

## Strategies for Supporting, Retaining, and Promoting Diverse Educators

- Create/Support **affinity groups** to:
  - Explore needs through hearing the voices of many people to consider what is and is not needed
  - Explore spaces in schools where affinity groups will support people in speaking their truth
  - Have awareness of intersectionality and the importance of limiting through labeling
  - Create virtual and physical affinity spaces
  - Connect state-level affinity groups with regional and national groups
- Ensure **compensation parity** (avoiding compensation discrepancies) by:
  - Completing a comprehensive review of pay structures and analyze how that data overlaps with identity data
  - Developing opportunities for people to be well compensated for the emotional toll taken in doing equity work for BIPOC
  - Empowering superintendents with a discretionary budget to support additional “costs” of being a BIPOC educator in a predominantly white state and school system
- Create/sustain **mentorship programs** that:
  - Consider mentoring needs and requests of individual educators
  - Provide access to affinity space as a part of mentoring
  - Support school leaders in understanding the importance identity plays in accessing quality mentoring experiences
  - Appropriately recognize and compensate mentors in order to sustain high-quality mentorship and coaching systems beyond new employees
- Create **culture change** by:
  - Ensuring equitable role distribution
  - Attending to over-assignment or under-assignment to committees/groups of BIPOC educators
  - Avoiding creating the “designated BIPOC” person who has to speak on behalf of all BIPOC individuals
  - Establishing formal bias response systems and reparative practices structures;
  - Communicating culturally relevant pedagogical expectations - both for professional learning and implementation
  - Providing equity and antiracism training and policy development
- Cultivate **community** by:
  - Engaging in deep listening and responsiveness to teachers and leaders of color
  - Engaging with community-building beyond the school - municipality collaboration, housing, and other partners

### Contact Information:

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- Making connections in the community related to identity, for example, the Vermont Professionals of Color
- Establishing/using safe spaces and strategies like restorative circles with adults to break down hierarchies and increase vulnerability & inclusivity among all staff - be sure to offer a BIPOC affinity circle
- Create **pathways for career advancement** by:
  - Going beyond the traditional hierarchical advancement structures through identifying projects and thinking about skills
  - Ensuring voices are engaged at decision making tables to include multiple identities
  - Developing paraeducator-to-teacher growth programs