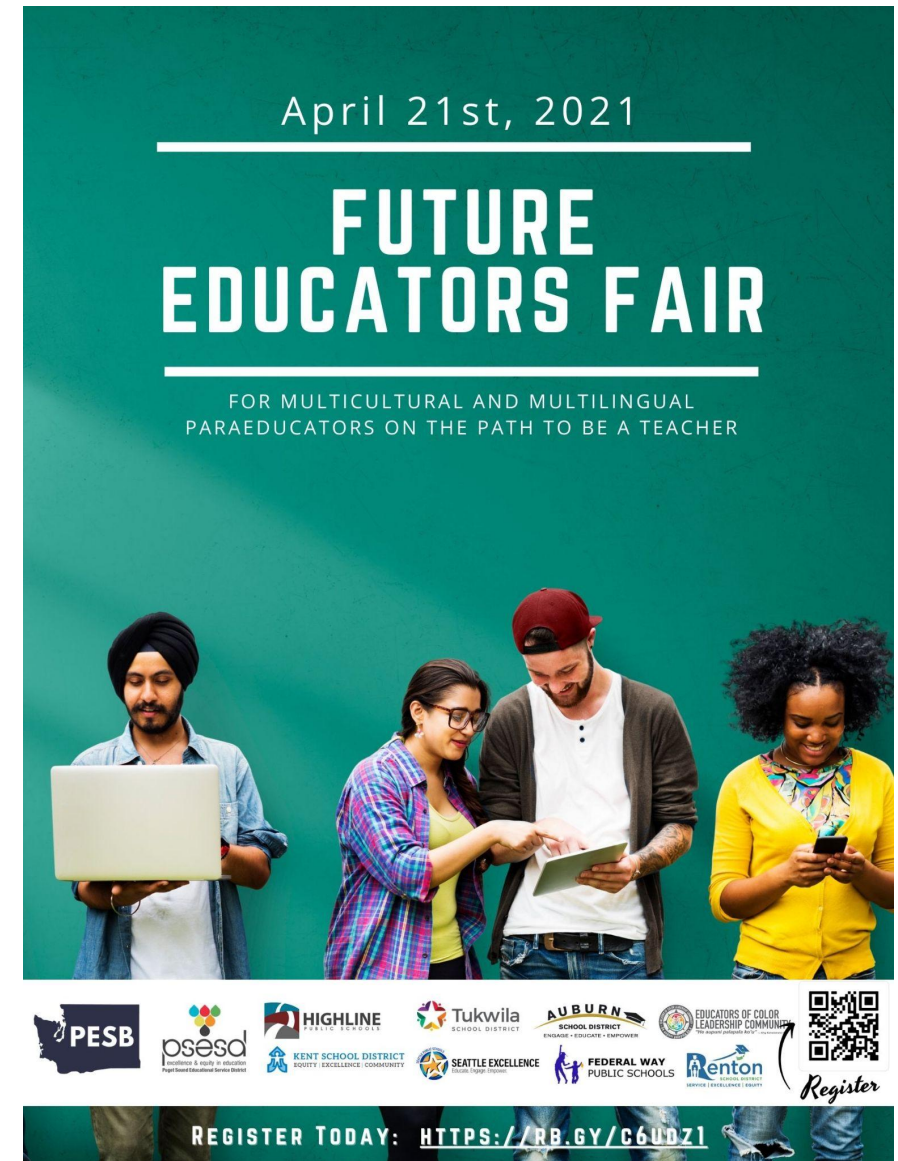


GYO Resources

- Future Educators Fair
- Website/Tracking tool (in progress)
- Pathways Navigator gyo@psed.org
- In progress:
 - Toolkit for districts (June 2021)

Next steps:

- Centralized relationships with IHE's
- Affinity cohorts for future educators



Take-aways from our future educators

- Resources: tuition and income replacement while student teaching
- Need for AA/BA support
- Navigating the pathways
- District-specific information

Yazmin Gil is a dual language teacher in Highline and a Master's student. She started her career in education as a paraeducator.



Retention-Leadership-Transformation



Reflection/discussion:

In what ways is your district:

- Intentional and explicit about the need and value for educator diversity?
- Creating pathways of opportunity for paraeducators, community members, and students in your own community to be educators?
- Talking about educator of color retention, leadership and growth as part of its educator diversity plan?



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Questions?

