Introduction

Teachers and other staff members in school districts need support from superintendents to meet the demands of a changing educational system. As part of its efforts to support members in adapting to emerging trends in education, AASA has recently created a Vision of Systemic Redesign, which provides a foundation for redesigning school systems through three core components (i.e., culture; social, emotional, and cognitive growth; resources) to develop future-focused and collaborative environments that meet the needs of all learners.[1]

Hanover Research (Hanover) has supported AASA in its efforts to facilitate the school redesign process through a series of info-briefs examining the impacts of current trends and the Vision of Systemic Redesign on the roles of teachers and leaders in school districts. In its first info-brief, Hanover examined the skills and dispositions educators will need to support future learners. That brief identified three major shifts impacting future educators: technology shifts, economic shifts, and demographic shifts, as well as the knowledge and skills educators will need to adapt to these shifts. In this info-brief, Hanover reviews the available secondary literature on strategies superintendents can use to support teachers in adapting to these shifts.

Practical Applications

Based on secondary research, Hanover presents the following practical applications for superintendents:

Lead professional learning communities focused on equity and diversity for all school staff. Superintendents need to participate in professional learning to develop the skills needed for culturally responsive leadership and ensure all district staff participate in professional learning to develop the equity skills needed in their roles. Research finds that job-embedded professional development in which participants collaboratively analyze sources of inequity and plan improvement is more effective at changing behavior in the long term than one-off workshops or presentations.

Inventory technology resources to ensure technology aligns with best practices for teaching and learning. The U.S. Department of Education recommends school districts inventory all technology learning resources to ensure they align with learning standards and instructional best practices, including meeting standards for accessibility. Effective technology resources promote active engagement with learning rather than passive media consumption.

Consider compensation reforms to promote strategic retention. Although districts' ability to increase overall salaries may be limited by funding constraints, superintendents can develop compensation models that support retention of highly effective teachers by providing additional compensation for demonstrating effectiveness and assuming teacher leadership roles. A national survey of teachers published in 2018 finds strong support for increased compensation for teachers who assume leadership roles or teach in hard-to-staff schools or subjects.

Use both recruitment and retention strategies to support teacher diversity. In many cases, efforts to recruit diverse teachers have failed to yield long-term improvements in diversity because high turnover rates mean that diverse teachers do not remain in their schools or districts. Effective teacher diversity frameworks combine recruitment strategies that reach and appeal to a diverse pool of candidates and ensure the equitable evaluation of candidates with retention strategies that create a positive and culturally affirming working environment for teachers from diverse backgrounds.

Key Findings

Achieving equity for diverse students requires a systemic framework for equity across all processes and functions of the district. Equity encompasses the equitable allocation of resources and an inclusive learning environment for all students in addition to academic interventions that promote equitable achievement across student groups. Achieving equity across these domains requires changes in culture and decision-making processes at all levels of the district to ensure that policies reflect the needs of marginalized students and families.

District leaders facilitate effective technology use by developing supporting policies, ensuring that students and teachers have access to the resources they need for technology-rich instruction, and leading professional learning. Professional learning is particularly important because the increasing use of technology to support learning imposes new demands on teachers to develop technology-related teaching skills. Teachers develop these skills most effectively when superintendents lead job-embedded, collaborative professional learning that integrates technology skills into content-area learning and ensures that teachers have access to support for both the technical and pedagogical aspects of technology integration when they need it.

Research suggests that increasing teacher salaries improves both recruitment and retention of teachers. Teachers with high levels of economic anxiety are more likely to leave their school and the teaching profession than other teachers, and increasing compensation reduces teacher anxiety. An effective compensation package provides teachers with overall compensation, including salaries as well as benefits such as health care and retirement benefits, that is competitive with other professions that require similar education and skills and includes cost-of-living increases to account for the impacts of inflation.

Superintendents need to ensure that compensation reforms are equitable and promote retention within their district's financial constraints. Traditional salary schedules that compensate teachers primarily for additional years of experience may fail to promote the strategic retention of effective teachers and contribute to inequitable compensation for teachers from diverse backgrounds. Districts have adopted innovative approaches to equitable compensation reform in response to recent labor market challenges, including across the board increases that increase all teachers' compensation by a set dollar amount, targeted increases for hard-to-fill positions, and stipends for teachers who fulfill additional job duties or meet other priorities.

