

## Region IV WEEAC Virtual College Course

### Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

*\*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the url address into Chrome to view open the link.*

### General Course Overview

This course is part of a series created by the four Equity Assistance Centers to address the priority in K-12 education to ensure the workforce reaches more levels of diversity. Each center created a course with a different area of this priority and will provide an overview and content that will provide guidance and resources to school, districts, and state departments to improve in this process. This course created by the Western Educational Equity Assistance Center, Region IV will give a historical look at the educational workforce and share evidence of the importance to ensure diversity in hiring is addressed. There will be four modules in this course developed by staff from the WEEAC. Upon completion of the course, participants will receive an electronic certificate of completion from the Metropolitan State University of Denver Innovative and Lifelong Learning Department. The link to complete this process is featured in the Course Completion section at the end of this document.

### Introduction Video

[Mike Marquez - Click for Course Introduction Video](#)

### Contact Information

E-mail: [eac@msudenver.edu](mailto:eac@msudenver.edu)

Contact Number: 303-615-2020

Campus/Mailing Address: P.O. Box 173362, Campus Box 63-A, Denver, CO 80217-3362

### Communication Policy

If you have any questions, feel free to reach out via email or phone.

### Next Steps

When ready, continue to Module 1.

## Module 1: The History of the Educational Workforce and The Importance of a Diverse Educator Workforce

### Module 1: Overview

This module will provide a historical overview of the educational workforce and what diversity looks like in the profession. It will examine what diversity is and how different categories of people will represent a diverse workforce in education. The module will also introduce some of the challenges schools and districts face as they attempt to recruit and retain educators from diverse backgrounds. This module will set the stage for the course and the areas impacted by the need to prioritize diversifying the educator workforce.

## Content Objectives:

1. Provide a framework and context for historical diversity in education
2. Outline the current state of racial & cultural diversity in the educator workforce
3. Connect the importance of student & educator workforce diversity

## Western Educational Equity Assistance Center (WEEAC)

This content was prepared by Dr. Darlene Sampson, a Principal Analyst with the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Dr. Darlene Sampson.

## Introduction Video

[Dr. Darlene Sampson - Click for introduction video](#)

## Section 1: Getting Started

Welcome to Module 1. This module consists of a single section with an instructional video at the link below. The areas listed below are what will be covered in the video for this section.

1. The Framework and History of Diversity in the Educational Workforce
2. Differences that make a Difference
3. The current state of Racial, Cultural & Linguistic Diversity in the Workforce
4. Historical laws aligning with Diversity in the Workforce
5. Listening to Student Voices
6. Some of the benefits of a Diverse Educator Workforce
7. A School Leaders Perspective
8. Historical Baggage & Barriers to Educational Diversity
9. Creating Diverse Educational Spaces
10. Resources

➤ [The History of the Educational Workforce & The Importance of a Diverse Educator Workforce – Click to activate](#)

## Next Steps

When ready, continue to Module 2.

## Module 2: Institutional Barriers in Education

### Module 2: Overview

Module 2 will review institutional barriers in K-12 education that keep the profession from being equitable and representative of the students served. The module consists of three sections and will guide you through some higher education barriers in teacher preparation and offer strategies for the programs to consider, as well as share perspectives from current educators on ways to recruit and retain staff from diverse backgrounds.

## Content Objectives:

1. Identify key points along the educator pipeline
2. Review challenges embedded in educator preparation programming
3. Review multiple “isms” impacting the field of education

## Western Educational Equity Assistance Center (WEEAC)

This content was prepared by Colleen Toomey, M.Ed., Principal Analyst with the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Colleen Toomey.

### Introduction Video

[Colleen Toomey – Click for introduction video](#)

## Section 1: Getting Started

Welcome to Module 2! Let's get started by watching the quick introductory video below.

- [Institutional Barriers in Education Part 1 – Click to activate](#)

### Next Steps

When ready, continue to the next section.

## Section 2: Videos

Please watch the videos from Education Week and Colorado educational leader Eric Rowe offering some history on America's teaching force and some strategies for navigating institutional barriers.

- [Education Week Video – Click to activate](#)
- [Institutional Barriers in K-12 – Click to activate](#)

### Next Steps

When ready, continue to the next section.

## Section 3: Strategies and Resources

The final section of this module will offer participants a chance to reflect on their own equity work as well as that of their school or district. Barriers and opportunities for teacher prep programs will be covered, as well as strategies to dismantle bias in recruiting and hiring.

