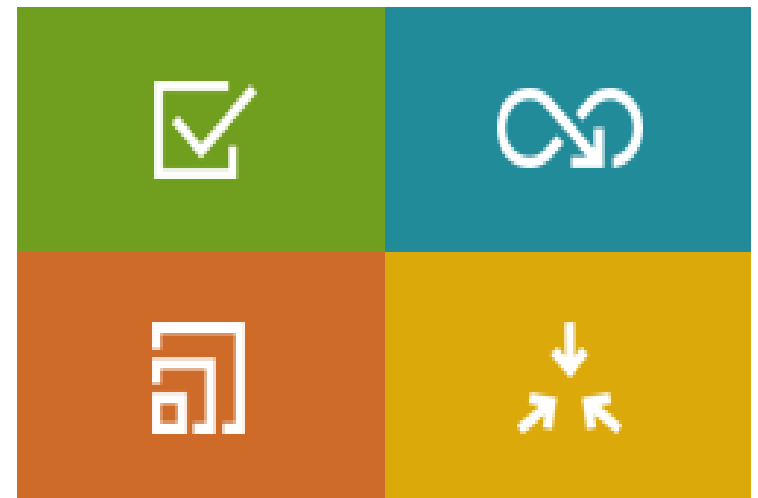


A DIVERSITY, EQUITY AND INCLUSION GUIDE TO THE TEACHER PREPARATION OUTCOMES AND INDICATORS

What is this guide?

High-quality teacher preparation can play a critical role in dismantling inequities in education, such as disparities in student achievement and access to high-quality education, which often exist and persist along racial and ethnic lines. Black and Latino/a/x students and students experiencing poverty – like Indigenous, Asian and other students of color – are more likely than white students and students of higher income to be taught by a new teacher¹, and are also more likely to experience less effective teachers.² However, it does not have to be this way – new teachers can be better prepared to have an immediate positive impact on student achievement.

The *Teacher Preparation Transformation Initiative* supports seven leading Teacher Preparation Transformation Centers (Centers) in a community of practice (CoP). These Centers are working together to transform the way teachers are prepared. Centers in this initiative ground their work in a shared vision for teacher preparation transformation: If teacher preparation programs implement **sustainable, quality** programming at **scale** that recruits and retains diverse, effective new candidates, then more teachers will be better prepared to positively **impact** outcomes for Black and Latino/a/x students and students experiencing poverty. Further, there will be more teachers of color and teachers will better reflect the diversity of students in their classrooms. The **Teacher Preparation Outcomes and Indicators** (TPP O&Is) is a framework that describes the outcomes teacher preparation programs seek to achieve in service of this vision.



To implement the TPP O&Is, Centers identified an explicit focus on diversity, equity, inclusion and antiracism as critical to achieving their shared vision. Members of the CoP – the Diversity, Equity and Inclusion Small Group – developed this DEI Companion Document³ to **guide** Centers and teacher preparation programs who are seeking to **engage more deeply in diversity, equity, inclusion and antiracism**, specifically in relation to their **implementation of the TPP O&Is**.

This DEI Companion Document acknowledges that educational inequities and disparities also impact other student populations, including Indigenous, Asian and other students of color, as well as emerging bilingual students and students with disabilities. The Centers encourage

¹Cardichon, J., Darling-Hammond, L., Yang, M., Scott, C., Shields, P. M., & Burns, D. (2020). Inequitable opportunity to learn: Student access to certified and experienced teachers. Palo Alto, CA: Learning Policy Institute.

²Ingersoll, Richard M.; Merrill, Elizabeth; Stuckey, Daniel; and Collins, Gregory. (2018). Seven Trends: The Transformation of the Teaching Force – Updated October 2018. CPRE Research Reports.

³This DEI companion is based on collaborative work funded by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation.

users to reflect on which student populations they serve, and how they might use this guide to positively impact outcomes for those populations.