Superintendents can also promote retention by leading efforts to improve school climate. A positive school climate develops teachers' sense of self-efficacy, which in turn makes teachers more likely to remain in their school, while a negative school climate increases stress and may drive teachers to seek alternate employment. District leaders support a positive school climate by monitoring school climate data to identify support needs, facilitating effective principal leadership, addressing specific climate challenges facing teachers of color, and fostering collaborative responsibility and a sense of collective responsibility for student achievement among teachers and families.

Leading for Technology Integration

Maximizing the effectiveness of new and emerging technologies for learning requires strong leadership at all levels of the district.[2] Because superintendents fulfill a unique role with responsibility for seeing all activities within the district, their leadership is essential to support the effective integration of technology throughout instruction and support functions.[3] District leaders facilitate effective technology use by developing supporting policies, ensuring that students and teachers have access to the resources they need for technology-rich instruction, and leading professional learning.[4] Effective superintendents align their leadership with the International Society for Technology in Education (ISTE) Standards for Education Leaders summarized below.

ISTE Standards for Education Leaders

Equity and Citizenship Advocate	Visionary Planner	Empowering Leader	Systems Designer	Connected Learner
•Leaders use technology to increase equity, inclusion, and digital citizenship practices.	•Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.	•Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.	•Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.	•Leaders model and promote continuous professional learning for themselves and others.

Source: International Society for Technology in Education[5]

For technology integration to support improvements in learning outcomes, district leaders need to ensure technology tools align with best practices for teaching and learning. Leaders need to ensure students engage actively with technology to support productive learning rather than passively consuming media through technology.[6] The U.S. Department of Education recommends that school districts inventory all technology learning resources to ensure they align with learning standards and instructional best practices. Superintendents and other district leaders should ensure all technology resources used in the district meet standards for accessibility, including universal design for learning (UDL) standards.[7] A 2017 review of research by the U.S. Department of Education and American Institutes for Research (AIR) identifies four specific focus areas for superintendents in supporting effective technology integration, summarized below.

Focus Areas for Superintendents in Supporting Technology Integration

FOCUS AREA	DESCRIPTION
Collaborative Leadership	Commitment to demonstrating strong leadership aptitude, developing the vision, securing the ongoing funding, building a district-wide leadership team, and garnering broad-based support to ensure a successful digital learning transition for students and teachers.
Personalized Student Learning	Personalized pathways for student learning through active and collaborative learning activities, which are aligned with standards, chosen through ongoing assessment of students' progress and preferences, and supported by the use and creation of rich content and robust tools.
Robust Infrastructure	Equitable access to bandwidth, wireless networks, hardware, and devices, managed by support personnel for reliable use—both inside and outside of school.
Personalized Professional Learning	Ongoing, job-embedded, and relevant professional learning designed and led by teachers with support from other experts to assist other teachers, administrators, and support personnel in making the digital transition.

Source: Office of Educational Technology, U.S. Department of Education[8]

The increasing use of technology to support learning imposes new demands on teachers to develop technology-related teaching skills.[9] A 2019 survey of high school teachers in Iowa finds that teachers report limited professional development to support technology integration, and that teachers do not consistently implement best practices for integrating technology into instruction.[10]

Superintendents need to ensure all educators receive the professional development they need to develop technology-related teaching skills and facilitate effective learning experiences using technology resources. The most effective professional development integrates technology skills into content-area focused professional learning.[11] Leaders support professional development by ensuring all teachers have access to job-embedded professional learning with clearly defined outcomes, and by participating in collaborative inquiry with teachers focused on building capacity for technology use.[12] Ongoing, job-embedded professional learning ensures teachers have access to support for both the technical and pedagogical aspects of technology integration when they need it.[13] Effective professional learning to support technology integration meets the criteria listed below. Superintendents facilitate professional learning that meets these criteria by recruiting technology coaches or by leveraging the expertise of teacher leaders within the district to lead professional development for their peers.[14]

Criteria for Effective Professional Learning to Support Technology Integration

| Activities explicitly align to participating teachers' curriculum, context, and individual learning needs | Activities provide teachers with feedback and time to reflect on effective strategies | Activities provide teachers with opportunities to experience new instructional strategies directly | Activities than enable teachers to collaborate and support one another's learning |

Source: Verizon Innovative Learning Schools[15]