- [Institutional Barriers in Education Part 2 – Click to activate](#)

## Resources

- TNTP Broken Pipeline Report: <https://tntp.org/publications/view/teacher-training-and-classroom-practice/a-broken-pipeline>
- Pew Research: <https://www.pewresearch.org/fact-tank/2021/12/10/americas-public-school-teachers-are-far-less-racially-and-ethnically-diverse-than-their-students/>
- ED Week 4 Changes Schools Can Make: <https://www.edweek.org/leadership/4-changes-schools-can-make-to-recruit-teachers-of-color-and-keep-them-around/2021/12>
- ED Week Preparing to Teach Black and Brown Students: <https://www.edweek.org/teaching-learning/opinion-far-too-many-educators-arent-prepared-to-teach-black-and-brown-students/2021/04>

- SHRM 7 Ways to Reduce Bias in Hiring Processes: <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/7-practical-ways-to-reduce-bias-in-your-hiring-process.aspx>
- HBS Addressing Unconscious Bias in Recruiting: <https://www.hbs.edu/recruiting/insights-and-advice/blog/post/actively-addressing-unconscious-bias-in-recruiting>

## Next Steps

When ready, continue to Module 3.

## Module 3: Equitable Practices in Teaching and Learning

### Module 3: Overview

This module will provide a background and some guidance on equitable practices in the classroom. It will emphasize the importance of educators embracing diversity by providing equitable opportunity for all students in the classroom. This includes strategies and practices to adopt in the classroom and at the building and district level of education.

### Content Objectives:

1. Identify policies, procedures and behaviors that support equity in education
2. Delineate multiple options for equitable practices
3. Outline the components of building an equitable infrastructure

### Western Educational Equity Assistance Center (WEEAC)

This content was prepared by Dr. Jan Perry Evenstad, Executive Director at the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Dr. Jan Perry Evenstad.

### Introduction Video

[Dr. Jan Perry Evenstad – Click for introduction video](#)

### Section 1: Getting Started

Welcome to Module 3. This module consists of a single section with an instructional video at the link below. The areas listed below are what will be covered in the video for this section.

- [Equitable Practices in Teaching and Learning – Click to activate](#)

### Resources

- Equity-Based Framework for Achieving Integration Schooling. <https://files.eric.ed.gov/fulltext/ED591358.pdf>
- Fabillar, E. Systematic Equity Review Framework: A Practical Approach to Achieving High Educational Outcomes for All Students. Waltham, MA: Education Development Center. <https://www.edc.org/sites/default/files/uploads/Systemic%20Equity%20Review%20Framework.pdf>
- Gay, G. (2000). Culturally Responsive Teaching: Theory, Research, and Practice. New York: Teachers College Press.

- Grayson, D. & Martin, M. (2012). *Generating Expectations for Student Achievement: An Equitable approach to Educational Excellence GESA*. Tehachapi, CA: GrayMill.
- Gorski, P. *Ed Change*. 20 (self-)Critical Things I will do to be a More Equitable Educator. <http://www.edchange.org> <http://www.edchange.org/multicultural>
- Hardy, A. & Fortner, A. (2021). *Shaping Equitable Early Childhood Policy: Incorporating Inclusive Community Engagement Frameworks into Expanded Data Strategies*. Washington, DC: The Center for Law and Social Policy.
- Howe, W. & Lisi, P. (2020) *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action*. Thousand Oaks, CA: Sage.
- Joseph, M.X. (2021) 9 ways to promote Equity in our schools. *Edutopia*, (1-5). <https://www.edutopia.org/article/9-ways-promote-equity-our-schools>
- Knight, J., Marshall, J. (2020) *Instructional Coaching: How to Navigate Remote, Hybrid and In person teaching*. [Webinar]. Seat at the table With Education Week. Jefferson County Public Schools. Racial Equity Analysis protocol (REAP) <https://www.jefferson.kyschools.us/>
- Louisiana State Personnel Development Grant. (2010) *A Resource for equitable classroom practice. The Louisiana 27: Equitable Classroom Practices/Observation checklist* [https://greatlakesequity.org/sites/default/files/201001011005\\_equity\\_tool.pdf](https://greatlakesequity.org/sites/default/files/201001011005_equity_tool.pdf)
- McCarthy, P., (2015).The Annie E. Casey Foundation. *Race Equity and Inclusion Action Guide, Embracing Equity. 7 steps to advance and embed Race equity and Inclusion within your organization*. <https://www.aecf.org/resources/race-equity-and-inclusion-action-guide>
- Squires, J. & Roberts, M. T. (2021) *Creating an Equity Framework That Supports Underserved Students Part 1 or 3*. Denver, CO: Education Commission of the States. <https://www.ecs.org/wp-content/uploads/Creating-an-Equity-Framework-That-Supports-Underserved-Students.pdf>

## Next Steps

When ready, continue to Module 4.