How to use this guide

Diversity, equity, inclusion and antiracism matter. Teacher preparation programs must prepare teacher candidates to uncover and address personal racial biases and dismantle racist institutional systems to effectively teach all students, particularly students of color. The Small Group developed this document to guide Centers and TPPs in reflecting on to what extent, how and where they are implementing the TPP O&Is with an explicit focus on diversity, equity, inclusion and antiracism. This guide should be used prior to making programmatic decisions and when assessing progress against the TPP O&Is.

This guide is organized by the four TPP O&Is Domains and their corresponding Objectives. For each Objective, there is a table that includes:

- **Example actions** Centers or TPPs could take to further implement the Objective with a deeper focus on diversity, equity, inclusion and antiracism;
- **Guiding questions** that aid Centers or TPPs in identifying whether and how they are implementing the Objective with an explicit focus on diversity, equity, inclusion and antiracism; and
- **Helpful resources** that share promising practices and examples from the field that may assist Centers or TPPs in implementing the TPP O&Is with an eye towards diversity, equity, inclusion and antiracism.

Each Center or TPP has its own unique diversity, equity, inclusion and antiracism approach, as well as tools and resources for implementing its approach. This guide is not meant to replace these approaches or tools. Rather, this guide is meant to supplement and support a Center or TPP's existing efforts. Further, because Centers and TPPs vary in their readiness and ability to adopt and implement a focus on diversity, equity, inclusion and antiracism, their approach to utilizing this document will be different. For example, some Centers or TPPs may choose to tackle all Objectives at once while others may tackle one or two at a time while they continue to deepen their understanding and grow their institutional knowledge of and commitment to diversity, equity, inclusion and antiracism.

Regardless of how a Center or TPP chooses to use this guide, the Small Group encourages Centers and TPPs to reflect on what enabling conditions or barriers might exist. The questions below are intended to help Centers and TPPs reflect on and more deeply understand the root causes of the challenges they face in implementing the TPP O&Is, with an explicit focus on diversity, equity, inclusion and antiracism.

1. What are your personal definitions of equity, diversity, inclusion and antiracism? What are your Center's/TPP's definitions?
2. What would success look like (i.e. what would it look like if your Center/TPP effectively and comprehensively implemented principles of equity, diversity, inclusion and antiracism)?
3. Why is that success not true now?
4. What would need to happen for your Center/TPP to achieve that success?

For additional resources, please visit [here](#).

Domain 1: Quality

Quality programming is implemented with fidelity.

- [Objective A](#): Programming builds teacher candidate competency to meet the needs of Black and Latino/a/x students and students experiencing poverty
- [Objective B](#): Program demonstrates commitment to using data for continuous improvement
- [Objective C](#): Program ensures teacher educators are effective
- [Objective D](#): Programming is responsive to K12 school systems and the communities they serve

Domain 2: Sustainability

Quality programming is sustained beyond philanthropic support.

- [Objective A](#): Quality, scaled programming can be sustained

Domain 3: Scale

Quality programming is implemented with all candidates trained by a teacher preparation program.

- [Objective A](#): Quality programming is scaled within teacher preparation programs

Domain 4: Impact

Diverse, effective new teachers are employed and retained in schools that serve Black and Latino/a/x students and students experiencing poverty

- [Objective A](#): Teacher candidates are diverse and effective
- [Objective B](#): Program Completers are diverse, effective, and retained

Quality Objective A: Programming builds teacher candidate competency to meet the needs of Black and Latino/a/x students and students experiencing poverty



- **Outcome 1:** There is a common understanding and tool for measuring teacher candidate competencies
- **Outcome 2:** Programming provides opportunities for teacher candidates to develop, practice and demonstrate competencies, including content and pedagogical knowledge and skills that promote learning for all students