Leading for Economic Shifts

Economic stresses such as the rising cost of living may increase teacher stress, driving teacher turnover and making it difficult for teachers to focus on their work. A survey of teachers in San Francisco, a region with a particularly high cost of living, finds that teachers reporting high levels of economic anxiety are more likely to plan to leave their district and the teaching profession than other teachers. This survey also finds teachers from less advantaged backgrounds are more likely to report high levels of economic anxiety, suggesting that financial challenges could hamper efforts to increase the diversity of the teaching workforce.[16] An analysis of teacher compensation conducted by the Southern Regional Education Board (SREB), a consortium of state education agencies in 16 southern states, finds teacher salaries in many states are insufficient to support a family, meaning that qualified individuals are likely to pursue careers in more highly compensated fields rather than teaching.[17]
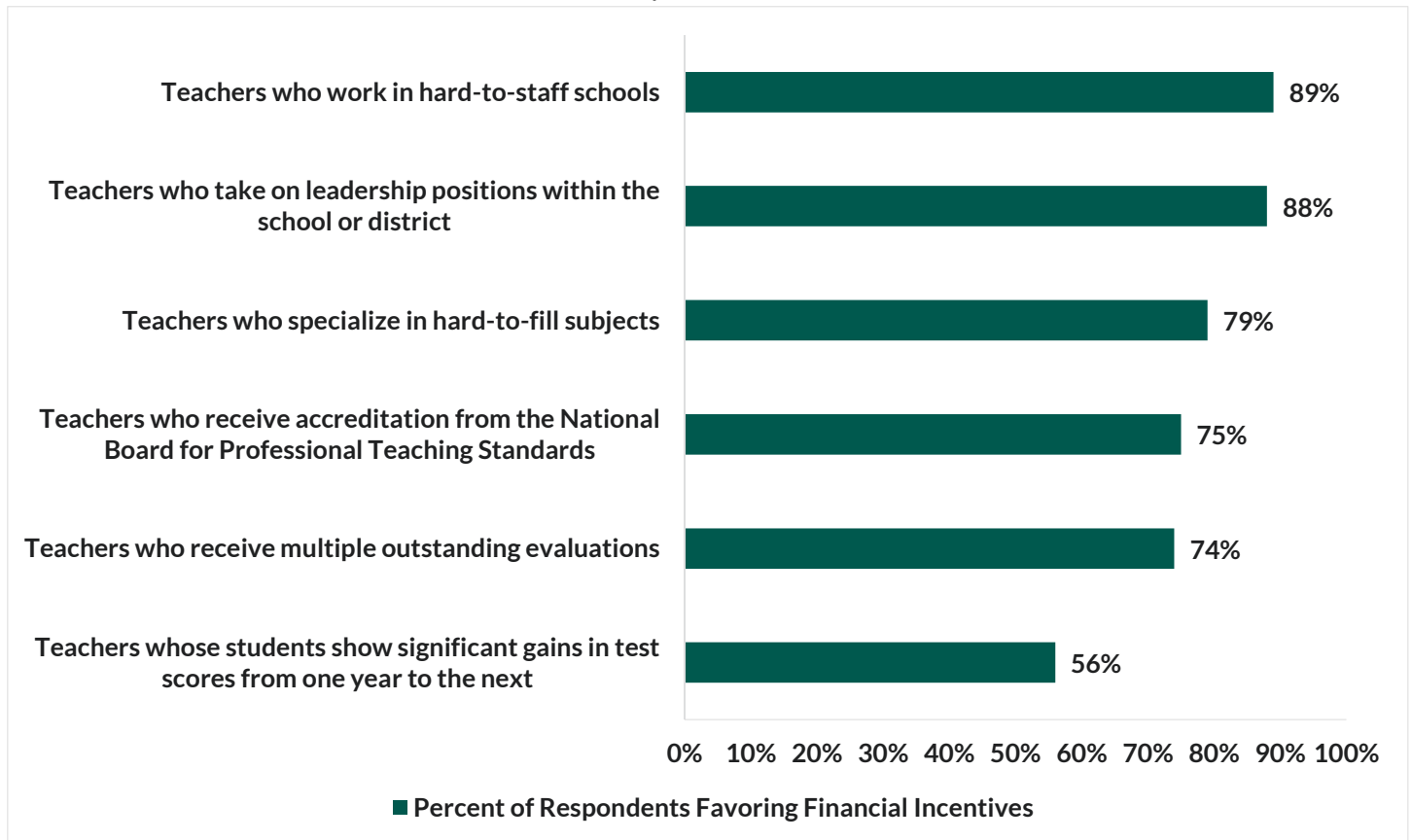
Districts can reduce economic stresses for teachers by implementing strategies to increase overall compensation. Research suggests that increasing teacher salaries improves both recruitment and retention of teachers.[18] An effective salary plan provides teachers with compensation that is competitive with that of other professions requiring similar education and skills and that includes consistent cost-of-living increases to mitigate the effects of inflation. Salary plans are part of an overall compensation package that also includes health and retirement benefits.[19] However, superintendents' ability to increase overall compensation is constrained by the availability of funding for compensation, which already makes up a large majority of most districts' budgets. Most districts are likely to require additional state funding to increase overall salaries.[20]

