

A group of five diverse young adults (three women and two men) are smiling and standing outdoors under trees. They are dressed in casual, contemporary clothing. The background is a lush green setting with trees and a building in the distance. A semi-transparent yellow and green gradient bar is overlaid across the middle of the image, containing the main title and subtitle.

Making Teaching Possible for BIPOC Candidates

The California Coalition for Educator Diversity

The Coalition

A group of researchers, practitioners, and advocates committed to advancing teacher diversity and equity in schools through uplifting humanizing, evidence-based, policy, practice, and research.

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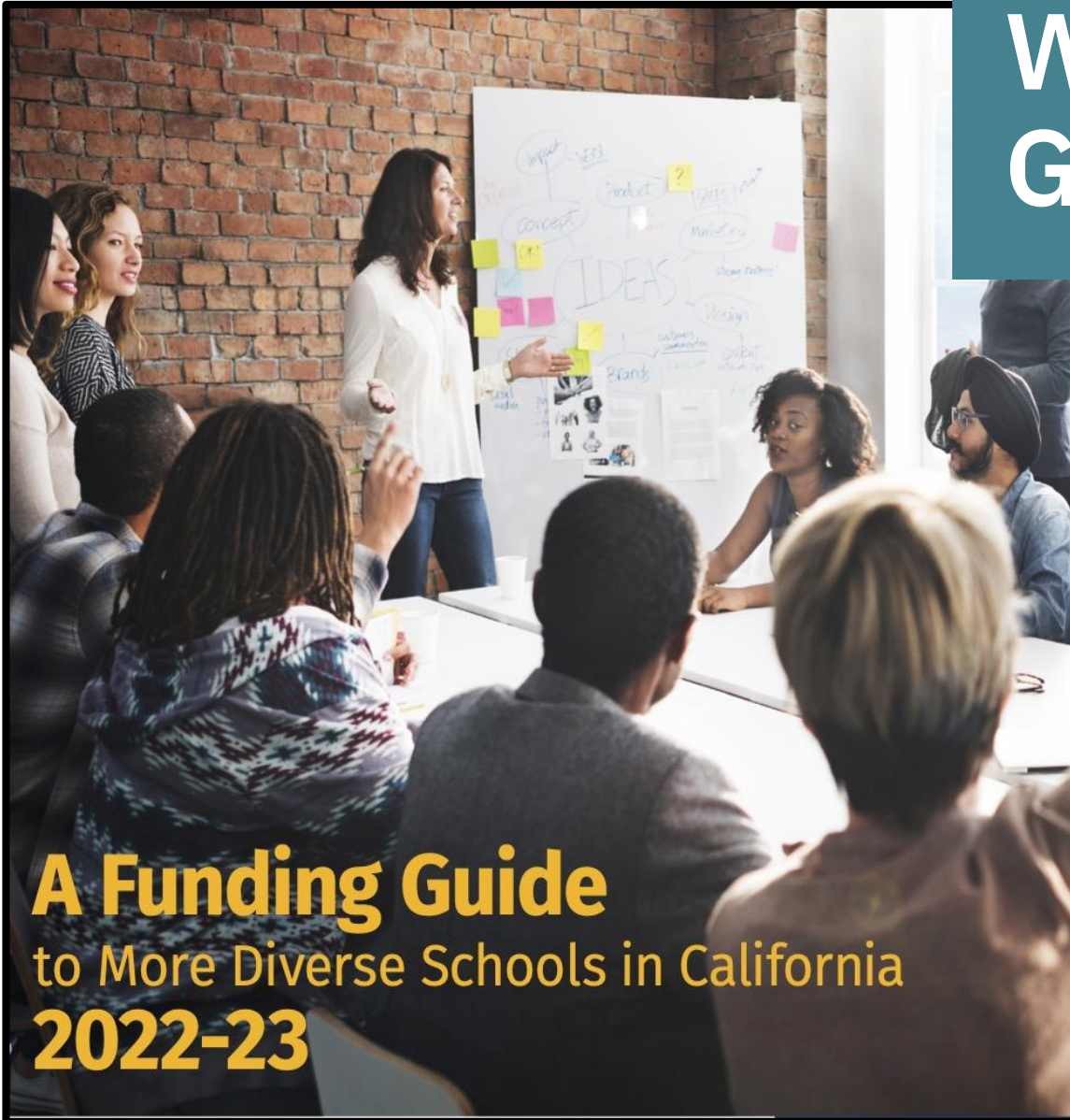
Why the Funding Guide?

