

## CCSSO DLRT Teacher Pipeline Series:

### **What does Teacher Diversity and Culturally Responsive Practice have to do with ... INDUCTION and MENTORING?**

#### **Introduction**

In 2018, the Council of Chief State School Officers (CCSSO) engaged nine states<sup>1</sup> in their Diverse and Learner-Ready Teachers (DLRT) Initiative. CCSSO also engaged a range of national organizations as collaborators to support the work of the DLRT states. One subset of national collaborators, the Communications and Advocacy Work Group<sup>2</sup>, identified the need for developing a common language for policymakers around diverse teaching and learning. The group worked to address this need by developing two resources. First, they collaboratively assembled the following definitions for two key terms – teacher diversity and culturally responsive practice:

- Diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, socioeconomic status, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status. **Teacher Diversity** refers to the representation of dimensions of diversity in the collective makeup or pool of individuals within the K-12 public school teacher workforce. The work of the CCSSO DLRT Initiative focuses specifically on increasing the *racial* diversity of the teacher workforce.<sup>3,4</sup>
- **Culturally Responsive Practice** in the classroom refers to both: 1) the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for all students; and, 2) the embodiment of attitudes and dispositions that empower students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes. The work of the CCSSO DLRT Initiative focuses specifically on increasing the culturally responsive practice *aptitude* of the teacher workforce.<sup>5,6,7</sup>

Next, based on these definitions, group members developed a series of short papers that would address how these two terms relate to nine key aspects of the teacher pipeline: Accountability, Compensation, Data Systems, Induction and Mentoring, Preparation, Recruitment, Retention, Student Demographics, and Well-Rounded Education. These papers form a series that seeks to provide both language and rationale to state policymakers as they work to incorporate teacher diversity and culturally responsive practice in policy initiatives across the spectrum of teacher pipeline issues. The current paper specifically addresses the intersection of diversity with Induction and Mentoring.

#### **What is induction/mentoring? What is its role in the larger Teacher Pipeline?**

Induction is the “on-ramp” to teaching – it is a set of structures, activities, and experiences through which new teachers are provided support as they become oriented to their roles. Mentoring – one aspect of induction – involves an experienced teacher working with a new teacher to “show them the ropes” of teaching – both generally and in the specific context of their school/district. Other aspects of induction include, but are not limited to, orientation to the workplace, opportunities for peer collaboration, and ongoing progress monitoring aligned with professional development opportunities.<sup>8</sup>

Research indicates that induction can have a significant positive effect on teacher effectiveness and retention.<sup>9</sup> The New Teacher Center has outlined ten characteristics of effective induction programs;

supported in these ways upon entry, teachers are more likely to be successful in the classroom and stay in the workforce.<sup>10</sup> Research also shows that teacher induction programs and requirements are highly variable across states, leading to uneven support across the teaching workforce.<sup>11</sup> Specifically, teachers in schools with fewer resources, usually serving low-income or minority populations, are least likely to experience robust induction programs.<sup>12</sup>

### **What does Teacher Diversity have to do with induction/mentoring?**

Teachers of color are often drawn to the profession through a desire to support students of color, to give back to their own communities, and to increase the equity in the education system, leading them to serve in high-need, under-resourced schools.<sup>13,14</sup> External selection exacerbates this trend, as teachers of color are also most likely to be hired into these schools.<sup>15</sup>

Such trends intensify the challenges faced by new teachers of color. In addition to facing the many challenges that lead to early attrition for all new teachers,<sup>16</sup> a new teacher of color must also contend with racial isolation and serving a more challenging population of students. Serving in under-resourced schools, new teachers of color are less likely to participate in induction programs or have experienced mentors to guide them in their first months and years. As a result, a greater percentage of teachers of color are likely to leave the teaching workforce as compared to white teachers.<sup>17</sup>

Studies indicate that the “revolving door” of teacher attrition contributes more significantly to the shortage of teachers of color in the workforce than preparation or recruitment.<sup>18,19</sup> Improving access to and quality of induction programs for teachers of color is therefore a key component of improving the diversity of the teacher workforce.