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Engage teacher candidates and other stakeholders in developing evaluation tools, instructional rubrics and other tools for measuring candidate competency ■ Evaluate instructional rubrics, evaluation tools and other tools for bias and consider how bias may impact decisionmaking or perpetuate inequities ■ Train staff, particularly those who develop evaluation tools and assess candidate competency, to recognize, identify and address bias ■ Identify and address bias in data collection and analysis that measures teacher content and pedagogical knowledge ■ Reflect on if and how bias in data might impact decisionmaking ■ Ensure opportunities to develop, practice and demonstrate competencies related to culturally and linguistically sustaining pedagogy and social emotional learning ■ Ensure equitable access to opportunities for teacher candidates to develop, practice and demonstrate competencies 	<ul style="list-style-type: none"> ■ Who determines how and if teacher candidates have a shared understanding of competencies? ■ Are there assumptions about specific groups of candidates related to competency? ■ What biases are present in instructional rubrics or other evaluation/assessment tools, including those the teacher preparation program uses? ■ Who participates in the calibration of tools utilized to measure teacher content and pedagogical knowledge? Is that team diverse? ■ What biases may be present in the quality control “gates,” and what implications do those have on candidate advancement by various demographics? ■ Are there opportunities for all teacher candidates to develop, practice and demonstrate competencies related to culturally and linguistically sustaining pedagogy and social emotional learning ■ Are opportunities to develop, practice and demonstrate competencies equitably accessible to all teacher candidates? ■ Do you know if your candidates are meeting the needs of Black and Latino/a/x students and students experiencing poverty? What data do you collect, and how do you know?

Helpful Resources

[Equity Literacy for Educators: Definitions and Abilities](#)

- Equity literacy is a comprehensive approach for creating and sustaining equitable schools. This resource identifies abilities that support equity literacy and examples of knowledge, skills and actions that support educators in becoming equity literate.

[Making Connections: Culturally Responsive Teaching and the Brain](#)

- This Edutopia post is an interview transcript with Zaretta Hammon, author of *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. In this interview, Hammond defines culturally responsive teaching and shares strategies for operationalizing it.

[The Culturally Responsive-Sustaining STEAM Curriculum Scorecard](#)

- The NYU Metro Center designed the Culturally Responsive Curriculum Scorecards to help parents, teachers, students, and community members determine the extent to which their schools' English Language Arts, Science, Technology, Engineering, Arts, and Mathematics (STEAM) curricula are (or are not) culturally responsive.

[Training and Norming Selectors](#)

- TNTP's Training and Norming Selectors resource provides guidance for training evaluators and leading norming discussions, as well as best practices for equitable selection processes.

[What is Social Justice Education Anyway](#)

- In this EdWeek publication, Crystal Belle – director of teacher education at Rutgers University-Newark – defines social justice education and shares five social justice-based strategies to implement in classrooms.

Quality Objective B: Program demonstrates commitment to using data for continuous improvement



- **Outcome 1:** The teacher preparation program systematically collects, analyzes and uses teacher candidate performance data, K12 school system feedback and graduate data (attitudinal, observational, outcome) to make instructional and programmatic decisions
- **Outcome 2:** The teacher preparation program monitors the reliability of data about candidate knowledge, skills and dispositions
- **Outcome 3:** The teacher preparation program systematically measures the fidelity of program implementation and assesses whether key program features correlate with desired outcomes

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Listen and incorporate voices of the community served, especially K12 students, when using data to evaluate candidate performance or improve the teacher preparation program ■ Engage in regular data conversations in which outcomes are disaggregated by race, ethnicity, language, gender, ability, income-level and other key background factors; take care to not inadvertently invite or reinforce stereotypes ■ Identify quantitative and qualitative data that can be used to evaluate both candidate performance and the overall effectiveness of the teacher preparation program ■ Conduct analyses that utilize statistics beyond the average, such as median, standard deviations and ranges/dispersion so that the full story informs programming decisions ■ Engage in regular calibration of evaluation tools with diverse and inclusive teams, and explore issues of bias or disproportionalities in regard to both who is using any tool and the outcomes for teacher candidates ■ Engage multiple perspectives when using data to inform decisionmaking and ensure that decisionmakers reflect the 	<ul style="list-style-type: none"> ■ What data are considered in determining teacher candidate effectiveness? ■ Whose voices are heard when making decisions about program design? How is the community (e.g. students, families, school staff, community members) considered, engaged, prioritized and empowered in decisionmaking? ■ How diverse is the team collecting, analyzing and interpreting data? If they do not reflect the community served, how can new perspectives be brought into the data collection and design process? ■ What data are collected, and why? How are qualitative data used to complement, explore and question or confirm quantitative data? ■ What data analyses are developed? How are statistics beyond the average, such as median, standard deviations, and ranges/dispersion, used to inform programming decisions? ■ How are bias and disproportionality explored in the calibration process? Are key outcomes disaggregated for background factors such as race, ethnicity, language, gender,

