BOSTON PUBLIC SCHOOLS

Office of Recruitment, Cultivation & Diversity Programs

Division of Equity, Strategy & Opportunity Gaps Office of the Superintendent

DARE TO TEACH

Community Equity Roundtable Presentation

1. The Challenges
    a. Systemic Racism
    b. State Data
2. The Opportunity
    a. Research
    b. Garrity Order is a guardrail not our ceiling or floor
3. Office or RCD - Strategic investments and initiatives
    a. “Grow Our Own” Pipeline Programming
    b. MTEL Prep Support Programs - Licensure
    c. Recruitment and Cultivation - Cultivated pools - events
    d. Retention and Diversity Programs - Retaining our talent

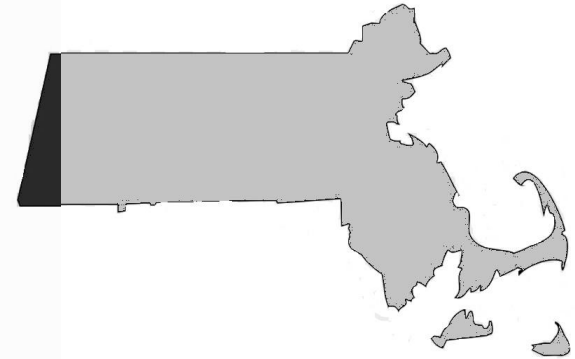
The Challenge

- Systemic racism forms a barrier to hiring and retaining educators of color at every phase of the process, from college enrollment, to selection bias, to MTEL passage rates

- BPS aims to counteract the impacts of racism by applying aggressive, innovative interventions at every stage

Market Share of Educators of Color

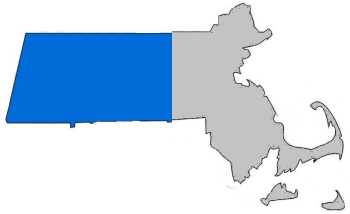
BPS employs just 6% of all teachers in Massachusetts.



8% of MA teachers are teachers of color.

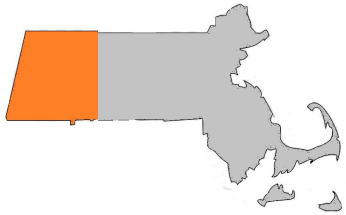
- 3% of the state's teachers are Black
- 3% of the state's teachers are Latinx
- 2% of the state's teachers are Asian

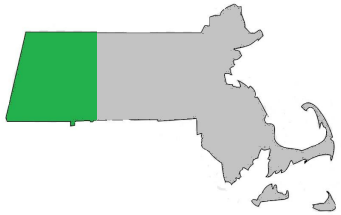
Yet BPS accounts for...



47% of the state's Black teachers.

23% of the state's Latinx teachers.





23% of the state's Asian teachers.

Note: Based on DESE data for SY17-18; BPS number do not reflect Horace Mann Charter Schools

Research: Impact of Diverse Educators

- Staff diversity improves academic outcomes for all students, including test scores, and attendance, suspension, and graduation rates
- A Black child who has just one Black teacher in elementary school is more likely to graduate and enroll in college; enrollment significantly higher if child is taught by two Black teachers

Garrity Court Order Overview

- The Garrity Order requires BPS to achieve and maintain a desegregated faculty and staff (teachers and guidance counselors), "comprised of not less than 25% blacks and 10% other minorities."

- The Order expires when black and other minority teachers and guidance counselors "have attained seniority to such an extent that, were a RIF [reduction in force] to occur based on the seniority provisions of applicable collective bargaining agreements reducing faculty and staff by 3%, the racial/ethnic proportions of faculty and staff would, in the written opinion of the Superintendent of Schools, be substantially the same as those existing before it."

Morgan v. Burke, 926 F.2d 90 (1st Cir. 1991).

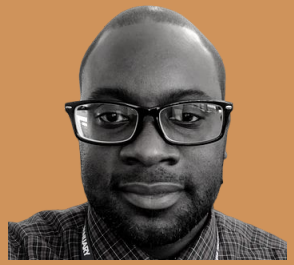
RCD Preview

Who Are We? .....The Office of RCD!