### **How can policymakers and school leaders leverage induction/mentoring to diversify the teaching force?**

Given the significant contribution of attrition to minority teacher shortages, as well as the critical role strong induction programs can play in teacher retention, a first step to leveraging induction and mentoring to diversify the teacher workforce should be to ensure that every teacher, and particularly teachers of color, experience integrated, systemic induction programs in the schools they serve.

At the state policy level, this could involve both the requirement of, and adequate targeted funding for, strong induction programs across all schools, particularly those that serve high-need populations.<sup>20</sup> Systemic induction programs could include requirements around the length of induction, standards for support, mentor selection and training, delivery, and accountability. Other policy levers include financial support for pilot programs that aim to determine which induction practices are most supportive for teachers of color and for high need schools.<sup>21</sup> District and school leaders can step up to pilot such practices, and states can share effective practices emerging from this work.<sup>22</sup>

School leaders can strive to match new teachers of color with mentors of color, allowing the shared experience of being a minority teacher to further strengthen the level of support offered through the mentoring relationship.<sup>23</sup> Strong induction programs support teacher retention; when teachers of color can access and feel welcomed in such programs, it is likely to have a downstream effect on increasing the racial diversity of the teaching workforce.

## **What does Culturally Responsive Practice (CRP) have to do with induction/mentoring?**

Culturally responsive teachers (a) are socio-culturally conscious, (b) have affirming views of students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing about change to make schools more equitable, (d) understand how learners construct knowledge and are capable of promoting knowledge construction, (e) know about the lives of their students, and (f) design instruction that builds on what their students already know while stretching them beyond the familiar.<sup>24</sup> That's a tall order for any teacher, particularly a novice teacher who may be facing a classroom of students who look and think very differently than themselves.<sup>25</sup>

While preparation programs are moving toward incorporating culturally responsive pedagogy in their curricula, the practice is far from widespread.<sup>26</sup> Induction and mentoring programs can help bridge this gap for new teachers, helping them to build cultural competence and thus increase their effectiveness in the classroom.<sup>27</sup> Induction programs that orient new teachers to culturally responsive pedagogy can help those teachers make better connections with students, draw out and build on student strengths, and tailor curriculum to the needs of diverse students.<sup>28</sup> Not only does this increase the effectiveness of the specific teacher in question, it builds equity in the school environment and can lead to teacher retention in hard-to-staff schools.

## **How can policymakers and school leaders leverage induction/mentoring to increase teacher proficiency in Culturally Responsive Practice?**

Induction and mentoring are critical to teacher effectiveness and retention. One part of teacher effectiveness is the ability to relate to, and provide personalized learning experiences for, the students being served – in other words, culturally responsive practice.<sup>29</sup> Leveraging induction programs to increase teacher proficiency in culturally responsive practice (CRP) will require both addressing the strength and accessibility of induction programs generally (as described above), as well as incorporating CRP into existing and new programs. State policies that can support the latter goal include adopting standards for induction programs that include CRP, developing mentor training programs that include CRP principles, and providing funding to districts and schools willing to incorporate CRP as part of a strong, comprehensive induction program for new teachers.<sup>30</sup>

At the district and school levels, leaders can familiarize themselves with the principles of CRP and ensure that their own professional development includes training in CRP principles. They can advocate at the state level for the adoption of CRP requirements for induction programs. Perhaps most importantly, district and school leaders can ensure that CRP principles are central to their own schools' induction and mentor training programs.<sup>31</sup> Finally, they can be instrumental in establishing local focus groups where teachers and students of color share their experiences and needs with the entire school community.

## **Where can I go to learn more?**

- [Teacher Induction Program Standards: A Guiding Framework for Teacher Induction Program Leaders](#), New Teacher Center
- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#), Learning Policy Institute
- [Differentiating PD for Male Teachers of Color](#), Travis Bristol, ASCD

- [Preparing “Learner-Ready” Teachers: Guidance from NTEP States For Ensuring A Culturally Responsive Workforce](#), Council of Chief State School Officers
- [Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably](#), Education Northwest

---

<sup>1</sup> The nine states initially engaged in CCSSO’s DLRT initiative were: Colorado, Delaware, Illinois, Louisiana, Massachusetts, Mississippi, Nebraska, New Mexico, and New York.