01 Increase Access to Resources

02 Humanizing the Cost



A Funding Guide
to More Diverse Schools in California
2022-23



Humanizing the Teacher Profession

- Ensuring the pipeline process is equitable and inclusive
- Acknowledge and name the policies and practices that dehumanize (dismiss, devalue, diminish, and discredit) teachers
- Policies and Practices that holistically support the wellbeing of Teachers
- A livable wage or compensation
- Climate & Culture where BIPOC candidates and teachers feel safe, welcomed, supported, and valued
- Adequate support and resources that reflect the value we as a society place on the importance of K-12 education
- Having the agency to continuously learn, grow and evolve in the ways we recruit, prepare, and support teachers

Conditions for Systems Change

Practices

Resources Flows

Structural Changes
(Explicit & Tangible)

Policies

Relationships & Connections

Power Dynamics

(Semi-Explicit & Semi-Tangible)

Mental Models

Transformative Changes
(Implicit & Intangible)



Interest & Recruitment



Preparation & Initial Experience



Licensing & Certification



Hiring



Continuous Support & Development





Structural Barriers to Entry

01

Financial Cost

- Golden State Teacher Grant
- National Board Incentive Program
- Classified School Employee Program

02

TEP Structure

- Integrated Teacher Prep Program
- Golden State Pathways Program
- CA Teacher Residency Program

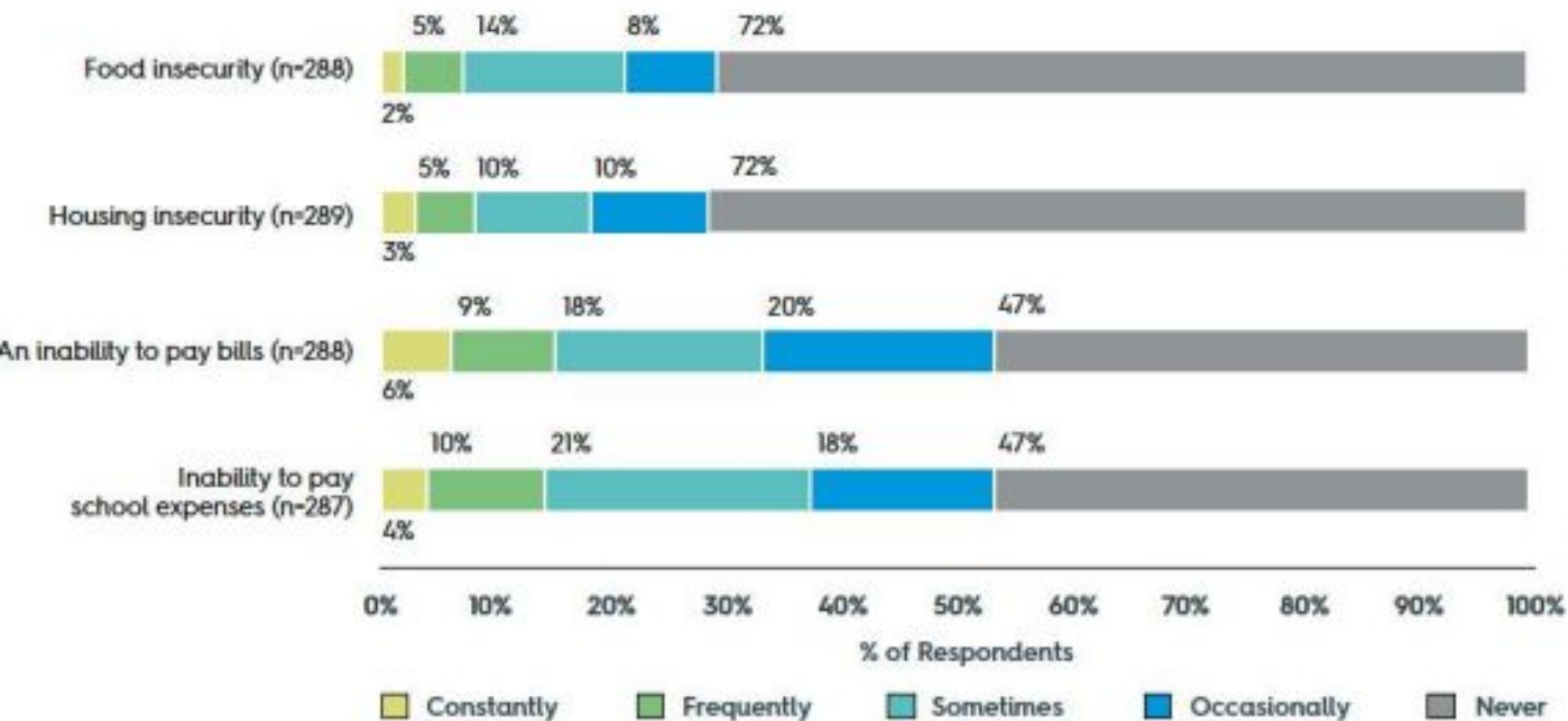
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Testing