Elleen Yoshina, Director, Equity in Education
Puget Sound Educational Service District
eyoshina@psed.org

“Trees” by Christian Paige





Lesson 1: It Is Not Just About the Numbers

Educators
of color
need the
same
strong
climates
that
students
of color do

“The problem is that though we integrated schools by placing bodies together in buildings, we haven’t yet completed the necessary work to create spaces where both black teachers and black students feel like they are safe, respected, and encouraged to be their authentic selves. As a strong school climate is important to the outcomes for students, it’s just as important for teachers to have that as well. Both then and now, it’s an untenable situation for a school to be set up in a way that denies black teachers and students the physical, social, and emotional security they deserve.”

Davis Dixon, Brookings Institute

In what ways can your educators of color expect:



- To show up as their authentic, unapologetic selves?
- To be heard and respected when they observe or experience racism?
- To be encouraged to lead with their unique perspectives and strengths?



Lesson 2: We are Assets to be Valued, not Challenges to be Assimilated





Tara Yosso: Community Cultural Wealth

- Shifts the lens on Communities of Color from places of cultural poverty and disadvantages and **learns from the array of cultural knowledge, skills, and abilities** that often go unrecognized and unacknowledged.
- This approach to education involves a **commitment to develop schools that acknowledge the multiple strengths** of Communities of Color. (Yosso, 2005)

Aspirational Capital

The ability to maintain **hopes and dreams** in the face of obstacles.

Navigational Capital

The ability to **navigate institutions** that can be hostile or unsupportive.

Social Capital

Networks of **people** and **community** resources.



Linguistic Capital

Includes the **intellectual** and **social skills** attained through **communication experiences** in more than one language and/or style.



Familial Capital

- Cultural knowledges nurtured among *familia* that carry a sense of **community history, memory and cultural intuition.**
- This form of cultural wealth engages **commitment to community well-being** and **expands the concept of family** to a more **broad understanding of kinship.**



Resistant Capital

- Knowledge and skill fostered through **opposition to inequality.**
- **Maintaining and passing on the multiple dimensions of community cultural wealth** is part of the knowledge base of resistant capital.





Reflection

In what ways does your school environment support and value the cultural abundance of your educators (and students and families) of color?



Lesson 3: We Need Strong, Racially Literate Leaders

How do your
students and
educators of
color **know**
you lead
with a
racial
equity lens?

- Who leads racial equity work in your school?
- When there is resistance to equity work, who engages the difficult conversations?
- In what ways do you acknowledge and alleviate the burden of emotional labor on educators and students of color?





**Lesson 4: We Need
To Do More Than
Survive**

Where does the burden of retention lie?

- On the people we are trying to retain? Or on the districts?
- How is the work of building relationships, giving and receiving support, and focusing on personal growth and wellness supported and encouraged?
- In what ways do you provide specific opportunities for professional development and growth that are unique to educators of color? What's next for them? Where can they lead?





What is your role?

- What themes came up for you as you discussed the “Lessons from the ECLC?”
- How can these themes inform our advocacy for educators of color?

<https://tinyurl.com/eclcabm>

Padlet Link

What does our collective advocacy look like?

Using the themes identified:

How can ECLC be sustained during school closures?

We need support from districts (Central office administrators), principals, and other people who can help ECLC be a systemic priority. How do you envision your role in helping to engage school districts as critical partners in the work of retaining educators of color?



Resources

- Effective Urban Educators, and the [“Wankstas, Gangstas, Ridas”](#) by Dr. Jeff Duncan-Andrade
- [If You Listen, We Stay](#), a report on educator of color retention by EdTrust
- [We Want to Do More than Survive](#), by Dr. Bettina Love
- [When Race Enters the Room](#), by Dr. Sonya Horsford
- [Whose Culture Has Capital](#), by Dr. Tara Yosso
- [A whole folder of resources](#), curated by Eileen Yoshina
- [Since Time Immemorial Curriculum](#)
- [Tribal Directory and Map](#)
- [Video](#) of Hau'olihiwahiwa Moniz speaking to Board of Directors at University of Hawai'i Manoa (from the [Kāko'o Haleakalā](#) Facebook Page)
- [Safety, belonging, and humanity: Black teachers need strong school climates, too](#), by Davis Dixon
- [Educator Shortage Report](#), [District Workforce Data](#), and the [State of Racial Diversity in the Educator Workforce](#)

**Thank
You!**