<sup>2</sup> The national organizations represented in the Communications and Advocacy Work Group were: American Association of Colleges of Teacher Education (AACTE), Center for American Progress (CAP), Data Quality Campaign (DQC), Education Commission of the States (ECS), Education Testing Service (ETS), Education Trust, National Association of Elementary School Principals (NAESP), National Center for Teacher Quality (NCTQ), New America, and Teach for America (TFA).

<sup>3</sup> Council of Chief State School Officers. (2018). Preparing “Learner-Ready” Teachers: Guidance from NTEP States for Ensuring a Culturally Responsive Workforce. Washington, D.C.: Council of Chief State School Officers. From <http://www.ccsso.org/sites/default/files/2018-02/Preparing%20Learner-Ready%20Teachers.pdf>

<sup>4</sup> National Education Association. (2008). Diversity Toolkit Introduction. From <http://www.nea.org/tools/diversity-toolkit-introduction.html>

<sup>5</sup> Council of Chief State School Officers. (2018). Preparing “Learner-Ready” Teachers: Guidance from NTEP States for Ensuring a Culturally Responsive Workforce. Washington, D.C.: Council of Chief State School Officers. From <http://www.ccsso.org/sites/default/files/2018-02/Preparing%20Learner-Ready%20Teachers.pdf>

<sup>6</sup> Geneva Gay. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press.

<sup>7</sup> Gloria Ladson-Billings. (1994). *The Dreamkeepers: Successful Teachers of African American Children*. Jossey-Bass.

<sup>8</sup> National Association of State Boards of Education. (2012). *Teacher Induction: Improving State Systems for Supporting New Teachers*. Arlington, VA: NASBE.

<sup>9</sup> Ronfeldt, M., & McQueen, K. (2017). Does New Teacher Induction Really Improve Retention? *Journal of Teacher Education*, 68(4), 394-410. From <http://journals.sagepub.com/doi/10.1177/0022487117702583>

<sup>10</sup> New Teacher Center. (2018). *Teacher Induction Program Standards: A Guiding Framework for Teacher Induction Program Leaders*. Santa Cruz, CA: New Teacher Center. From <http://info.newteachercenter.org/2018-program-standards>

<sup>11</sup> Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). *Review of State Policies on Teacher Induction*. Santa Cruz, CA: New Teacher Center. From <https://newteachercenter.org/wp-content/uploads/brf-ntc-policy-state-teacher-induction.pdf>

<sup>12</sup> Wei, R. C., Darling-Hammond, L., & Adamson, F. (2010). *Professional Development in the United States: Trends and Challenges: Phase II of a Three-Phase Study*. Stanford University, The Stanford Center for Opportunity Policy in Education. Dallas, TX: National Staff Development Council. From <https://learningforward.org/docs/default-source/pdf/nsdcstudytechnicalreport2010.pdf?sfvrsn=0>

<sup>13</sup> Education Trust. (2016). *Through Our Eyes: Perspectives and Reflections from Black Teachers*. Washington, DC: Ed Trust.

<sup>14</sup> Ingersoll, R., Merrill, L., & Stuckey, D. (2014). *Seven Trends: The Transformation of the Teaching Force*. Philadelphia, PA: Consortium for Policy Research in Education.

<sup>15</sup> D'amico, D., Pawlewicz, R. J., Earley, P. M., & McGeehan, A. P. (2017, Spring). Where Are All the Black Teachers? *Harvard Educational Review*. From <http://hepg.org/her-home/issues/harvard-educational-review-volume-87-number-1/herarticle/where-are-all-the-black-teachers>

<sup>16</sup> Ingersoll, R. (2003). *Is there really a teacher shortage?* Philadelphia, PA: Consortium for Policy Research in Education. From [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1133&context=gse\\_pubs](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1133&context=gse_pubs)

<sup>17</sup> Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for "Hard-to-Staff" Schools. *Review of Educational Research*, 80(1), 71-107. From <https://eric.ed.gov/?id=EJ879416>

