Diversifying the 4J teaching workforce

A Plan of Action: Board Report, September 18, 2019
4J Vision 20/20 Goal IV: Diverse World-Class Workforce

HR 20/20 Stretch Goal: Increase the number of diverse teachers by 100% within five years with the ultimate priority of having our teaching staff demographics match our student demographics (proportionality).

Stretch targets:

- 2020: 25 diverse teaching candidates hired.
- 2021: 30 diverse teaching candidates hired.
- 2022: 35 diverse teaching candidates hired.
Student and Teacher Diversity

- **Students of Color**
- **Teachers of Color**

Districts over 10,000 students + Eugene metro districts
Although we are not quite halfway to our goal of a teacher force as diverse as our student body, based on data from the most recent Oregon report cards (2018), our teaching staff is among the most diverse and racially proportional among Oregon’s large districts.
Paving the road to success... one brick at a time

- We have diversified the administrative team. Currently: 30% of all administrators district-wide and 39% of our building principals are people of color.
- Our teaching staff is one of the most racially proportional in the state (diverse staff :: diverse student population, 2018 Oregon report card data).
- We support diverse teachers and administrators through a variety of affinity events and activities.
- We work with TSPC to work through barriers when hiring staff from other countries.
- We have built strong relationships with our preparation partners (ODE, colleges/universities, regional Pathway program) to identify and support candidates of color.
Strategy A: Create a 4J Teaching Pathway program for current EA’s
Actions/Tactics/Activities

1. Identify potential teaching candidates who are current EA’s for the district.
2. Develop policy and procedure and agreements that support EA’s to pursue teaching credentials.
3. Create partnerships with preparation programs, OSEA, and EEA that support coursework at night or online, and flexibility with student teaching.
4. An application process is developed to recruit and support diverse educators who are current 4J employees.
Strategy B: Implement an Education CTE Pathway Program for high school students
Actions/Tactics/Activities

1. Partner with Educator Rising to develop an articulated pathway for students who want to pursue careers in education.
2. Work with AVID students, bilingual students, and students of color at the high school level to identify exceptional teaching candidates and encourage them to apply to the 4J educator pathway program.
3. Work with the district CTE coordinator to create an educator CTE pathway for the district.
Strategy C: Create a district hiring pool to support the goal
1. Meet with an Affirmative Action expert to explore options to achieve our goal.
2. Hiring Pool for 2020–21 opens on February 1 and a process is determined for recruitment to the pool, hiring from the pool, and placement to schools.
3. Train administrators to support district hiring pool concept.
Strategy D: Develop a process to assess and hire diverse student teachers
Actions/Tactics/Activities

1. Create a system to track all student teachers in the district.
2. Invite student teachers to Fall and Winter Social events.
3. Visit classrooms of student teachers and cooperating teachers across the district.
4. Encourage diverse student teachers to apply for district hiring pool.
5. Work with principals to develop a system to assess student teacher performance while they are student teaching.
Strategy E: Increase recruitment strategies to attract diverse candidates
Actions/Tactics/Activities

1. Continue practice to obtain HB-1 and J1 Visas for candidates.
2. Develop a spring recruitment schedule with the authority to hire high-quality diverse candidates.
3. Continue partnership with the regional pathways program.
Strategy F:
Increase support to retain diverse candidates
Actions/Tactics/Activities

1. Define and determine retention calculation of our diverse teaching force.
2. Continue practice of exit surveys for all employees who leave the district.
3. Continue partnership and participation with the ECC (Equity Community Consortium)
4. Continue support for educators of color with monthly social networking events and activities.
5. Expand mentoring program with EEA and REN (Regional Educator Network) to provide additional support for new teachers.
6. Explore induction training for all teachers new to the district.
7. Continue practice of new employee orientation meetings.
Strategy G:
Work with state partners to recruit, train, develop, and support teaching candidates of color
1. Partner with the EAC (Educator Advancement Council) and our local REN (Regional Educator Network) to help build a model of recruitment, hiring, and support based on best practices.

2. Continue working with TSPC to remove barriers for educators of color and those from other countries to obtain licenses to meet the needs we have in the district.

3. Continue to partner with ODE to place diverse candidates from the Oregon Teacher Scholar program.

4. Continue to partner with ODE (Office of Equity, Diversity, and Inclusion) to hire teachers through the Visiting Teacher Programs (Mexico and Spain).
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