community served

- Allow and encourage conversations on data to lead to concrete action steps focused on equity
- Implement a bi-annual data summit that brings together program leadership, faculty and community (e.g. students, families) to review analyzed data and develop an action plan with tangible next steps that can be measured

ability, income, etc.?

- How often do evaluators engage in a calibration process? Who leads this process? Does the process engage multiple perspectives and include difficult or courageous conversations about race and difference?

Helpful Resources

[Cultural Competence in Evaluation](#)

- In this report, the American Evaluation Association defines cultural competence in evaluation and illustrates its importance. This report also shares essential practices for cultural competence.

[Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups](#)

- In this report, the National Forum on Education Statistics identifies best practices for disaggregating data on racial and ethnic groups and some of the associated benefits and challenges to doing so.

[Insights on Diversifying the Educator Workforce: Data Tool for Practitioners](#)

- This resource introduces a data tool to help users identify where and when diversity gaps are occurring along the teacher pipeline.

[Principles for Advancing Equitable Data Practice](#)

- This report shares three principles for embedding an equity lens to data that elevates affected communities and groups of people as a priority.

[More Than Numbers: A Guide Towards Diversity, Equity, and Inclusion in Evaluation](#)

- This guide helps organizations apply a diversity, equity and inclusion lens to their internal data collection processes and assess and improve how they collect data.

Quality Objective C: Program ensures teacher educators are effective



- **Outcome 1:** The teacher preparation program sets expectations for effective teaching for teacher educators
- **Outcome 2:** The teacher preparation program systematically provides feedback to teacher educators
- **Outcome 3:** The teacher preparation program delivers high quality professional development based on teacher educators' needs, teacher candidate performance and program completers performance

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Identify a tool or resource that will promote continued reflective practices amongst teacher educators ■ Establish a team, committee or alternative structure of diverse stakeholders to establish effective teacher educator tenets and characteristics ■ Schedule bi-monthly professional development sessions focused on diversity, equity, inclusion and antiracism, and their integration into course development and implementation ■ Establish a teacher educator community of practice and racial affinity groups for mentors that regularly meet to discuss trends, problems of practice, tools and resources that promote equitable learning experiences for all students ■ Train and support mentors to coach and mentor BIPOC teachers who face unique challenges 	<ul style="list-style-type: none"> ■ Who determines if a teacher educator is effective? Does the evaluator use criteria grounded in diversity, equity, inclusion and antiracism? ■ Was there a committee that determined the characteristics or actions of effective teacher educators? Was the committee diverse? ■ Have teacher educators been engaged in training on diversity, equity, inclusion and antiracism? Do structures exist to continue the dialogue and work? ■ Are there consistent opportunities for teacher educators to collaborate on their course content, assignments and assessments through an antiracism lens? ■ How are mentors prepared and supported to effectively coach candidates of color and to meet their unique needs? ■ Are there programmatic systems in place to provide teacher educators with ongoing feedback on their course development and implementation? ■ How is data used to determine the effectiveness of teacher educators? What type of data? Are teacher candidate and related outcomes data included? Are all subgroups / sub-populations represented by the data?

Helpful Resources

[A Fair Chance: An Action Guide for Teacher Preparation Programs](#)

- This guide shares steps that teacher preparation programs can take to ensure teacher candidates have the content knowledge they need to be great teachers. This resource shares recommendations and tools to support program efforts and also identifies examples from the field.

[Equity Literacy for Educators: Definitions and Abilities](#)

- Equity literacy is a comprehensive approach for creating and sustaining equitable schools. This resource identifies abilities that support equity literacy and examples of knowledge, skills and actions that support educators in becoming equity literate.

