

THE EDUCATION TRUST—WEST POLICY AGENDA

EDUCATOR DIVERSITY AND QUALITY

PROBLEM:

California is struggling to attract and retain high-quality teachers, especially bilingual, special education, Science, Technology, Engineering, and Math (STEM) teachers, and in some rural areas. Meanwhile, our teachers and school leaders do not reflect the demographics of our students. Teacher and leader diversity matters for a host of reasons.

We recommend state policymakers do the following:

- **Invest in high-quality teacher residencies and other “grow-your-own” models.**
 - Continue to provide startup or incentive funding for teacher residencies and uplift examples of successful models.
 - Ensure incentives for candidates to teach in high-need schools and provide professional learning opportunities for mentor teachers.
- **Create pathways into the profession for potential candidates already dedicated to serving their communities.**
 - Develop career ladders for youth development professionals, paraprofessionals, and other classified staff to become certificated classroom teachers.
 - Provide financial supports for potential candidates.
- **Meet the growing demand for bilingual teachers.**
 - Identify and support bilingual teachers to earn bilingual authorizations, and support their move to bilingual classroom settings.
 - Invest in multilingual instructional materials and professional learning opportunities.
- **Reduce barriers to obtaining a teaching credential.**
 - Provide grants in exchange for a commitment to teach in hard-to-staff schools and subject areas.
 - Encourage teacher preparation programs to better students' subject-matter knowledge while re-evaluating tests that can serve as gatekeepers or be biased against candidates.
- **Strengthen the state’s system of teacher monitoring and assistance to ensure every student has access to well-prepared, appropriately placed, and effective teachers.**
 - Provide guidance to and encourage districts to use the LCAP to set bold goals around recruiting and retaining high-quality and diverse teachers.
 - Integrate data about teacher quality into the Dashboard.
- **Support and retain our best teachers, especially those working in high-need schools.**
 - Ensure access to high-quality induction and mentorship programs, differentiated professional learning, time to collaborate with colleagues, and opportunities to lead.
 - Equip principals with tools to create diverse, inclusive, and equitable working conditions.

While 54% of California’s students are Latino, 12% are Asian/Pacific Islander, and 6% are Black, 62% of are teachers are White, and only 21% are Latino, 8% are Asian/Pacific Islander, and 4% are Black.

To read the full ETW Policy Agenda visit: <http://edtrustwest.org/policyagenda2018>



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