

**CAUTION**  
Consider the Effects  
of Systemic Inequities

Educator workforce  
diversity does not reflect  
student diversity.

Educator shortages  
are persistent  
and inequitable.

**ROADBLOCKS**

Shortages disproportionately affect students who are racially marginalized and minoritized.

Educator recruitment and retention are influenced by systemic racism and racial disparities in education.

Educators who are ethnoracially diverse are critical to addressing the needs of today's classrooms.

Support a diverse  
and effective  
educator workforce.

Provide students  
with diverse and  
effective educators.

Improved  
Student Outcomes

# NAVIGATING THE ROAD to an Effective and Diverse Teacher Workforce With an Integrated Approach

Often education policies use separate and distinct strategies to address shortages and the need for educator diversity. “In our forthcoming brief, *An Effective Workforce Is a Diverse Workforce: Prioritizing and Integrated Approach to Educator Shortages and Workforce Diversity*, we argue that by using an integrated approach that values both the need to address shortages *and* the need for diversity, education leaders are less likely to overlook systemic barriers or create one-size-fits-all solutions. An integrated approach is more likely to resolve shortages by attracting, recruiting, and retaining diverse, effective teachers for the students who need them the most.

What if all shortage efforts took into account the need for diversity in public schools?



## Recruit diverse and qualified candidates into teaching with strategies like:

- Recruitment and selection initiatives that reduce bias and emphasize commitment to racial equity, justice, and culturally responsive practices
- Partnerships with community colleges, grow your own programs, and apprenticeship programs that reduce financial burdens



### ATTRACT

The Center for Black Educator Development's [Black Teacher Pipeline](#) (BTP) Project supports Black teachers' pathways to teaching over a 12-year period from ninth grade through the fourth year of teaching.



## Widen access to high-quality preparation for teachers of color with strategies like:

- Recruiting and retaining more faculty of color in educator preparation programs (EPPs)
- Embedding culturally responsive practices in EPPs
- Examining licensure requirements for barriers and bias



### DEVELOP, SUPPORT, AND RETAIN

In Cleveland, Males of Color sHaping Academics or [MOCHA](#) was formed to help the district support male teachers of color during their first few years teaching.



## Support teachers of color with strategies like:

- Inclusive mentoring and induction programs
- Increased compensation and benefits
- Culturally affirming and healthy working conditions
- Prioritizing culturally responsive, anti-racist and equitable practices in professional learning
- Establishing viable pathways to promotion, leadership, and the principalship



### PREPARE

Rowan University's [Project IMPACT](#), which stands for [Increasing Male Practitioners and Classroom Teachers](#), provides young men from racially and ethnically diverse backgrounds with a financial incentive of \$4,000 to support tuition and housing costs while earning a degree in education.

For more information visit:

[www.gtlcenter.org](http://www.gtlcenter.org)  
[www.thecenterblacked.org](http://www.thecenterblacked.org)