CERONNE DALY
Managing Director, RCD

KIM CONNOLLY
Director, RCD

RASHAUN MARTIN
Manager, Diversity Programs



JEREMY DALEY
Manager, Recruitment

NICK BALASALLE
Pathway Programs

AKETA NARANG KAPUR
MTEL Program Specialist

ABDI ALI, Ed.D.
Pipeline Program Manager

WENSESS RAPHAEL
Pipeline Program Coordinator

CHARLES PAIGE
Coordinator, RCD

Pipeline Programs

Teacher Cadet:
Vision of the Graduate

As learners, the Teacher Cadets collaboratively examine challenges to achieve socially just outcomes. As teachers, they promote the reciprocity between classrooms and communities, connecting learning to their students' lives. The Teacher Cadets value and enrich public education by their diversity and creativity. As leaders, the Teacher Cadets stand in solidarity with legacies for equality and justice.

Boston Public Schools
2020

Accelerated Community to Teacher ACTT

The BPS Accelerated Community to Teacher Program is an intensive 12-month program designed to prepare racially, culturally and linguistically diverse Boston residents, career-changers, or BPS paraprofessionals and substitutes who hold a Bachelor's degree and experience working with children in a classroom setting to become novice BPS teachers with a provisional license.

SY 2020-21:

97% are Candidates of Color

61% Black
14% Latinx

30/36 (83%) are Paraprofessionals

7/8 (87.5%) of the Math/Science Candidates are Female

BPS Teaching Fellowship

The BPS Teaching Fellowship is an accelerated program that prepares novice teachers within the Boston community to lead our students to academic success.

Teachers spend 12 months acquiring knowledge and developing strong instructional practices in actual Boston classrooms, with personalized training and expert coaches to guide them along the way.

BPS is the only district in Massachusetts that has a DESE-approved Initial Licensure in Elementary, Moderate Disabilities and ESL.

August 2021:

15 Candidates from ACTT

80% Black & Latinx Candidates

Full-time Teachers in BPS

MTEL Prep Support Program

How is BPS addressing the opportunity gap related to the MTEL for our educators of color?

Francesca is just one example of many who successfully earned their provisional license as a result of the BPS MTEL Prep Program.

In this video, she discusses the impact BPS MTEL Prep had on her learning as a Latinx educator
How her learning, in turn, helped her to close the achievement gap of her students.

Black And Latinx Educators Who Participate In BPS MTEL Prep Exceed State Pass Rates From 2018-2020

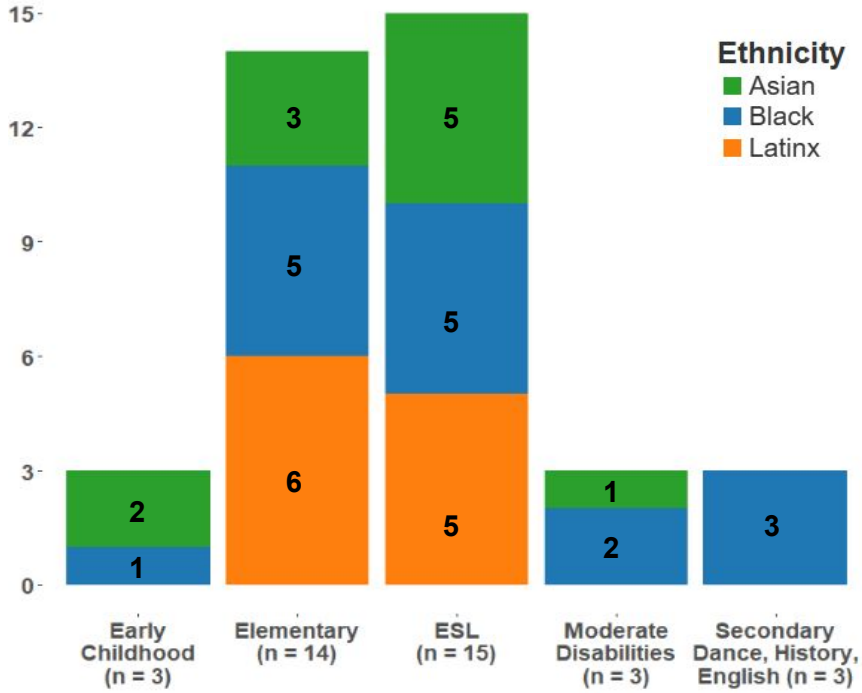
Jan 2018-Jan 2020 N=199	ESL N=46	Foundations N=47	CL Reading N=44	CL Writing N=40	GC Multi-Subj N=22
BPS Black & Latinx	88%	87%	82%	75%	79%
State Black & Latinx	37%	50%	75%	69%	66%