## Module 4: Building Capacity and a Diverse Talent Pool

### Module 4: Overview

This module developed by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. This course will cover:

- Research-based workforce success ideas
- How workforce diversity is aligned with positive educational outcomes for students
- Some potential barriers to building and retaining a diverse workforce
- Ideas for successfully building capacity and a diverse talent pool

### Content Objectives:

1. Identify & define research-based workforce success
2. Align diverse workforce and positive educational outcomes
3. Identify research-based and creative & diverse educator pipelines
4. Outline future models

## Western Educational Equity Assistance Center (WEEAC)

This content was prepared by Dr. Dan Jesse, a Principal Analyst with the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Dr. Dan Jesse.

### Introduction Video

[Dr. Dan Jesse - Click for introduction video](#)

## Section 1: Overview

This module will provide a brief introduction to the key concepts related to recruiting and retaining a diverse workforce in K-12 educational settings. Research will be discussed and its implications for practice will be suggested. Future plans for delving into this topic will be discussed.

To complete this module, follow the steps below.

1. View the **Lesson** video.
2. Read through the **web resources** provided.
3. Complete the **assessment**.

### Next Steps

When ready, continue to the next section.

## Section 2: Lesson Video

Before we begin, please take a few minutes to view the lesson video on Building Capacity and a Diverse Talent Pool by clicking on the link below.

- [Building Capacity and a Diverse Talent Pool – Click to activate](#)

### Next Steps

When ready, continue to the next section.

## Section 3: Resources

### WEEAC Resources:

- [Western Educational Equity Assistance Center Website](#)

### Other Resources:

Acosta, M.M. (2019). The Paradox of Pedagogical Excellence Among Exemplary Black Women Educators. *Journal of Teacher Education*, 70(1) 26–38

Bleiberg, Joshua, Eric Brunner, Erica Harbatkin, Matthew A. Kraft, and Matthew Springer. (2021). The Effect of Teacher Evaluation on Achievement and Attainment: Evidence from Statewide Reforms. (EdWorkingPaper: 21-496). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/b1ak-r251>

Burns, J. (2021, May 26). Harvard Business Review. Are your company's D&I efforts shallow?

Carter Andrews, D.J., Castro, E., Cho, C.L., Petchaue, E., Richmond, G., & Floden, R. (2019). Changing the Narrative on Diversifying the Teaching Workforce: A Look at Historical and Contemporary Factors That Inform Recruitment and Retention of Teachers of Color. *Journal of Teacher Education*, (2019) 70(1) 6–12.

Digital Promise. (2020). Pipeline and Retention of Teachers of Color: Systems and Structures Impeding Growth and Sustainability in the United States. Washington DC: Digital Promise. Retrieved from <https://digitalpromise.org/our-reports/>

Finster, M., & Jackson, C. (2020). Strengthening the Teacher Workforce Through Selection Processes. Rockville, MD: National Comprehensive Center at Westat.

Guerra, P., & Carrillo Rodriguez, S. (2022): Pláticas con Maestros: Understanding the Experiences of Latinx Teachers in the New Latino South, *Journal of Latinos and Education*, DOI: 10.1080/15348431.2022.2051708

MAEC. (2019). Exploring equity issues: Racial parity: The Need for a Diverse Teacher Workforce.

National Center for Education Statistics. (2022). Racial/Ethnic Enrollment in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from <https://nces.ed.gov/programs/coe/indicator/cge>.

Reyes-Guerra, D., Barakat M., & Maslin-Ostrowski. P. (2022) Developing A More Diversified School Leadership Pipeline: Recruitment, Selection and Admission through an Innovative University-District Partnership, *Leadership and Policy in Schools*, 21:1, 48-63, DOI: [10.1080/15700763.2021.2022711](https://doi.org/10.1080/15700763.2021.2022711)

Tintiango-Cubales, A., Kohli, R., Sacramento, J. *et al.* Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research. *Urban Rev* 47, 104–125 (2015). <https://doi.org/10.1007/s11256-014-0280-y>

U.S. Department of Education (2016). Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, The State of Racial Diversity in the Educator Workforce, Washington, D.C. Retrieved from [The State of Racial Diversity in the Educator Workforce](#)

## Next Steps

When ready, continue to the next section.

## Section 4: Post Assessment

Now that you have completed all sections in this Module, it's time to do the post assessment!

- [Module 4: Post Assessment – Click to launch](#)

## Next Steps

When ready, continue to the next section.

## Course Completion

### **Professional Development Units**

The suggested amount of Professional Development Units for this course is 5 contact hours. MSU Denver will issue a certificate of completion and it is at the discretion of state licensing agencies, school districts, or local educational agency to recognize completion for professional development credits.

#### [Certificate Requirements - Click to activate](#)

Please fill out the following registration form in order to receive a completion certificate

#### [Feedback survey - Click to activate](#)

Please fill out the following exit survey to provide feedback on this course.