To address retention challenges within existing constraints, superintendents should consider strategic compensation models that target teachers at higher risk of turnover or in areas of higher need. Superintendents should ensure that their compensation policies comply with requirements under the Every Student Succeeds Act (ESSA) to ensure that students in high needs schools have

equitable access to highly effective teachers.[21] Traditional salary schedules that compensate teachers primarily for additional years of experience may fail to promote the strategic retention of effective teachers and contribute to inequitable compensation for teachers from diverse backgrounds.[22]

Districts can incentivize retention of highly effective teachers by providing these teachers with compensated teacher leadership roles, such as leading professional development or mentoring new teachers, and by offering bonus incentives for activities that demonstrate teaching effectiveness, such as obtaining National Board Certification. Research finds that teacher retention increases in states and districts with career ladder models that enable teachers to assume additional compensated responsibilities as they develop expertise.[23] In addition, a national survey of teachers published in 2018 finds strong support for financial incentives for teachers who work in hard-to-staff schools or assume teacher leadership roles, as shown below.[24]

Teacher Favorability Toward Financial Incentives

Category	Percent
Teachers who work in hard-to-staff schools	89%
Teachers who take on leadership positions within the school or district	88%
Teachers who specialize in hard-to-fill subjects	79%
Teachers who receive accreditation from the National Board for Professional Teaching Standards	75%
Teachers who receive multiple outstanding evaluations	74%
Teachers whose students show significant gains in test scores from one year to the next	56%

■ Percent of Respondents Favoring Financial Incentives

Source: Educators for Excellence[25]

In addition to direct investments in teacher salaries, superintendents should explore strategies that improve teachers' economic security by reducing the cost of entering the profession, such as paid residencies and grow-your-own programs.[26] Districts can also explore alternative strategies that increase compensation other than base salary, such as housing incentives and career advancement opportunities.[27] In response to recent developments in the labor market, districts have implemented the innovative compensation strategies shown below to improve teacher recruitment and retention.

Innovative Compensation Strategies to Address Labor Market Challenges

Across the Board Payments

- Flat dollar raises to more evenly distribute funds among junior/senior teachers
- Non-recurring stipends or bonuses to avoid future obligations

Targeted Pay

- Targeted sums to fill shortage areas and address specific labor needs
- Private sector type strategies, like moving costs or signing bonuses to attract and retain new talent

Pay Tied to Other Priorities

- Stipends tied to extra work, e.g., to add more learning time for students
- Pay tied to non-traditional factors, such as enrollment or vaccination

Source: *School Business Affairs*[28]

The SREB recommends districts consider both no-cost or low-cost strategies to retain teachers and compensation strategies with moderate additional costs depending on their retention needs and fiscal capacity. The figure below provides examples of moderate-cost and low-or no-cost strategies to promote retention recommended by the SREB.[29]

Teacher Retention Strategies Grouped by Cost

Moderate-Cost Strategies

- Provide teachers with individual stipends for professional learning in areas of personal interest or needs
- Ensure that teachers have adequate planning periods
- Provide bonuses for teachers with advanced certification or leadership roles
- Recognize highly effective teachers with compensated leadership roles
- Hire additional support staff such as nurses and counselors to meet students' health and social emotional needs

Low-or No-Cost Strategies

- Partner with local businesses to provide classroom supplies or gift cards and assist teachers in fields aligned with their subject areas
- Create a positive school culture that supports teacher wellbeing

Source: Southern Regional Education Board[30]

In particular, the SREB identifies a positive school culture characterized by collaboration, open communication, community building, and support for teachers' individual needs as a key strategy to support teacher retention.[31] A positive school climate supports retention by developing teachers' self-efficacy.[32] In contrast, a negative school climate increases teachers' stress and may drive teachers to seek alternate employment.[33] A statewide survey of teachers in Kentucky finds a strong positive correlation between school climate and teachers' self-reported well-being, suggesting that improving school climate can improve teacher well-being.[34] Superintendents can facilitate positive school climates using the strategies outlined below.