- Teacher Exam Fee Waivers

A majority of residents report experiencing financial hardships

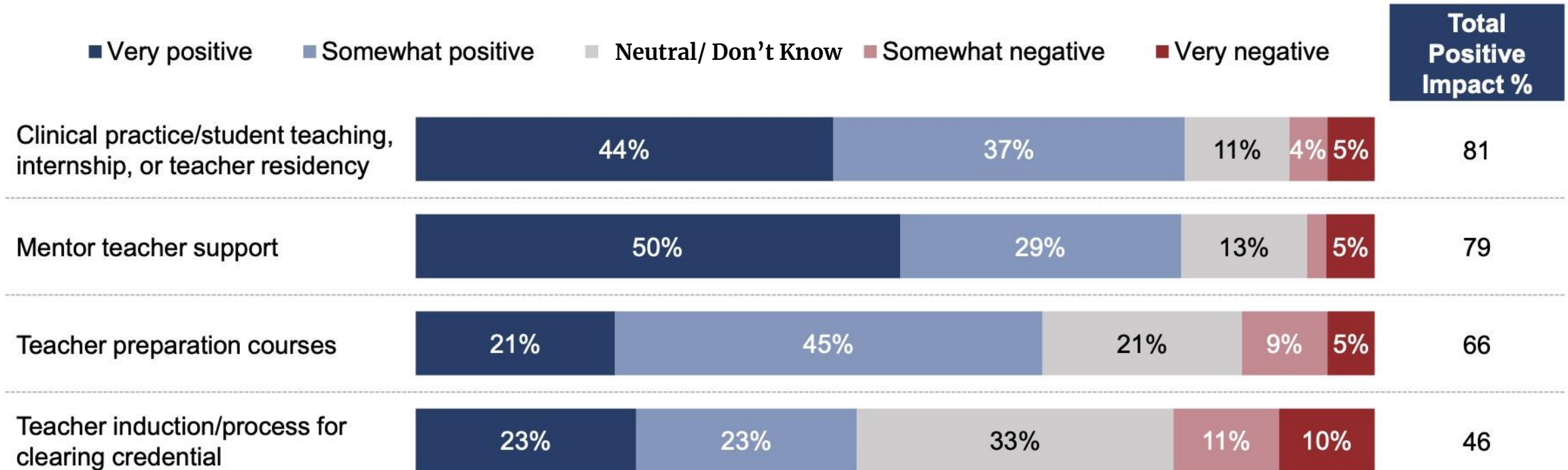
[Resident] How frequently do you experience the following hardships?