[Making Connections: Culturally Responsive Teaching and the Brain](#)

- This Edutopia post is an interview transcript with Zaretta Hammon, author of *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. In this interview, Hammond defines culturally responsive teaching and shares strategies for operationalizing it.

[Principles for Advancing Equitable Data Practice](#)

- This report shares three principles for embedding an equity lens to data that elevates affected communities and groups of people.

[The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development](#)

- This TNTP report addresses the misconception that “we already know how to help teachers improve, and that we could achieve our goal of great teaching in far more classrooms if we just applied what we know more widely.” It also includes a set of strategies to ensure great teaching for all students.

[The Opportunity Myth](#)

- This TNTP resource describes the opportunity myth - the promise that success in school is the first step on the path to success in life - and describes how systems we’ve built undermine that promise at every turn. It also includes recommendations for making opportunity more than a myth.

Quality Objective D: Programming is responsive to K12 school systems and the communities they serve



- **Outcome 1:** The teacher preparation program collaboratively recruits and trains candidates to meet the needs of students in their communities
- **Outcome 2:** The teacher preparation program and school systems have mutually beneficial partnerships with shared governance of teacher preparation programming

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Identify and implement recruitment practices that diversify the candidate and teacher pipeline ■ Embed a focus on diversity, equity, inclusion and antiracism in candidate training practices ■ Develop a set of candidate “look-fors” to recruit candidates who are culturally competent with an asset-based growth mindset and who possess other dispositions that enable them to be effective teachers for all students ■ Ensure all voices are included in the partnership, including the program, school system, candidates (especially candidates of color) and community (e.g. parents and students) ■ Explore “grow your own” opportunities ■ Identify and implement strategies to maintain affordability and accessibility to all prospective teacher candidates 	<ul style="list-style-type: none"> ■ Do the teacher preparation program and school system work together to actively and intentionally recruit teacher candidates of color? ■ Does the program have a targeted recruitment strategy for teacher candidates of color? ■ Do candidate training practices include an emphasis on diversity, equity, inclusion and antiracism? For example, does the program intentionally recruit candidates who are culturally competent, possess an asset-based growth mindset, and understand the impacts of poverty and trauma? ■ Which voices are included in the partnership between the teacher preparation program and school system? How is the community represented? ■ How are partners addressing barriers to the development of a diverse, robust pipeline of new teachers? Who is involved in these efforts? ■ Is the program affordable and accessible to all prospective teacher candidates?
Helpful Resources	
<p>Competency-Aligned Interview Questions and Activities (TNTP Teacher Talent Toolbox)</p>	

- Making selection decisions by evaluating skills that correlate to great teaching is a reliable way to ensure evidence-based decisions and minimize bias. This resource includes recommended skills or competencies, provides examples of indicators, and shares aligned interview questions and selection activities.

[Ensuring High-Quality Teacher Talent: How Strong, Bold Partnerships between School Districts and Teacher Preparation Programs are Transforming the Teacher Pipeline](#)

- This report functions as a practitioner’s guide for districts and teacher preparation programs looking to find better and deeper ways to partner with one another.

[Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-based Approaches](#)

- This report provides an overview of the research on Grow Your Own (GYO) programs as a strategy to recruit and retain teachers of color.

[Minimizing Selection Bias](#) (TNTP Teacher Talent Toolbox)

- This short training provides an overview of the concepts of bias and identity and how they show up in the hiring process.

[Partnering on Prep: A Toolkit for Building Strong District-Teacher Preparation Program Partnerships](#)

- This toolkit identifies tools and steps that districts and teacher preparation programs can take to build mutually beneficial partnerships that share the responsibility for hiring and retaining effective educators, address teacher workforce needs, and that improve student achievement and outcomes.

[Paving the Way for Latinx Teachers](#)

- This report explores pathways to the teaching profession, specifically for Latino/a/x individuals. The report identifies common barriers along the pathway to teaching, profiles three Latino/a/x-focused pathways with success in reducing those barriers, and offers recommendations for policymakers and practitioners to strengthen pathways into teaching.