School Climate Strategies to Promote Retention

Monitor climate data, including annual climate surveys	Support principal leadership	Foster collaborative relationships among teachers and families with a sense of collective responsibility for student achievement	Address school climate challenges facing teachers of color

Source: National Council on Teacher Quality [35]

Leading for Diversity and Equity

Achieving equitable outcomes requires substantial changes across the district's operations and policies. As shown below, equity requires equitable allocation of resources and inclusive school climates in addition to academic interventions to promote equitable achievement outcomes. [36] Systemic support for equity requires a unified framework that establishes consistent equity practices across settings and functions of the district. [37]

Essential Goals for Educational Equity

Comparably High Academic Achievement and Other Student Outcomes

- Disaggregated data on academic achievement and other student outcomes should show high comparable performance for all identifiable groups of learners, and achievement and performance gaps should be virtually non-existent.

Equitable Access and Inclusion

- Schools ensure unobstructed entrance into, involvement of, and full participation of learners in schools, programs, and activities.

Equitable Treatment

- Patterns of interaction between individuals and within an environment should be accepting, valuing, respectful, supportive, safe and secure such that students feel challenged to be invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard.

Equitable Opportunity to Learn

- At a minimum, learning opportunities should ensure that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and receives the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.

Equitable Resources

- Resources – including money, time, qualified staff, appropriate facilities, materials, instructional hardware and software, and academic and other supports – must be distributed in ways to ensure that all students achieve high academic standards.

Accountability

- All education stakeholders should accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

Source: Intercultural Development Research Association [38]

To support this framework, effective leaders analyze data to identify the root causes of inequity and examine policies and practices that may contribute to inequitable opportunities. [39] Superintendents can begin the data collection process by conducting an equity audit which synthesizes data from multiple sources, including achievement data, reviews of policies and procedure, and input from constituents through climate surveys and focus groups, to address the guiding questions outlined below. [40]

Guiding Questions for Equity Audits

DOMAIN	GUIDING QUESTIONS
Programmatic Equity	• Which population groups are underrepresented in Advanced Placement classes or honors classes? • Which groups are overrepresented or underrepresentation in special education classes? • Which groups are disciplined more often and more severely than other groups?
Teaching Quality	• Are the most experienced teachers teaching the students with the greatest needs? • Are most of the new teachers teaching in the schools with the greatest needs? • Are there certain schools where there is high teacher mobility? Why? • Are teachers in the high needs areas, like special education and bilingual education, certified?
Achievement Equity	• Where are the achievement and opportunity gaps among population groups based on the state assessment exam at each grade level? • Which population groups are graduating at lower rates than others? • Which students are being retained in grade? • Which students are dropping out of school?

Source: Intercultural Development Research Association[41]

Leading for equity requires superintendents understand the key elements of social justice and how challenges within the district and community impact their ability to implement equity-oriented policies, including the organizational culture of the district.[42] In developing equity frameworks, leaders exercise the essential elements of cultural competence outlined below.

Essential Elements of Culturally Responsive Leadership

ELEMENT	ACTION STEPS
Assessing Cultural Knowledge	Assemble a collaborative leadership team to reassess the extent to which cultural knowledge of students is clearly present in the school's vision and mission.
Valuing Diversity	Conduct a school climate survey and determine whether school policies and procedures value cultural diversity.
Managing the Dynamics of Difference	Examine and monitor the extent to which culturally responsive classroom management and culturally responsive positive behavior supports and management systems are in place and contribute to reducing the frequency of discipline referrals, suspensions, and expulsions.
Adapting to Diversity	Monitor the extent to which the superintendent strategically and systematically engages teacher leaders in collaborative inquiry as a means for transforming the process of decision making.
Institutionalizing Cultural Knowledge	Examine the extent to which the protocols for teacher placement, teacher performance observation, and teacher evaluation take into account the experience of schooling of students who are disproportionately underserved.