- Nearly 30% experienced food and/or housing insecurity
- Over half experienced an inability to pay bills or school expenses
- Nearly a quarter (24%) of residents reported they do not have, or are not sure if they have, access to health insurance

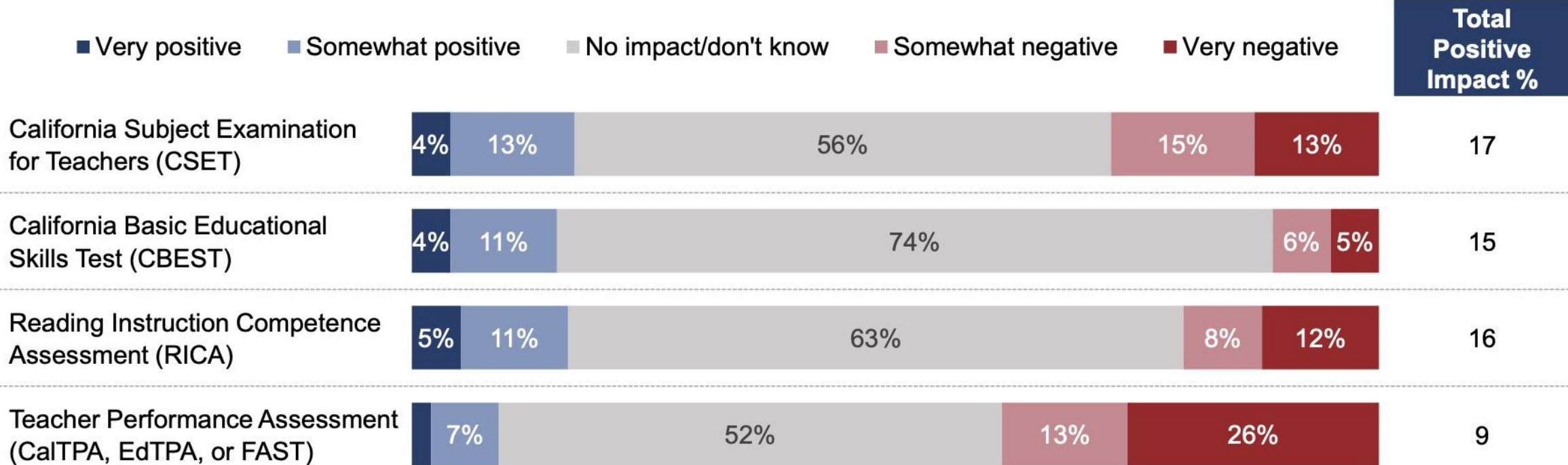
All components of teacher prep programs we tested are deemed to have had much more positive than negative impacts.

Positive/negative impacts of components of teacher preparation programs.



Large proportions of teachers say that each of the assessments we tested had no impact on their teacher preparation.

Positive/negative impacts of components of teacher candidate assessments.



Issues Money Does Not Solve

- **Mentorship**
- **How we measure/evaluate candidates**
- **TEP Structure**
- **What tests are required and when**
- **Recruitment interest & knowledge**
- **Continuity within the Pipeline**

“For CSETs, you're on your own... What happens if I want to be able to study for it? Well, I have to pay for those workshops, which are not cheap [..] You can be a fabulous teacher and not be able to pass those tests because you don't have the support.”

Systemic Barriers to Retention



01

Culture & Climate

- Educator Workforce Grant
- Educator Effectiveness Block Grant
- Anti-bias Education Grant