DESE Diversification Grant-BPS MTEL Prep Outcomes

BPS MTEL Prep Support Program
July 2019-January 2020

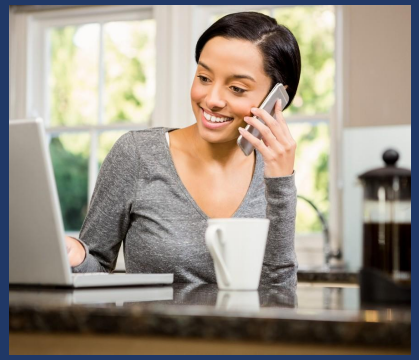
Total passed out of 97 who completed program	Total Black, Latinx, and Asian out of the 80 who passed	Total who cleared a license	Total Black, Latinx, and Asian who cleared a license out of 48
80/97	67/80	**48/80**	**38/48**
82%	84%	60%	79%

MTEL Prep Support Programs licensed
38 Educators of Color



Recruitment

CANDIDATE CULTIVATION



EARLY HIRING POOL OPENS

November

RECRUITMENT EVENTS

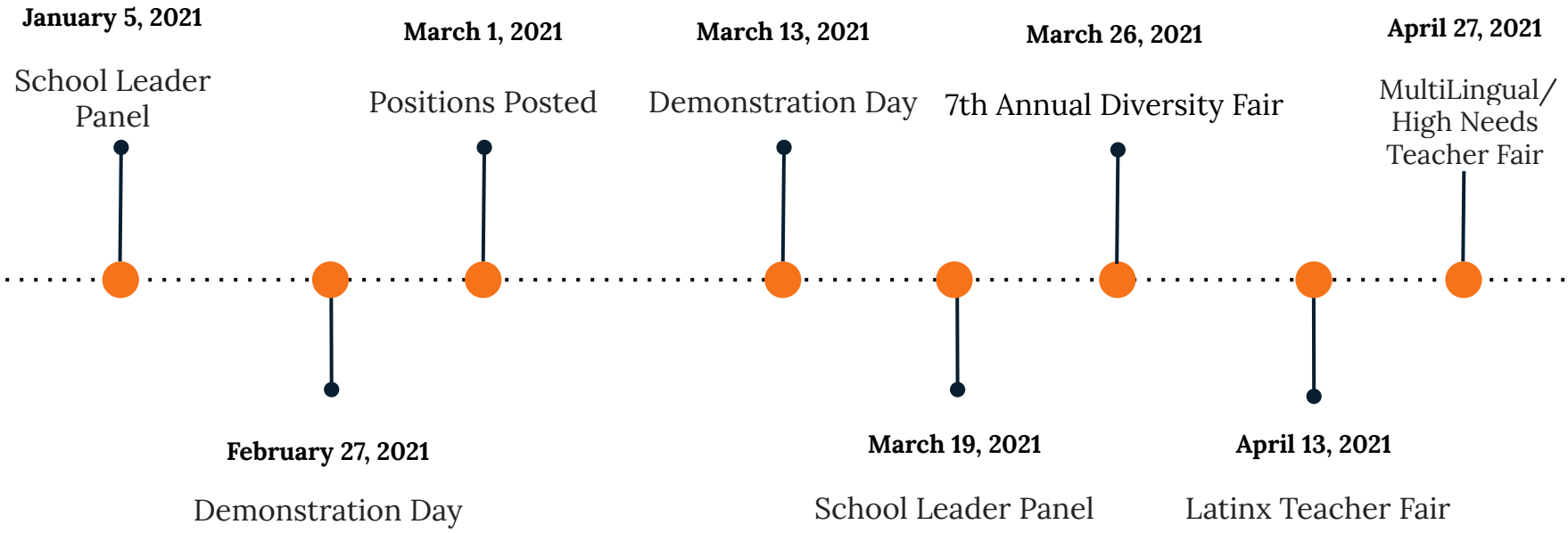
HIRING WORKSHOPS

YEAR LONG

POSITIONS POSTED

March 1

SY 20-21 Recruitment and Cultivation Events



Other Cultivation Activities

Content Workshops

- Culturally and Linguistically Sustaining Practices (Office of Opportunity Gap)
- Family Engagement (Office of Engagement)
- Safe & Welcoming Classrooms (Teacher Panel)
- BPS Interactive Rubric

Hiring Support Workshops

- Resume/ Cover letter
- Interviewing
- Demo lesson preparation

Info Sessions

- Ed prep partners
- Colleges, universities
- General public

Early Hiring Pool: Last Year vs This Year

	Last year, EHP	SY20-21 EHP Goals	EHP Currently	% from goal
African American	157	202	169	84%
Native American	3	5	6	120%
Asian	62	80	53	66%
Latinx	57	85	85	100%
White	374	300	276	90%
Total	687	672	610	