Source: Mid-Atlantic Equity Consortium[43]

Superintendents need to participate in professional learning to develop the skills needed for culturally responsive leadership and ensure that all district staff participate in professional learning to develop the equity skills needed in their roles.[44] A study of a leadership development initiative for school leaders finds that professional learning enables leaders to identify inequities and implement best practices for supporting equity. Notably, this study finds that student achievement improves significantly after school leaders participate in equity-focused professional learning.[45] Effective equity-related professional learning is ongoing and embedded in a systematic professional development framework for all staff rather than consisting of one-off workshops or presentations. Because professional learning for equity requires participants to navigate difficult discussions and topics, superintendents may benefit from engaging expert facilitators to lead equity work.[46]

The most effective superintendents lead collaborative school improvement efforts through leadership professional learning communities (PLCs) that set the standard for district-wide embrace of PLCs.[47] Research suggests that one-off workshops or trainings such as implicit bias trainings are less effective than job-embedded professional development that engages teachers in collaboratively reviewing policies and practices that contribute to inequitable outcomes and planning improvements.[48] For example, Durham Public Schools in North Carolina has established a PLC model in which teams of teachers examine student data to identify inequitable outcomes and brainstorm strategies to increase equity. This process enables teachers to productively engage in conversations around issues of equity and diversity.[49] The figure below presents best practices for professional development to address issues of bias recommended by *Education Week* based on a review of the academic literature around anti-bias training in education and the corporate sector.

Recommended Best Practices for Professional Learning to Address Bias

Integrate professional development into a comprehensive diversity strategy that engages teachers and staff in reviewing policies, practices, and structures that contribute to bias.

Set specific goals based on the needs of individual schools and specific problems identified at the school and district levels.

Acknowledge that conversations around bias will be uncomfortable and provide participants with tools to manage their emotions.
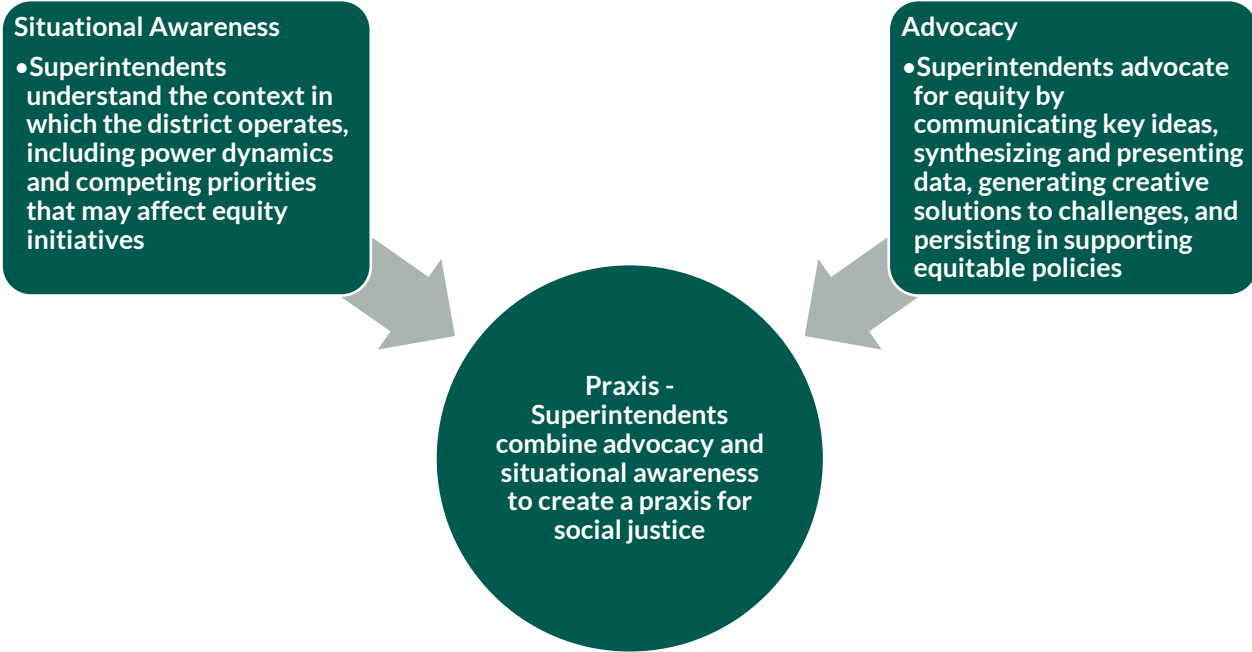
Emphasize a few clear strategies for managing bias with examples of anti-biased behavior in practices for specific groups of staff such as math teachers and school counselors.