02

In-Class Supports

-

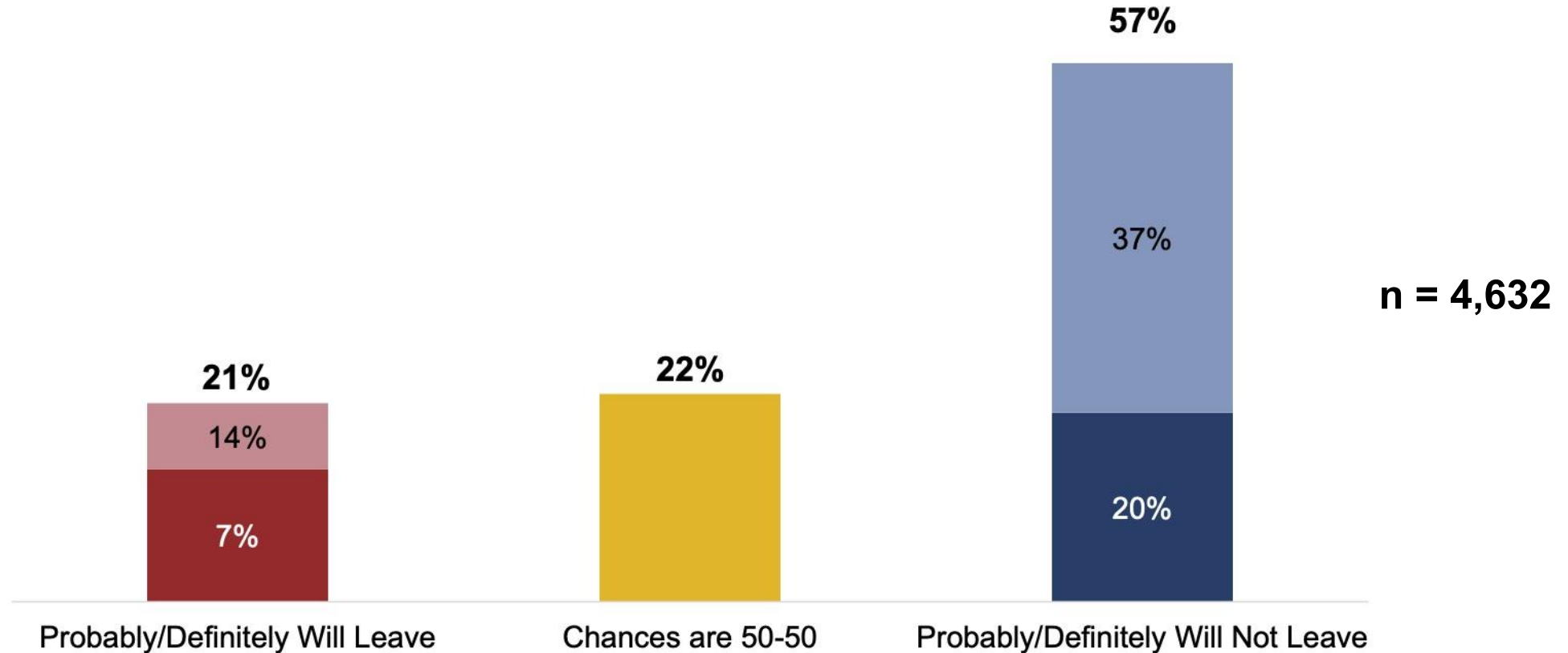
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Viable Career Option

-

One in five teachers expect to leave the profession within the next three years.

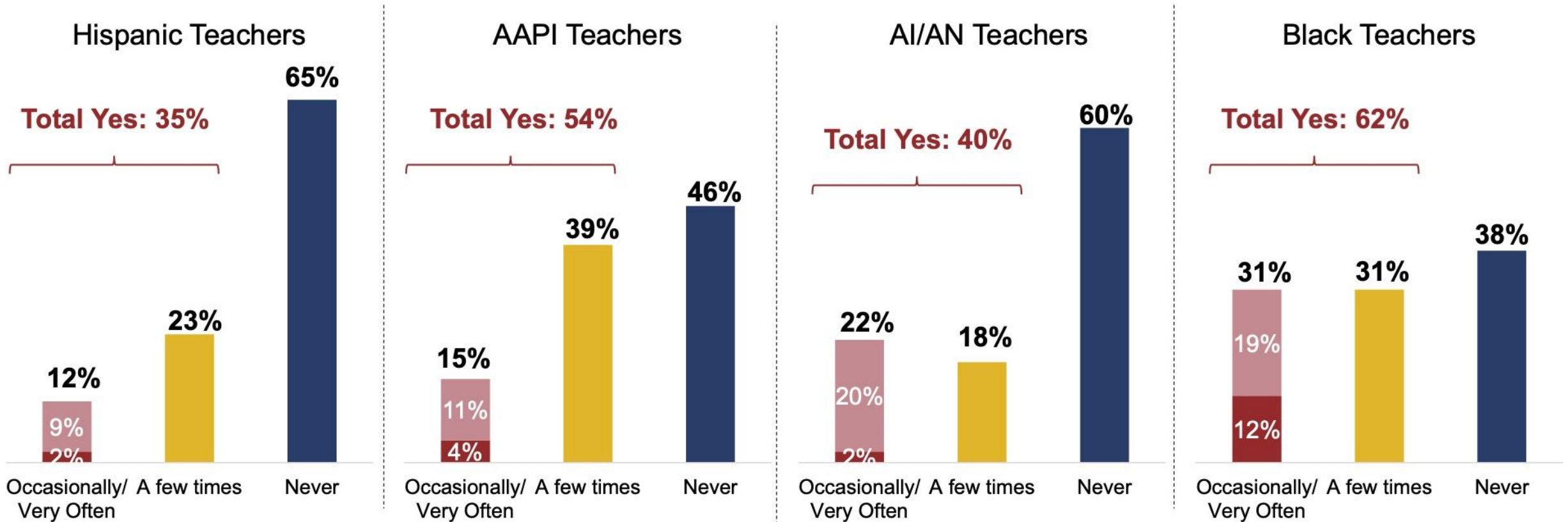
Realistically speaking, what are the chances you will leave the teaching profession within the next three years?



