

Diversifying the Educator Workforce in Vermont Webinar Series | December 15, 2020
CHAT TRANSCRIPT

Prompt: please take a moment to type one strategy or idea that feels promising and that you want to bring back to your community.

- To address this problem, Big Picture Learning (<https://www.bigpicture.org/>) (BPL), College Unbound (<https://www.collegeunbound.org/>) (CU) and The Equity Institute (<https://theequityinstitute.org/>) have formed a partnership to support the development of a teacher internship program to recruit, train, and certify new teachers of color, drawing on the population of classified teacher aides whom have already demonstrated interest in preparing to teach, many of whom are persons of color, already working in existing innovative schools. The training will take place situated in the schools in which the aides currently work, and be connected to the innovations being implemented in those schools. The newly certified teachers will have the opportunity to remain in their schools and their communities with the benefits of increased prestige and compensation, and positioned for greater positive impact for students and the school community.
- expanding our mentoring programs beyond a small stipend for helping a new employee
- Consider changes to our licensing processes/procedures so that we have a path to licensure for candidates who may be overlooked because they don't possess a current Vermont license...either out of state or out of country candidates.
- create safe space to engage in relationship building
- Advocate to have LSB's in charge of initial licensing of educators (eliminating roadblocks to licensing eg. Praxis).
- Contacting higher ed. programs to encourage 1st and 2nd year students to engage in K-12 ed. to explore career paths in education.
- Affinity groups (school, district, or regional)
- A list of strategies for retaining, supporting and promoting will be shared on the website following this webinar. <https://www.newenglandssc.org/vtdew/>
- Establish trust in creating the space for folks to want to be engaged in their schools and communities.
- I am going to bring back to our district posting job posts in multiple languages, on the required site, as well as other sites that can be used to find more BIPOC colleagues.
- Early teacher recruitment and incentives.
- Virtual and regional affinity groups.
- Identify recruitment sites in higher ed institutions throughout New England
- Breaking barriers to licensing
- Begin an ad campaign like Teach NYC, but for Vermont. TEACH VT - to actively recruit BIPOC educators.

- commitment to racial justice included in every in-service
- lower the bar to applying for a position
- Broaden hiring practices to build a larger pool of candidates; build mentorship and support systems to attract diverse candidates. Train school leaders in equity and antiracist practices.
- Provide easier pathway to teaching licensure for underserved populations so they are more likely to move to VT or can more easily receive a teaching license if they already live here
- Empower superintendents with discretionary budget to support additional “costs” of being a BIPOC educator in a predominantly white state and school system
- support individuals in the licensure process
- Making related data more public
- Develop intentional connections for diverse educators in affinity spaces to support their needs. Also, ensure there is a clear process for bias response in our systems to make sure experiences teachers have related to bias actions are addressed through reparations.
- Supporting teachers who are on provisional licenses through the peer review process or other way to become properly certified.
- Promoting open conversation with the intent of listening
- Collaborating to develop a pipeline for New Americans to have an achievable path to teaching.
- Making the path to licensure easier for people of different cultures already living in our state and have been teachers in their own country.
- Keeping up the energy behind the state wide teachers of color meet up and affinity group
- Better pathways to licensure for support staff employees
- look at the resources listed in the report to see how we might support people of color in our district
- Building connections with colleges/universities to support recruitment practices
- Be explicit when a new person of color comes on board that 1 there is a problem and 2 it is not their job to fix the problem
- Have a community that welcomes the conversations and is willing to continue when something is challenging.
- Focus on a sense of belonging
- Strategy: Have multiple explicit conversations with new colleagues about the racist structures we are working to transform; be open about the problems; and convey to the new colleague that it’s not their job to fix the problems, or to be "the diversity."
- Use restorative circles with adults to break down hierarchies and increase vulnerability & inclusivity among all staff- be sure to offer a BIPOC affinity circle.

- Have affinity spaces for POC to learn and heal. And also affinity spaces for white people to do their work. Having POC in those early spaces when White people are learning about race and racism does a lot of harm.
- Creating pathways to education careers for young Vermonters of color
- Work with higher education partners to broaden pathways to licensure. Work to expand our search for new employees.
- Have explicit convos w/ new colleagues of marginalized groups. Acknowledge that it's not their job to correct inequity, and that the institution is committed to doing the long-term work. Be upfront about shortcomings.
- Microcredentialing for culturally responsive teaching
- Provide opportunities for more people of color to participate in events/activities at schools. Have role models like peers/students who can help people feel brave enough to step up.
- The policies, practices, curriculum, schedule, etc. needs to be infused with anti-racist practices. It cannot be an opt in. It is an ALL in.
- Support the efforts of people previously licensed in their home country to become licensed in Vermont
- Assist people in orienting being an educator as helping shape the world for diverse groups and opinions that are reflective of everyone. A challenge to ourselves!
- Review interviews of educators who are black and indigenous to understand what their experiences were in beginning teaching to learn about the issues faced and support needs.
- Having the conversations. What is the alternative if we don't?