Align professional learning evaluations with the school and district's larger diversity goals, such as reducing gaps in referrals for advanced coursework or disciplinary outcomes.

Source: *Education Week* [50]

In addition to exercising cultural responsiveness in their own leadership, superintendents need to build constituent support for the policy and cultural changes needed to realize equity, particularly as constituents within the district and community may have divergent conceptions and understandings of equity.[51] The full realization of equity goals requires changes in culture and decision-making processes at all levels of the district to ensure that policies reflect the needs of marginalized students and families.[52] Superintendents act as change agents to build support for equity-oriented reforms by engaging constituents in courageous conversations around issues of equity and diversity and persisting in their support through equity in the face of obstacles.[53] Superintendents draw on student data to support these conversations by illustrating the need for equity work.[54] A study examining the implementation of a superintendent-led social justice initiative at El Paso Independent School District in Texas finds that social justice leadership emerges through the components listed below.
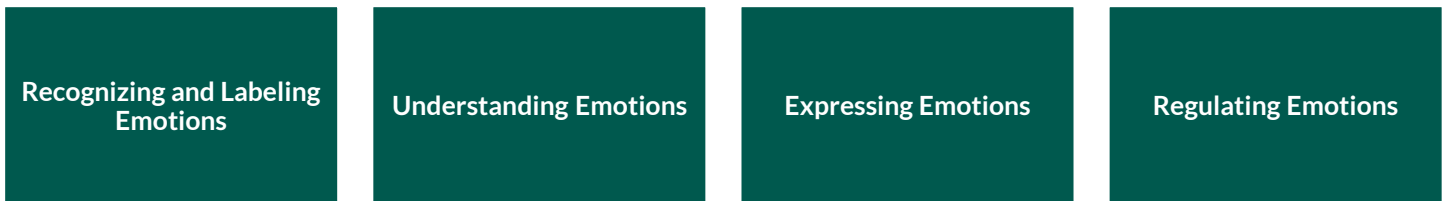
Components of Superintendent Leadership for Social Justice

Situational Awareness
- Superintendents understand the context in which the district operates, including power dynamics and competing priorities that may affect equity initiatives

Advocacy
- Superintendents advocate for equity by communicating key ideas, synthesizing and presenting data, generating creative solutions to challenges, and persisting in supporting equitable policies

Praxis - Superintendents combine advocacy and situational awareness to create a praxis for social justice

Source: *Education Policy Analysis Archives*[55]

Equitable leadership requires superintendents exercise emotional intelligence to manage their own emotions and the emotions of constituents.[56] Equitable leadership requires reflecting on one's own practice and engaging in challenging conversations with constituents, which can be emotionally difficult for both leaders and constituents.[57] In many cases, leaders will need to manage conflict among constituents regarding the most effective strategies to support equity.[58] Leaders support positive conflict resolution and progress toward equity goals by developing their own emotional intelligence and leading professional learning to support emotional intelligence across the district.[59] Professional learning to support emotional intelligence typically addresses the key skills listed below.

Common Focus Areas for Professional Learning to Develop Emotional Intelligence

Recognizing and Labeling Emotions	Understanding Emotions	Expressing Emotions	Regulating Emotions

Source: *Educational Leadership*[60]

Recruiting and Retaining Diverse Educators

District leaders need to establish a diverse educator pipeline to ensure the teaching staff reflects the diversity of the student body.[61] Nationally, the racial and ethnic diversity of the teaching workforce has not increased to match the increasing diversity of the student population, suggesting that districts will need to implement targeted approaches to recruiting diverse teachers.[62] Building a diverse pipeline requires both an investment of funding in recruiting teachers and a data-driven strategy to identify, recruit, and support teachers from diverse backgrounds.[63] The figure below presents leadership strategies to increase teacher diversity suggested by The Education Trust, a think tank focused on equity in education.