41% have considered AND looked into leaving the classroom (either for another position in education or leave the field)

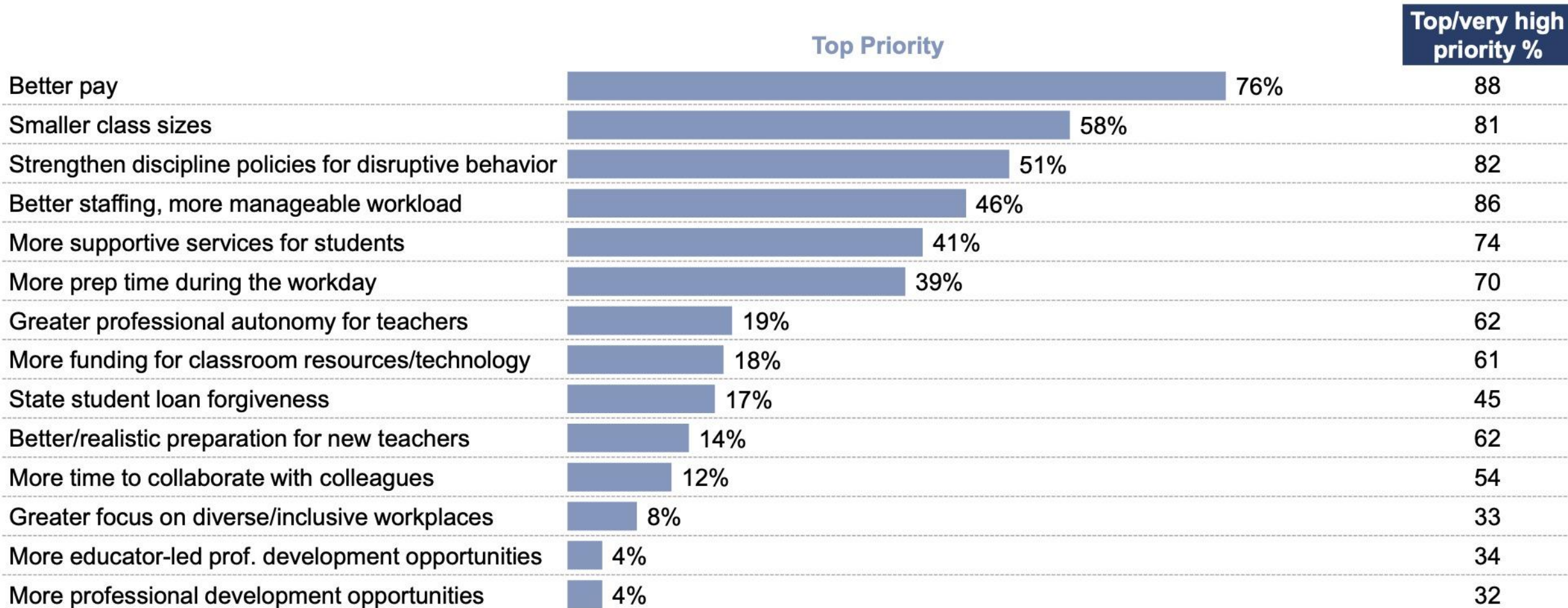
Majorities of Black and AAPI teachers have experienced racial discrimination in their current teaching position.