[Recruiting Diverse Teachers](#) (TNTP Teacher Talent Toolbox)

- This guide shares practical steps for running a recruitment campaign that attracts diverse candidates, including resources for building an understanding of race, equity and the importance of teacher diversity.

[Teacher Retention Planning Guide](#) (TNTP Teacher Talent Toolbox)

- This resource shares proven retention strategies and helps school leaders craft thoughtful retention plans for each of their top teachers.

Sustainability Objective A: Quality, scaled programming can be sustained



- **Outcome 1:** Relevant stakeholders have a shared understanding of and commitment to the established goals
- **Outcome 2:** The teacher preparation program can maintain quality and impact beyond grant funding

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Ensure that all stakeholders – particularly those most proximate – have opportunities to meaningfully contribute to goal development ■ Develop a financial model that offers meaningful value to candidates, removes barriers and provides needed supports ■ Analyze recruitment and selection data to determine where the program can offer additional supports to grow and sustain a diverse candidate pool ■ Secure variable recurring funding from stakeholders to which the benefits of the TPP accrue (school systems, CMOs, and geographically focused philanthropies, primarily) ■ Discuss the program’s value-add data across current and potential stakeholders to deepen the investment in the program’s success, specifically as it relates to diversity, equity and inclusion goals 	<ul style="list-style-type: none"> ■ Is the partnership considered a long-term talent development strategy (e.g. diversifying the teacher pipeline)? ■ What community involvement and investment did the partnership cultivate? ■ How has the need for on-going support, financial or otherwise, been assessed? Whose voices are included and amplified? ■ Are there systems for feedback and support? For example, are staff of color engaged and supported? ■ Does the partnership enable an attractive outcome for all stakeholders? ■ Is local philanthropy and/or state investment present? Do financial partners share the commitment to diversity, equity, inclusion and antiracism? ■ Has the program identified supports that remove barriers to entry, particularly those disproportionately impacting candidates of color?
Helpful Resources	
<p>Building Systems of Innovation at Scale</p> <ul style="list-style-type: none"> ■ This brief shares lessons learned from the Denver Teacher Residency for those seeking to design or refine a residency program as a 	

human capital strategy.

[Clearing the Path: Redesigning Teacher Preparation for the Public Good](#)

- BankStreet developed this report to offer lessons learned from innovative partnerships and to share sustainable funding models that provide stipends to all teacher candidates in full-time residency programs.

[Establishing Sustainably Paid Teacher Residencies in Opportunity Culture Schools](#)

- US PREP and Public Impact partnered to bring together high-quality teach preparation residencies and Opportunity Culture design. This short report introduces this effort and describes the journey US PREP coalition members are on to establish sustainable, full-year residencies for every teacher candidate.

[Design for Impact: Designing a Residency Program for Long Term Sustainability](#)

- This resource is a financial toolkit to support residencies seeking to develop and implement a sustainable and reliable financial plan.

[Designing Sustainable Clinical Experiences](#)

- This case study describes how Heritage University transformed its teacher preparation program from one with relatively brief clinical training, disconnected from the realities of teaching, to one that is sustainable and effectively prepares candidates to teach in the community.

[Sustainable Strategies for Funding Teacher Residencies: Lessons From California](#)

- This resource highlights two California teacher residencies and how they address shortages and support both students and teachers. This resource also spotlights creative funding strategies that can improve sustainability.

[The 3 R's of Sustainably Funded Teacher Residencies](#)

- This resource introduces financial strategies for sustaining and scaling residencies, including reallocation, reduction and reinvestment, the 3 R's.