1x1 Coaching Supports

- Resume/ Cover letter
- Interviewing
- Demo Lesson Prep
- Mondays and Fridays
- TeachBoston.org/events

126 Candidates have received supports,
76 candidates of color
32 Members of one of our Ed Prep Partners Programs (BTR, Donovans, TNY or ACTT)

Affinity Recruitment Advisories

Asian Affinity Recruitment Advisory Council:
RCD Lead: Kim Connolly, Director of RCD

Lead Advisors:

- Andrea So, Asst. Principal, Murphy School
- Priscilla Lau, Chemistry & Biology Teacher, BLA
- Meeting dates: January 25, February 23, March 30, April 27, May 25, June 29

Deaf & Hard of Hearing Affinity Recruitment Advisory Council:
RCD Lead: Rashaun Martin, Educator of Color Retention Specialist

Lead Advisors:

- Jiyoung Jou, Teacher of the Deaf and Hard of Hearing, Horace Mann
- Stephen Weiner, High School History Teacher, Horace Mann
- Meeting dates: January 28, February 25, March 25, April 29, May 27, June 24

HBCU Affinity Recruitment Advisory Council:
RCD Lead: Ceronne Daly, Managing Director & Charles Paige, RCD Coordinator

Lead Advisors:

- Carrie King Woodson, Asst. Head of School, English High
- Ernest Coakley, Asst. Head of School, Dearborn
- Derrick Ciesla, Principal, Russell
- Jamilah Murrell, Paraprofessional, Sarah Greenwood
- Rena Stone, 5th/6th Grade ELA, Kenny
- Meeting dates: TBD

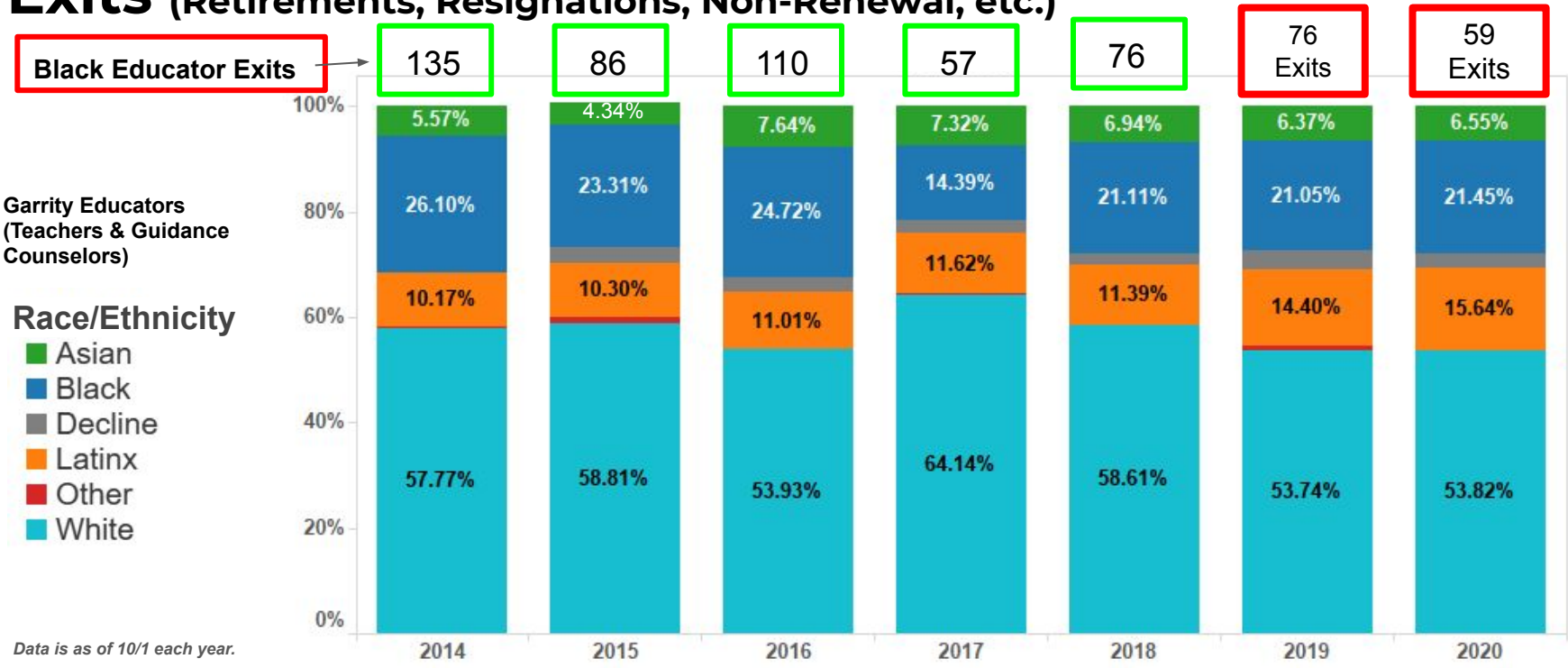
Latinx Affinity Recruitment Advisory Council:
RCD Lead: Jeremy Daley, Manager of Recruitment and Cultivation