Do you ever experience racial discrimination at your current teaching position?



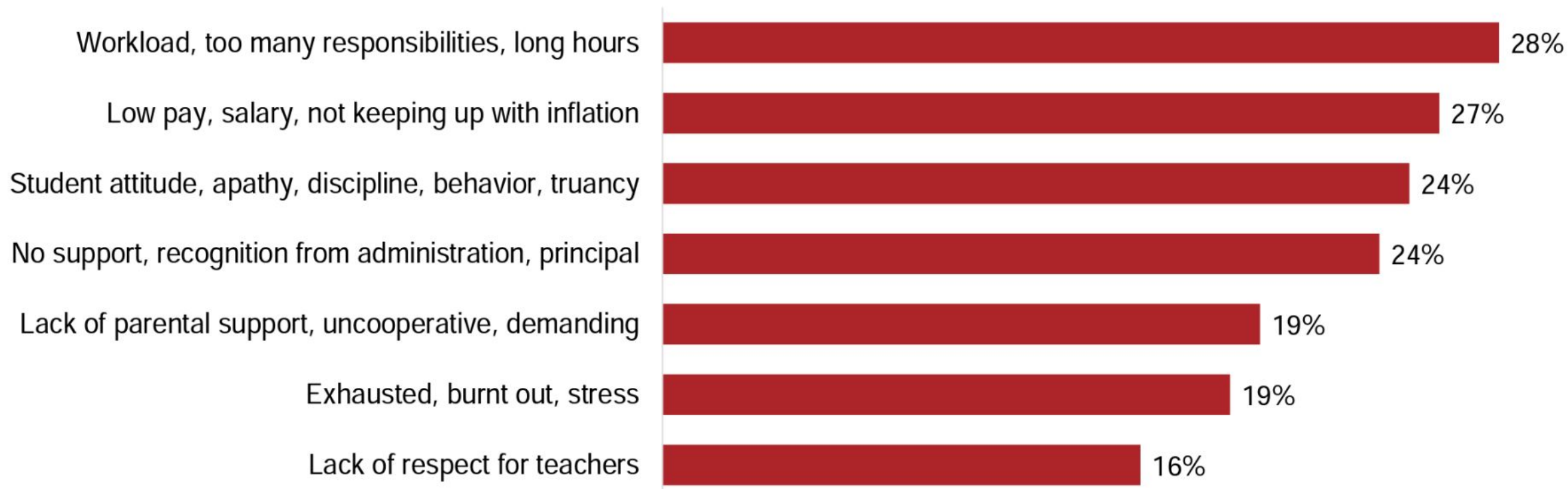
Better pay, smaller class sizes, and enhanced discipline are the top changes teachers say would improve retention.

Top four changes that state and local officials should prioritize in order to improve teacher retention.