Scale Objective A: Quality programming is scaled within teacher preparation programs



- **Outcome 1:** Implementation of quality objectives is scaled to impact all candidates trained by the teacher preparation program

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Develop a detailed plan for scale for each program pathway and pay particular attention to maintaining affordability and accessibility, particularly for teachers of color ■ Disaggregate indicators of scale by race, ethnicity, gender and other identity markers for each program pathway ■ Explore and implement strategies to maintain program fidelity and identify specific action steps to address any inequities ■ Recruit and enroll teacher candidates of color in all program pathways, particularly those that are high-quality and operating at scale 	<ul style="list-style-type: none"> ■ Which candidates are (or are not) trained in the model that reflects all aspects of quality programming? Do disparities exist by race, ethnicity, gender or other identity markers? ■ Are the impacts of scale distributed equitably among teacher candidates and other stakeholders? ■ How is scale impacting costs for candidates? ■ Is high-quality programming affordable to all prospective teacher candidates? If not, who is excluded? ■ Is high-quality programming accessible to all prospective and current teacher candidates? If not, who is excluded? ■ Is scale impacting program fidelity? If so, for whom and is the impact unfairly imposed on particular subsets of teacher candidates?
Helpful Resources	
<p>Scaling High-Quality Teacher Residencies</p> <ul style="list-style-type: none"> ■ Members from this CoP developed this Scaling High-Quality Teacher Residencies report which explores what it means for teacher preparation programs to operate at scale. The Centers suggest that focusing on scale can help address teacher preparation’s challenge with inequitable access to high-quality residencies. This report recommends a series of strategies for how teacher preparation programs can scale their high-quality programming and identify examples that serve as models to inform other programs’ efforts to scale. <p>Building Systems of Innovation at Scale</p>	

- This brief shares lessons learned from the Denver Teacher Residency for those seeking to design or refine a residency program as a human capital strategy.

[From Pilot to Scaled Transformation](#)

- US PREP's scale toolkit can be used in designing, supporting and implementing a transformation scale plan for high-quality, sustainable and accessible teacher preparation.

Impact Objective A: Teacher candidates are diverse and effective



- **Outcome 1:** Teacher preparation programs collaborate with their K12 partners to recruit diverse candidates who reflect the demographics of the students they intend to serve
- **Outcome 2:** Teacher candidates demonstrate proficiency on teacher preparation program competencies
- **Outcome 3:** Candidates are confident in their ability to teach in schools that serve Black and Latino/a/x students and students experiencing poverty

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Establish a diverse recruitment team ■ Actively recruit underrepresented groups into the teacher preparation program ■ Train all relevant staff on bias, including those involved in recruitment and the evaluation of candidate proficiency ■ Engage teacher candidates, particularly candidates of color, in the development of curriculum and tools to assess candidate proficiency ■ Embed antiracist principles in curriculum and assessments, including culturally responsive and sustaining pedagogy ■ Utilize protocols to create a brave space for teacher candidates to honestly reflect on their practice and to provide feedback 	<ul style="list-style-type: none"> ■ Who leads and conducts the program’s recruitment efforts? Is the recruitment team diverse? ■ Does the program’s recruitment strategy incorporate antiracist practices? For example, do efforts to specifically target diverse candidates exist? If so, are they effective? ■ Is there a tool used to determine candidate proficiency? If so, who was included in its development and/or selection? ■ Who decides how teacher candidates are evaluated? Has the teacher prep program analyzed its gateway assessments to detect bias? ■ Does the candidate feedback process create a brave space for candidates to be honest and vulnerable in their feedback? ■ What efforts has the program made to embed culturally responsive and sustaining pedagogy in its curriculum and assessments?
Helpful Resources	
<p>A Fair Chance: An Action Guide for Teacher Preparation Programs</p> <ul style="list-style-type: none"> ■ This guide shares steps that teacher preparation programs can take to ensure teacher candidates have the content knowledge they need to be great teachers. This resource shares recommendations and tools to support program efforts and also identifies examples from the field. 	

[Competency-Aligned Interview Questions and Activities](#) (TNTP Teacher Talent Toolbox)

- Making selection decisions by evaluating skills that correlate to great teaching is a reliable way to ensure evidence-based decisions and minimize bias. This resource includes recommended skills or competencies, provides examples of indicators and shares aligned interview questions and selection activities.

[Insights on Diversifying the Educator Workforce: Data Tool for Practitioners](#)

- This resource introduces a data tool to help users identify where and when diversity gaps are occurring along the teacher pipeline.

[Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-based Approaches](#)

- This report provides an overview of the research on Grow Your Own (GYO) programs as a strategy to recruit and retain teachers of color.