Lead Advisors:

- Antonelli Meija, Director of Student Advancement, Umana
- Brandon Lopez, Transformation Social Worker, Higginson-Lewis 3-8
- Meeting dates: January 29, February 11, TBD

Retention

Exits (Retirements, Resignations, Non-Renewal, etc.)



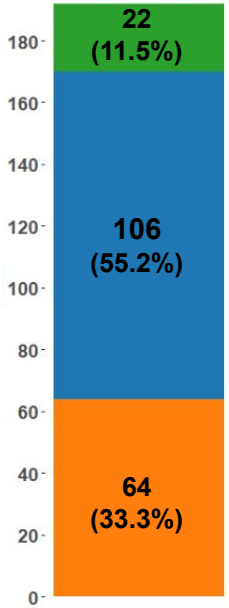
Data is as of 10/1 each year.

	2014	2015	2016	2017	2018	2019	2020
Total Educator Exits	**521**	**369**	**445**	**396**	**360**	**361**	**275**
% Educator Exits of Color	**42.2%**	**39.0%**	**43.4%**	**33.6%**	**39.4%**	**42.7%**	**43.6%**

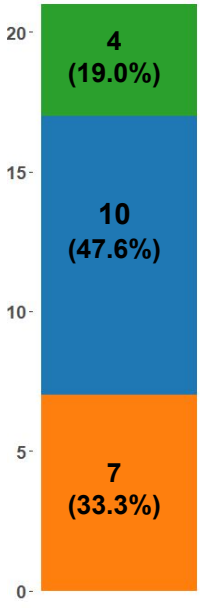
Exit Surveys and Interviews 6/1/20-9/30/20

Race/Ethnicity
- Asian
- Black
- Decline
- Latinx
- Other

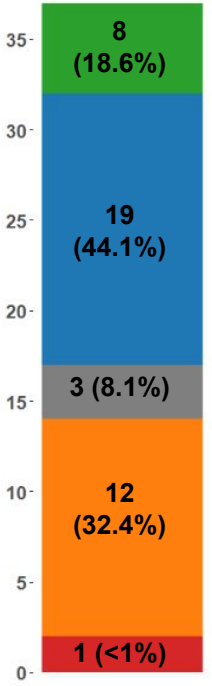
Virtual Exit Interviews Offered (Total n = 192)



Virtual Exit Interviews Completed (Total n = 21)



Exit Surveys Completed (Total n = 43)



Exit Interview Insights

From 21 virtual interviews, we asked two questions of each participant:

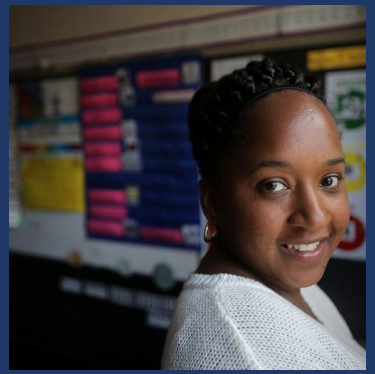
1.) *Can you describe your supervisor experience?*
2.) *Can you describe your professional development experience?*

Themes

- Supervision was strongest when good feedback was provided, coaching, leadership roles/opportunities were given and necessary materials were provided.
- Supervision was frustrating when staff felt demeaned, threatened or expectations were not clear.
- School-based professional development was most impactful when it applied to all staff and not just the teachers and when it applicable to practice instead of merely compliance
- District professional development was most impactful when it was provided consistently allowing for teachers & staff to not have to seek out PD on their own.

***Garrity Educators (Teachers & Guidance Counselors)**

DEVELOP & RETAIN



WEOC

WOMEN EDUCATORS OF COLOR

Executive Coaching Program

MEOC

MALE EDUCATORS OF COLOR

Executive Coaching Program

SLOC

SCHOOL LEADERS OF COLOR

Professional Learning Community

ALANA

African, Latinx, Asian, Native American networking