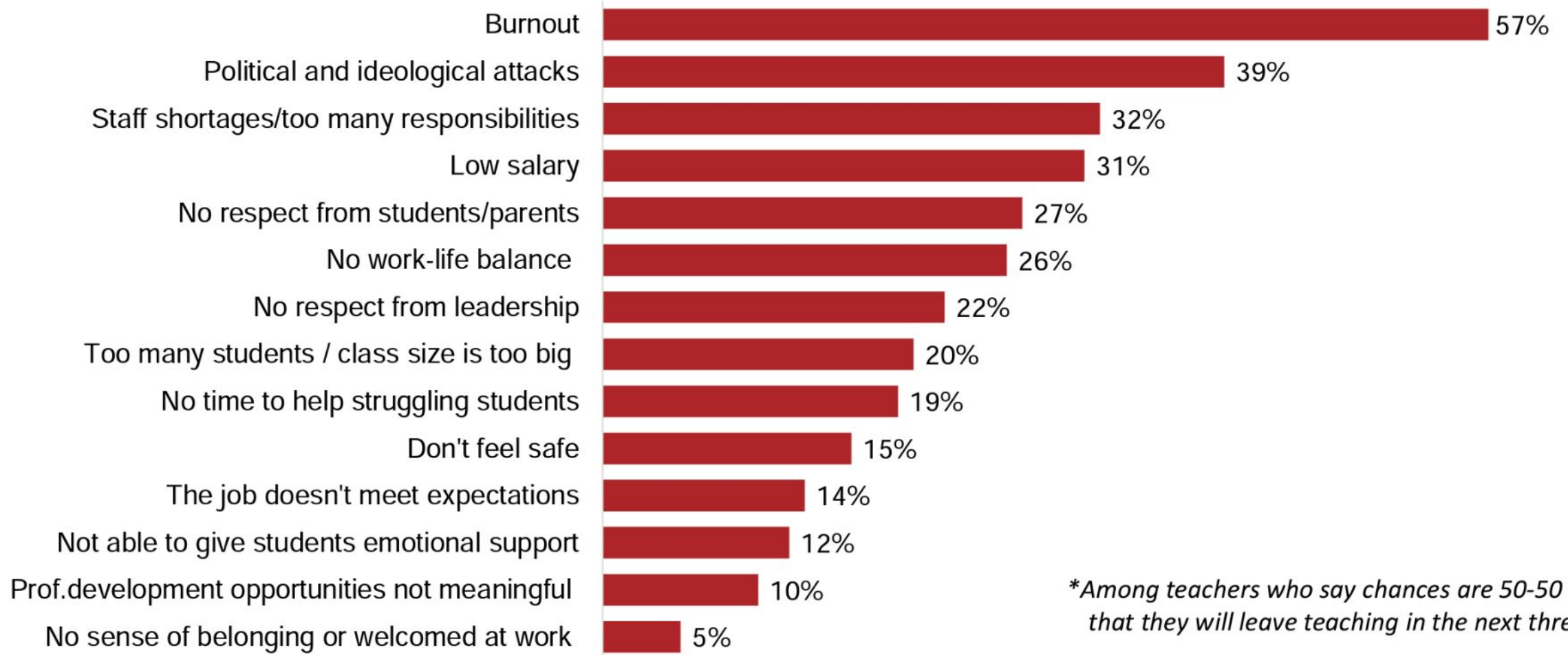
Teachers cite a variety of factors that have caused them to consider leaving the profession, including workload, pay, behavioral issues, and lack of support from administrators.

*VOLUNTEERED Reasons why teachers are considering leaving the profession within the next three years**



ideological attacks are also a top factor for many.

*Top three reasons why teachers are considering leaving the profession.**



**Among teachers who say chances are 50-50 or greater that they will leave teaching in the next three years.*

Issues Money Does Not Solve

- **Adequate preparation for the realities of teaching**
- **How are we operationalizing equity at our schools**
- **Culturally responsive policies & practices**

“When the others don’t see my racial group as a minority since most of the students are predominantly Asian. We get blanketed as all one group, doesn’t matter what country our ancestors came from. They automatically assume we are all Chinese.”

How to sustain a thriving educator pipeline community?

Who is Responsible for What?

- Recruitment
- Preparation
- Certification
- Retention
- Development

Partnerships

- Mutually Beneficial- reciprocal
- Expansive and Inclusive
 - Community Members
 - Local Educational Agencies
 - Community Colleges
 - 4-Year Institutes of Higher Education
 - Credentialing Bodies
 - Policy Makers

Collective Advocacy

- Seek to address systemic and structural barriers beyond local control through informing state level agencies
 - Identifying barriers in policy and practice
 - Offering possible and equitable solutions
- Petition for humanization of grant processes
 - Timeframes for application
 - Finances/personnel needed to apply/engage
 - Grant expectations timeline
 - Equity is operationalized in selection and distribution

Collective Action

- Data to support success of teachers “system wide,” including pre-preparation and career
- Examine barriers which are in our control as the teacher preparation program level and address them
- Creation of an easily usable directory of agencies and programs that are seeking to address specific issues as a resource

Q&A

What are some ideas you have for humanizing the teacher profession?

Where do you feel funding is lacking and/or does not adequately address the needs of BIPOC candidates?

What other system conditions need to be addressed?

How might we model the capacity, intentionality, & agency to learn, grow and evolve the way we do business in education?

Are our systems authentic to the unfinishedness of our humanity?