[Minimizing Selection Bias](#) (TNTP Teacher Talent Toolbox)

- This short training provides an overview of the concepts of bias and identity and how they show up in the hiring process.

[Paving the Way for Latinx Teachers](#)

- This report explores pathways to the teaching profession, specifically for Latino/a/x individuals. The report identifies common barriers along the pathway to teaching, profiles three Latino/a/x-focused pathways with success in reducing those barriers, and offers recommendations for policymakers and practitioners to strengthen pathways into teaching.

[Recruiting Diverse Teachers](#) (TNTP Teacher Talent Toolbox)

- This guide shares practical steps for running a recruitment campaign that attracts diverse candidates, including resources for building an understanding of race, equity and the importance of teacher diversity.

Impact Objective B: Program completers are diverse, effective and retained



- **Outcome 1:** Program completers are effective
- **Outcome 2:** Program completers reflect the demographics of the K12 student population
- **Outcome 3:** Program completers are employed and retained in schools that serve Black and Latino/a/x students and students experiencing poverty
- **Outcome 4:** Program completers are certified to teach in areas that reflect the hiring needs of districts

Example Actions to Apply an Explicit DEI Focus	DEI Guiding Questions
<ul style="list-style-type: none"> ■ Develop a protocol or reflective tool to identify and address bias that may be present in the measures of effectiveness ■ Ensure a diverse team to assess effectiveness of program completers and engage completers in the process ■ Disaggregate data by race, ethnicity, gender and other identity markers to assess and address gaps ■ Strengthen supports for underrepresented groups to support program completion and retention rates ■ Develop peer groups or professional communities for diverse program completers ■ Strengthen mentorship for diverse candidates and program completers 	<ul style="list-style-type: none"> ■ How might bias show up in attitudinal measures of effectiveness? Are there measures in place to prevent bias? ■ Who determines whether completers are effective? Are they diverse, and do they engage completers in the process? ■ What observational and outcome-based measures will be used, and who determines and implements those? ■ Is evidence disaggregated by race, ethnicity, gender and other identity markers? If so, do disparities in performance exist? ■ Do program completers reflect the demographics of the K12 student population? If not, who isn't represented, and why? ■ Who determines what the hiring needs of districts are, and how?
Helpful Resources	
<p>Case Study: Building an Inclusive Staff Culture (TNTP Teacher Talent Toolbox)</p> <ul style="list-style-type: none"> ■ This case study shares how AppleTree Early Learning Public Charter School in Washington, DC, sought to understand their teachers' experiences with diversity, equity and inclusion, and how they created a plan to improve. It also includes a link to the professional development sessions AppleTree facilitated as part of these efforts. <p>Celebrating and Preserving Diversity: Recommendations on Retaining Teachers of Color in California</p> <ul style="list-style-type: none"> ■ In this report, California Teach Plus Policy Fellows illustrate opportunities to improve the professional experiences of teachers of color and identify strategies to retain more teachers of color. 	

[Cultivating New Hires](#) (TNTP Teacher Talent Toolbox)

- This guide offers a set of outreach methods and sample communications for school leaders to engage newly hired teachers. Engaging new hires early and often can help ensure new teachers grow more invested in their schools and communities.

[Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups](#)

- In this report, the National Forum on Education Statistics identifies best practices for disaggregating data on racial and ethnic groups and some of the associated benefits and challenges to doing so.

[Mentoring for Diversity](#)

- Mentoring can be a useful strategy for recruiting and retaining teachers of color and teacher candidates of color. This resource makes a case for developing mentoring programs and identifies four factors that enable effective mentoring.

[Planning Teacher Stay Conversations](#) (TNTP Teacher Talent Toolbox)

- Retaining great teachers is critical to the teacher pipeline. Research indicates that clear communication with teachers about their value and intent to stay can be an effective retention strategy. This planning guide prepares school leaders to plan and execute these conversations with their top leaders.

[Teacher Retention Planning Guide](#) (TNTP Teacher Talent Toolbox)

- This resource shares proven retention strategies and walks school leaders through how to craft thoughtful retention plans for each of their top teachers.