



DIVERSIFYING MINNESOTA'S EDUCATOR WORKFORCE: A SERIES OF RESEARCH BRIEFS

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Leaders across the state of Minnesota and nation proclaim to want to diversify the educator workforce. However, the reality nationwide is that less than 20% of teachers who teach a student population that is at least 51% students of color are teachers of color (Ingersoll et al., 2018). What follows are a number of research briefs organized around a theory of action for diversifying the educator workforce. These briefs are intended to help leaders at the local, state, and national levels not only confirm the necessity, the 'Why', of diversifying the educator workforce, but also to begin to gain a better understanding of the 'How'.

The theory of action for diversifying the educator workforce presented here begins with leadership. In order for educators of color to be successfully recruited and retained into our schools, we must have what Khalifa (2018) describes as Culturally Responsive School Leadership. School and system leaders must be able to set a vision for culturally responsive, humanizing and affirming schools for all students and staff, but especially for those who have been minoritized by educational systems in the past. Culturally responsive school leaders are able to critically self-reflect, develop culturally responsive teachers, establish culturally responsive environments and engage students, families, and community in the schooling in authentic ways. It is these leadership attributes that allow a culturally responsive leader to create a culturally responsive work environment essential to the potential success of any recruitment and retention strategies school systems attempt to employ. A culturally responsive work environment historically contextualizes discussions of race, affords educators autonomy and administrative support and trust, and provides genuine opportunities for educators of color to be part of organizational decision making. If and when culturally responsive school leadership has established a culturally responsive work environment, systems can truly engage in research based and innovative recruitment and retention strategies aimed at getting, developing, and retaining teachers of color.

Each of the components of this theory of action is supported by a brief that overviews the literature and evidenced based practices. As a way of contextualizing the 'Why of this work, it is suggested that an understanding of the current context or trends in the state of teaching in the US and Minnesota may be helpful. This brief, titled Trends in the State of Teaching in the United States and Minnesota, draws on the work of Richard Ingersoll and his colleagues at the Penn Graduate School of Education who have been studying the teacher workforce for over 30 years. Additionally the work of Villegas and Irvine's (2010) overview of decades of empirical research on efforts to diversify the teaching force is discussed along with the most recent data from Minnesota's biennial teacher supply and demand report.

