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.
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
- Policies
- Relationships & Connections
- Mental Models
- Resources Flows
- Power Dynamics

Structural Changes
(Explicit & Tangible)

(Transformative Changes
(Implicit & Intangible))

(Semi-Explicit & Semi-Tangible)

Graphic by: The Liberatory Classroom
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

03 Testing
- Teacher Exam Fee Waivers
A majority of residents report experiencing financial hardships

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

- **Food insecurity (n=288)**
  - Constantly: 5%
  - Frequently: 14%
  - Sometimes: 8%
  - Occasionally: 72%
  - Never: 2%

- **Housing insecurity (n=289)**
  - Constantly: 5%
  - Frequently: 10%
  - Sometimes: 10%
  - Occasionally: 72%
  - Never: 3%

- **An inability to pay bills (n=288)**
  - Constantly: 6%
  - Frequently: 18%
  - Sometimes: 20%
  - Occasionally: 47%
  - Never: 6%

- **Inability to pay school expenses (n=287)**
  - Constantly: 10%
  - Frequently: 21%
  - Sometimes: 18%
  - Occasionally: 47%
  - Never: 4%

- 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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Very positive</th>
<th>Somewhat positive</th>
<th>Neutral/ Don’t Know</th>
<th>Somewhat negative</th>
<th>Very negative</th>
<th>Total Positive Impact %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical practice/student teaching, internship, or teacher residency</td>
<td>44%</td>
<td>37%</td>
<td>11%</td>
<td>4%</td>
<td>5%</td>
<td>81</td>
</tr>
<tr>
<td>Mentor teacher support</td>
<td>50%</td>
<td>29%</td>
<td>13%</td>
<td>5%</td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Teacher preparation courses</td>
<td>21%</td>
<td>45%</td>
<td>21%</td>
<td>9%</td>
<td>5%</td>
<td>66</td>
</tr>
<tr>
<td>Teacher induction/process for clearing credential</td>
<td>23%</td>
<td>23%</td>
<td>33%</td>
<td>11%</td>
<td>10%</td>
<td>46</td>
</tr>
</tbody>
</table>
Large proportions of teachers say that each of the assessments we tested had no impact on their teacher preparation.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Very positive</th>
<th>Somewhat positive</th>
<th>No impact/don't know</th>
<th>Somewhat negative</th>
<th>Very negative</th>
<th>Total Positive Impact %</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Subject Examination for Teachers (CSET)</td>
<td>4%</td>
<td>13%</td>
<td>56%</td>
<td>15%</td>
<td>13%</td>
<td>17</td>
</tr>
<tr>
<td>California Basic Educational Skills Test (CBEST)</td>
<td>4%</td>
<td>11%</td>
<td>74%</td>
<td>6%</td>
<td>5%</td>
<td>15</td>
</tr>
<tr>
<td>Reading Instruction Competence Assessment (RICA)</td>
<td>5%</td>
<td>11%</td>
<td>63%</td>
<td>8%</td>
<td>12%</td>
<td>16</td>
</tr>
<tr>
<td>Teacher Performance Assessment (CalTPA, EdTPA, or FAST)</td>
<td>7%</td>
<td>52%</td>
<td>13%</td>
<td>26%</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
“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
- 

03 Viable Career Option
- 

(UCLA Center for the Transformation of Schools)
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?

- **21%** probably/definitely will leave
- **22%** chances are 50-50
- **57%** probably/definitely will not leave

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?

<table>
<thead>
<tr>
<th></th>
<th>Hispanic Teachers</th>
<th>AAPI Teachers</th>
<th>AI/AN Teachers</th>
<th>Black Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Yes</td>
<td>35%</td>
<td>54%</td>
<td>40%</td>
<td>62%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>12%</td>
<td>15%</td>
<td>22%</td>
<td>31%</td>
</tr>
<tr>
<td>Very Often</td>
<td></td>
<td>4%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>A few times</td>
<td>23%</td>
<td>39%</td>
<td>18%</td>
<td>31%</td>
</tr>
<tr>
<td>Never</td>
<td>9%</td>
<td>46%</td>
<td>22%</td>
<td>38%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Change</th>
<th>Top Priority</th>
<th>Top/very high priority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better pay</td>
<td>76%</td>
<td>88</td>
</tr>
<tr>
<td>Smaller class sizes</td>
<td>58%</td>
<td>81</td>
</tr>
<tr>
<td>Strengthen discipline policies for disruptive behavior</td>
<td>51%</td>
<td>82</td>
</tr>
<tr>
<td>Better staffing, more manageable workload</td>
<td>46%</td>
<td>86</td>
</tr>
<tr>
<td>More supportive services for students</td>
<td>41%</td>
<td>74</td>
</tr>
<tr>
<td>More prep time during the workday</td>
<td>39%</td>
<td>70</td>
</tr>
<tr>
<td>Greater professional autonomy for teachers</td>
<td>19%</td>
<td>62</td>
</tr>
<tr>
<td>More funding for classroom resources/technology</td>
<td>18%</td>
<td>61</td>
</tr>
<tr>
<td>State student loan forgiveness</td>
<td>17%</td>
<td>45</td>
</tr>
<tr>
<td>Better/realistic preparation for new teachers</td>
<td>14%</td>
<td>62</td>
</tr>
<tr>
<td>More time to collaborate with colleagues</td>
<td>12%</td>
<td>54</td>
</tr>
<tr>
<td>Greater focus on diverse/inclusive workplaces</td>
<td>8%</td>
<td>33</td>
</tr>
<tr>
<td>More educator-led prof. development opportunities</td>
<td>4%</td>
<td>34</td>
</tr>
<tr>
<td>More professional development opportunities</td>
<td>4%</td>
<td>32</td>
</tr>
</tbody>
</table>
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**

- Workload, too many responsibilities, long hours: 28%
- Low pay, salary, not keeping up with inflation: 27%
- Student attitude, apathy, discipline, behavior, truancy: 24%
- No support, recognition from administration, principal: 24%
- Lack of parental support, uncooperative, demanding: 19%
- Exhausted, burnt out, stress: 19%
- Lack of respect for teachers: 16%
ideological attacks are also a top factor for many.

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

- Burnout: 57%
- Political and ideological attacks: 39%
- Staff shortages/too many responsibilities: 32%
- Low salary: 31%
- No respect from students/parents: 27%
- No work-life balance: 26%
- No respect from leadership: 22%
- Too many students / class size is too big: 20%
- No time to help struggling students: 19%
- Don't feel safe: 15%
- The job doesn't meet expectations: 14%
- Not able to give students emotional support: 12%
- Prof. development opportunities not meaningful: 10%
- No sense of belonging or welcomed at work: 5%

*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
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?