Suggested Leadership Strategies to Increase Teacher Diversity

Encourage school boards to signal and embrace the importance of teacher and school leader diversity.
Collect and use data to examine school district recruitment, interview, and hiring practices.
Question and change recruitment practices to identify additional qualified applicants of color.
Improve the working environment for educators of color.
Invest in mentorship and career ladders for current and aspiring teacher, school, and district leaders.

Source: The Education Trust[64]

Superintendents' leadership to increase teacher diversity supports the development of policies and strategies that attract and retain teachers from diverse backgrounds.[65] Superintendents can lead the implementation of specific strategies and action steps to recruit racially and ethnically diverse candidates into teaching, as shown below.

Recruitment Strategies to Support Teacher Diversity

STRATEGY	ACTION STEPS
Reach a More Diverse Pool of Candidates	• Commit to Grow Your Own (GYO) Programs 　○ Plan prospective educator workshops and ask local schools, students, and community members to promote them. 　○ Create career programs that encourage high school students to return to teach in their local community. 　○ Incentivize family members, volunteers, and school-site personnel to become substitute teachers or paraprofessionals. • Build relationships with local universities and colleges, career-transition programs, community-based organizations, afterschool programs, credentialing programs, and local industry human resource departments • Create articulation agreements and dual enrollment pathways with local community colleges to help create teacher pipelines in rural and hard-to-staff areas. • Advertise to job-alike careers and associations of underrepresented populations.
Appeal to a More Diverse Pool of Candidates	• Offer and/or help candidates apply for scholarships and loan forgiveness programs to help pay for credentialing. • Pay substitute teachers market rate and loyalty bonuses. Offer higher pay for completing trainings. • Identify multiple-subject teachers with skills in hard-to-hire subject areas and offer them financial incentives to earn a second credential.
Improve Existing Recruitment Processes	• Implement holistic candidate selection criteria not based solely on GPA and test scores, such as in-service teaching effectiveness and demonstrating culturally-responsive teaching practices. • Rethink timelines so hiring starts earlier. Candidates of color are often saddled with higher loan debt, so may be more attracted to positions that offer a secure hire soon after graduation • Ask teachers of color to serve on hiring committees, and consider compensation. • Provide opportunities for community stakeholders, students, and families to screen candidates. • Invest in multiple paths (like night/weekend classes) to the teaching profession and provide ongoing support to ensure retention of new staff. • Collect and disaggregate data (by race and ethnicity) on recruitment and hiring.

Source: The Education Trust and California County Superintendents Educational Services Association[66]

In addition to recruiting diverse candidates into the district, superintendents need to take proactive steps to support the equitable retention of diverse educators. In many cases, efforts to recruit diverse teachers have failed to yield long-term improvements in diversity because high turnover

rates mean that diverse teachers do not remain in their schools or districts. A substantial body of research finds that districts must address retention as well as recruitment to achieve diversity goals.[67] The chart below presents strategies and action steps to retain racially and ethnically diverse teachers recommended by the Education Trust and the California County Superintendents Educational Services Administration.

Retention Strategies to Support Teacher Diversity

STRATEGY	ACTION STEPS
Support Educators of Color	• Use Title II and other sources of funding to mentor and support new teachers with coaching and other robust professional, academic, and emotional support as well as school-based actions such as reduced work-loads, collaborative planning time, and seminars. • Provide formal and informal opportunities for mentorship between veteran and new teachers of color who share critical identities, and compensate mentor teachers. Establish affinity groups. • Build a schoolwide family by celebrating staff milestones and finding ways for staff to connect with one another.
Create Culturally Affirming School Environments	• Educate school leaders on affirming teachers' humanity and racial or ethnic identity through anti-bias trainings. • Provide interdepartmental trainings to ensure that curriculum and learning environments are inclusive and respectful of all racial and ethnic groups. • Honor the impact that educators of color have on students by hosting staff celebrations.
Improve Existing Retention Processes	• Partner with local teacher preparation programs to offer high-retention pathways, such as teacher residencies. • Empower and invest in teachers' professional growth by offering professional learning and covering conference and travel costs, and providing a path to career advancement into administration and educational leadership opportunities. • Adopt a priority at the district and/or county office of education level that incentivizes retention of teachers of color. • Collect and disaggregate race-specific data on turnover rates, job satisfaction, and support teachers need to stay in the classroom.

Source: The Education Trust and California County Superintendents Educational Services Association [68]

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