<sup>18</sup> Ingersoll, R., & May, H. (2011a). *Recruitment, retention, and the minority teacher shortage*. Philadelphia, PA: Consortium for Policy Research in Education. From [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1232&context=gse\\_pubs](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1232&context=gse_pubs)

<sup>19</sup> Ingersoll, R., & May, H. (2011b). *The minority teacher shortage: Fact or fable?* Arlington, VA: Kappan Magazine. From [https://www.gse.upenn.edu/pdf/rmi/Fact\\_or\\_Fable.pdf](https://www.gse.upenn.edu/pdf/rmi/Fact_or_Fable.pdf)

<sup>20</sup> Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). *Review of State Policies on Teacher Induction*. Santa Cruz, CA: New Teacher Center. From <https://newteachercenter.org/wp-content/uploads/brf-ntc-policy-state-teacher-induction.pdf>

<sup>21</sup> Johnson, L. S., Goldrick, L., & Lasagna, M. (2010). *New Teacher Excellence: The Impact of State Policy on Induction Program Implementation*. Santa Cruz, CA: New Teacher Center. From [https://newteachercenter.org/wp-content/uploads/NTC\\_Policy\\_Brief-NewTeacherExcellence.pdf](https://newteachercenter.org/wp-content/uploads/NTC_Policy_Brief-NewTeacherExcellence.pdf)

<sup>22</sup> Dixon, D. (2018, February 14). *5 Ways State Leaders Can Support Teacher Diversity*. From The Education Trust: <https://edtrust.org/the-equity-line/5-ways-state-leaders-can-support-teacher-diversity/>

- <sup>23</sup> Bristol, T. J. (2015). Differentiating PD for Male Teachers of Color. *Culturally Diverse Classrooms*, 10(13). From <http://www.ascd.org/ascd-express/vol10/1013-bristol.aspx>
- <sup>24</sup> Villegas, A. M., & Lucas, T. (2002). Preparing Culturally Responsive Teachers: Rethinking the Curriculum. *Journal of Teacher Education*. From [http://www.smc.edu/StudentServices/TitleV/Documents/Faculty/Teaching\\_Pedagogy/Preparing\\_20Culturally\\_20Responsive\\_20Teachers.pdf](http://www.smc.edu/StudentServices/TitleV/Documents/Faculty/Teaching_Pedagogy/Preparing_20Culturally_20Responsive_20Teachers.pdf)
- <sup>25</sup> Krasnoff, B. (2016). *Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably*. Portland, Oregon: Region X Equity Assistance Center at Education Northwest. From <https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf>
- <sup>26</sup> Cruz, B. C., Vasquez, A., & Howes, E. V. (2016). Preparing Culturally Responsive Teachers: Effective Practices in Teacher Education. *Action in Teacher Education*, 38(3), 226-239. From <https://www.tandfonline.com/doi/abs/10.1080/01626620.2016.1194780>
- <sup>27</sup> Bergeron, B. S. (2008). Enacting a Culturally Responsive Curriculum in a Novice Teacher's Classroom. *Urban Education*, 43(1), 4-28. From <http://journals.sagepub.com/doi/10.1177/0042085907309208>
- <sup>28</sup> King, K. A., Artiles, A. J., & Kozleski, E. B. (2009). *Professional Learning for Culturally Responsive Teaching*. Tempe, AZ: The Equity Alliance at ASU. From [http://www.equityallianceatasu.org/sites/default/files/Website\\_files/exemplarFINAL.pdf](http://www.equityallianceatasu.org/sites/default/files/Website_files/exemplarFINAL.pdf)
- <sup>29</sup> Hockaday, M. (2015). Administering an Educational Program: Implementing Culturally Responsive Curriculum and Instruction in Elementary Schools to Increase Student Achievement. *The William and Mary Educational Review*, 10-25. From <https://scholarworks.wm.edu/wmer/vol4/iss1/4/>
- <sup>30</sup> Council of Chief State School Officers. (2018). *Preparing "Learner-Ready" Teachers: Guidance from NTEP States for Ensuring a Culturally Responsive Workforce*. Washington, DC: CCSSO.
- <sup>31</sup> Krasnoff, B. (2016). *Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably*. Portland, Oregon: Region X Equity Assistance Center at Education Northwest. From <https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf>