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Prioritizing Strategies to Racially Diversify the K–12 Teacher Workforce

Findings from the State of the American Teacher and State of the American Principal Surveys

All students—particularly students of color—benefit academically and socially from having teachers who are people of color (Blazar, 2021; Cherng and Halpin, 2016). Black or African American and Hispanic students particularly benefit from having teachers of their same race (Bristol and Martin-Fernandez, 2019; Gershenson et al., 2018). Nationally, about 20 percent of kindergarten through grade 12 (K–12) public school teachers are people of color, compared with just over 50 percent of students (National Center for Education Statistics [NCES], 2020; Schaeffer, 2021). Although more teachers of color work in schools where a majority of students are people of color, anywhere from 40 to 80 percent of teachers in such schools are White (Schaeffer, 2021).[1]

KEY FINDINGS

- Teachers of color we surveyed identified increased pay and loan forgiveness as their top approaches to recruit and retain more teachers of color.

- The researchers, policymakers, and practitioners who participated in a panel discussion (i.e., panelists) also endorsed increased pay and loan forgiveness as effective strategies for recruiting and retaining teachers of color, in addition to grow-your-own programs.

- No panelists and very few teachers supported ending or reducing certification requirements or eliminating preparation program admission standards to recruit teachers of color.

- Principals of color often rely on social networks to recruit teachers of color.

- Panelists endorsed training, whether for school hiring teams about anti-racist hiring practices or for principals about supporting new teachers of color, as an effective hiring practice at higher rates than teachers of color.

- Teachers of color we interviewed indicated that working with other staff of color and nurturing positive collegial relationships could boost retention.

People of color face systemic barriers to becoming and remaining teachers at multiple points throughout their careers. As they are recruited into the profession and prepare to become a teacher, people of color are more likely than their White peers to incur debt while pursuing their studies, making degree completion difficult (Fiddiman, Campbell, and Partelow, 2019). Increased student debt burden could make teaching—with its relatively lower salaries—less attractive than other professions (Baum and O'Malley, 2003; Santos and Haycock, 2016). Limited access to teacher role models that share prospective teachers' lived experiences could deter those prospective teachers from pursuing the profession (Quiocho and Rios, 2000).[2] At the point of hiring, there are several deterrents for teachers of color, including late hiring timelines, prioritization of internal applicants, screening or interview practices that are prone to bias, and the limited racial and ethnic diversity of the principal workforce (Lindsay and Egalite, 2020; Papay and Qazilbash, 2021).

After hiring, teachers of color are more likely to work in challenging conditions and experience such factors as low pay, organizational challenges, taking on uncompensated work, experiences of racial discrimination, and feelings of social and professional isolation that may all contribute to poor well-being and decisions to exit (Dixon, Griffin, and Teoh, 2019; Simon and Johnson, 2015; Steiner et al., 2022). Teachers are twice as likely to report frequent job-related stress than other working adults, and teachers of color are more likely to experience symptoms of depression than their White colleagues (Steiner et al., 2022).

These challenges related to recruitment, hiring, and retention might compound to limit workforce

diversity. Challenging working conditions are linked to poor well-being, and both are factors in practicing teachers' decisions to exit (Steiner et al., 2022). Moreover, the reputation of teaching as a stressful career—especially for teachers of color—could dissuade prospective teachers of color from entering the profession (Steiner et al., 2022). However, there are multiple strategies that could serve as possible solutions. For example, increasing teacher salaries or expanding loan forgiveness programs could help teachers repay their student debt and make teaching a more attractive career. Taken together, these findings speak to a larger need to make the teaching profession sustainable for teachers of color and prevent their attrition at all stages of their careers.

We Surveyed and Interviewed Teachers and Convened a Panel of Teacher Workforce Experts

This report presents selected findings from the 2022 State of the American Teacher survey related to increasing the racial and ethnic diversity of the teacher workforce.[3] This is the third and final report in this series. In this report, we summarize not only these survey results but also in-depth interviews with teachers and a discussion with a panel of policymakers, practitioners, and researchers that we convened.

We fielded the teacher survey in January and early February 2022 (hereafter, January 2022) to a nationally representative sample of K–12 teachers through the RAND Corporation's American Teacher Panel. The teacher survey yielded 2,360 complete responses out of 4,400 eligible invitations, a 54 percent completion rate. In addition, we present a small number of items related to teacher recruitment, hiring, and retention from the nationally representative State of the American Principal survey. However, principals were not asked the same set of survey questions as teachers. The principal survey also was administered in January 2022.[4]

The teacher and principal surveys were oversampled to allow for nationally representative estimates of teachers and principals who identify as *people of color*, which we define as anyone who did not self-identify exclusively as White. The teacher survey

Challenges related to recruitment, hiring, and retention might compound to limit workforce diversity.

additionally allows for nationally representative estimates of teachers who identify as Black or African American or Hispanic/Latinx.[5] The final samples were weighted to ensure national representation.

We explored whether teachers' survey responses differed according to their race or ethnicity for racial and ethnic groups for which we had nationally representative samples. Unless otherwise noted, we discuss only differences among teacher subgroups that are statistically significant at $p < 0.05$. Because the intent of this report is to provide exploratory, descriptive information rather than test specific hypotheses, we did not make statistical adjustments for multiple comparisons. Additionally, it is possible that numerous other factors unmeasured by this survey—such as teachers' experiences with or knowledge of the policies and practices about which we asked—could have played a role in the differences across teacher subgroups or between teachers and panelists that we observe. Although we piloted the survey with a small number of teachers to gauge item clarity, it is possible that some respondents interpreted the survey items differently than we intended.

We also interviewed 60 teachers across the United States to learn about their experiences and gain deeper insight into the policies and practices that they thought could be most effective for recruiting, hiring, and retaining teachers of color. Roughly two-thirds of the teachers that we interviewed identified as people of color. We intentionally sampled teachers who indicated that they were considering leaving their current teaching job, who indicated that they were not coping well with that stress but were not planning to leave their job, or who reported frequent job-related stress but were coping well with their job-related stress and were not planning to leave their job from among teacher survey respondents who consented to be contacted for an interview.

Because teachers self-selected into our sample by agreeing to the interview, the generalizability of the interview findings might be limited. When we discuss the interview data, we use such terms as *most* to refer to half or more of interview respondents in the applicable group (e.g., teachers of color), and we use *some* or *few* to refer to less than half of respondents in the applicable group, with *some* meaning more than *few*.

In March 2022, we convened a panel of 14 policymakers, practitioners, and researchers—to whom we collectively refer as *panelists*—in the field of teacher preparation, recruitment, and retention to solicit their perspectives on strategies to increase the racial and ethnic diversity of the teacher workforce. We intentionally recruited a racially and ethnically diverse group of panelists at all levels of the education system. The panel included state department of education staff, teachers' union representatives, researchers, district human resources staff, and teacher preparation program staff.[6]

We asked panelists to respond to a brief survey in which they prioritized which recruitment, hiring, and retention policies and practices would be most effective for improving the racial diversity of the teaching workforce. Panelists responded to the same survey questions as teachers. We surveyed panelists before and after the meeting to capture any changes in their rankings. There were few differences, so we only present the post-panel survey responses, which reflect panelists' views after the discussion.

The panel discussion focused on the broad topics of recruiting, hiring, and retaining teachers of color, but it did not address every policy or practice that we asked about on the survey because of time constraints. We took detailed notes during the meeting and qualitatively analyzed them for areas of consensus and disagreement. We summarize panelists' comments in relation to the survey findings where applicable.

We compared panelists' post-panel survey responses with the responses of teachers of color and found differences in some cases. We describe differences between teachers and panelists in terms of magnitude—e.g., the top policy or practice that teachers of color and panelists ranked among their top three choices—but do not perform tests of statistical significance for three reasons. First, there were a small number of panelists (14); second, on the post-panel survey, panelists were asked to rank more policies and practices than teachers; and third, the timing of the panel occurred approximately two months after the teacher survey. The additional policies and practices were sourced from the panel discussion and did not appear on the teacher survey.

We draw on our teacher interview data and panelists' comments to offer potential explanations

for differences between teacher and panelist surveys where possible, but our ability to explain these differences is limited. The teacher interviews were not designed to elicit the reasons teachers might have endorsed each approach, and the panelists' discussion did not directly address every policy or practice we asked about in the survey. For a full description of our analytic methods, please consult our technical documentation (Doan et al., 2022).

This Report Focuses on Strategies to Increase the Racial and Ethnic Diversity of the Teacher Workforce

Broadly, the strategies that we included in the survey addressed teachers' recruitment into the profession via preparation programs and recruitment to work in districts and schools, hiring teachers into school systems or into specific positions, and retaining teachers in their jobs or in the profession. We listed policies and practices that prior research either found effective or hypothesized could be effective for increasing the number of teachers of color. Each survey question prompted teachers and panelists to select the three approaches that they thought would be most effective for increasing the racial and ethnic diversity of the teacher workforce.

The purpose of this report is to present teachers' perspectives about which of the many available policies and practices could be most effective. We juxtapose teachers' perspectives with the opinions of researchers, district leaders, and state policymakers to illustrate how teachers' views might (or might not) differ from other experts in this space. Teachers have firsthand experience with workforce policies and practices related to recruitment, hiring, and retention, and their perspectives provide valuable insight about which strategies could be most effective in practice. The teacher voices presented in this report are another source of evidence that teacher preparation providers, education leaders, and policymakers could use to identify and prioritize a set of practices to increase workforce diversity in their localities.

Figure 1 illustrates how workforce policies and practices can influence teacher actions at multiple points along the pathway to teaching. For example, actions to improve retention, such as building an inclusive school culture, also could act as levers for hiring that might make a district or school more attractive to candidate teachers of color.

The recruitment policies and practices about which we asked focused on actions that could entice prospective teachers of color to enter the profession, increase the racial and ethnic diversity of teacher preparation programs, support prospective teachers of color during their preparation, and reduce barriers to entering the profession that disproportionally affect prospective teachers of color (Kohli et al, 2022; TNTP, 2020).
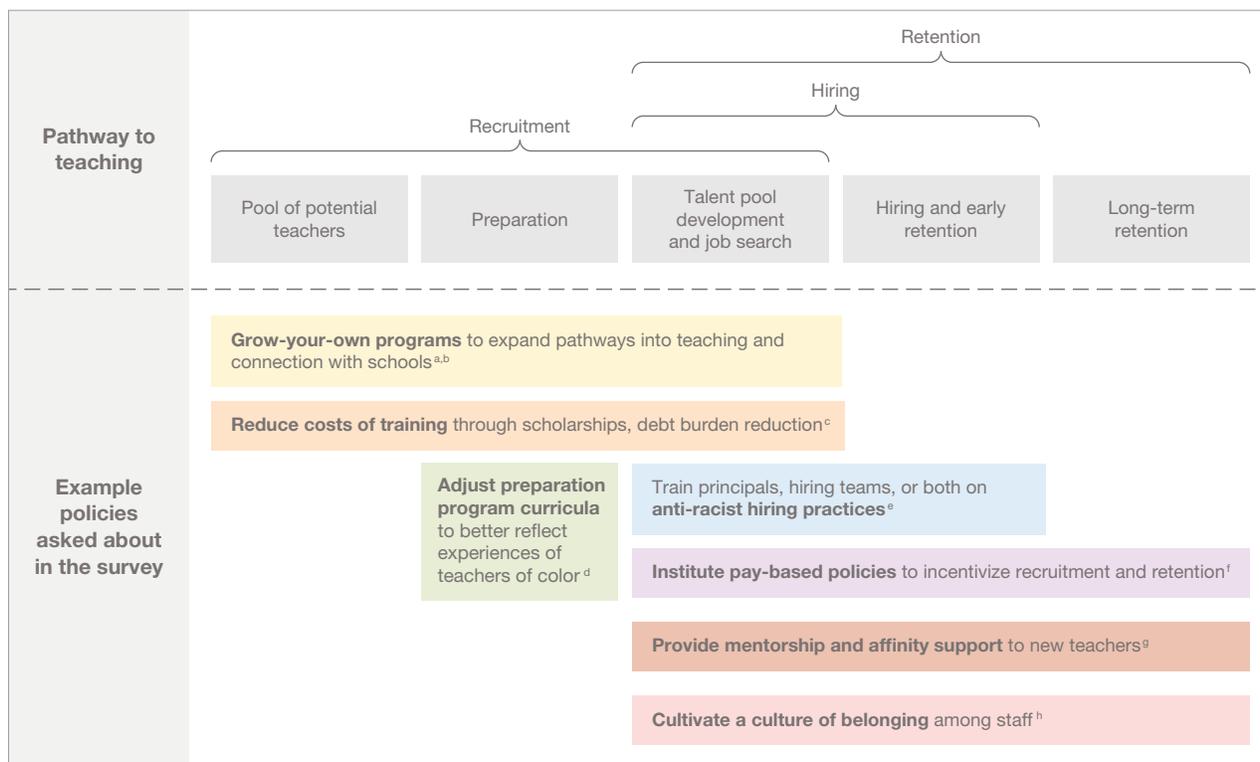
The questions about hiring and retention included nonpay-based hiring strategies, pay-based hiring and retention strategies, and workplace retention policies and practices. The nonpay-based hiring strategies focused on actions that could increase the racial and ethnic diversity of teacher hiring pools, encourage principals to interview and hire more teachers of color, and increase the chances that teachers of color would accept a position.

Many pay-based policies—such as increasing teacher salaries, offering signing bonuses, or providing financial incentives to work in specific schools—can, under some conditions, be incentives for teachers to accept a job and remain in the position (Glazerman et al., 2013; Hansen et al., 2018), so we asked about the potential effectiveness of these actions for hiring and retention together. Pay-based policies, like many of the policies and practices we asked about in the survey, are likely to affect hiring and retention of all teachers regardless of their racial or ethnic identity. But they may have disproportionate benefits for teachers of color, who tend to incur more student debt than their White counterparts (Mustaffa and Davis, 2021).

The workplace retention policies and practices included a variety of actions that could improve teacher retention, such as increasing teacher autonomy or time for collaboration; providing more support to teachers of color to, for example, address student behavior issues or implement culturally responsive pedagogy; matching new teachers of color with mentors who are people of color; and better preparing principals to support teachers of color

FIGURE 1

Example Policies and Practices That Can Affect Recruitment, Hiring, and Retention of Teachers of Color

Pathway to teaching					
	Pool of potential teachers	Preparation	Talent pool development and job search	Hiring and early retention	Long-term retention

Recruitment · Hiring · Retention

Example policies asked about in the survey	
Grow-your-own programs to expand pathways into teaching and connection with schools[a,b]	
Reduce costs of training through scholarships, debt burden reduction[c]	
Adjust preparation program curricula to better reflect experiences of teachers of color[d]	Train principals, hiring teams, or both on **anti-racist hiring practices**[e]
	Institute pay-based policies to incentivize recruitment and retention[f]
	Provide mentorship and affinity support to new teachers[g]
	Cultivate a culture of belonging among staff[h]

[a] Huguet et al., 2021.

[b] Gist et al., 2021.

[c] Poldosky and Kini, 2016.

[d] Kohli et al., 2022.

[e] D'Amico et al., 2017.

[f] Hansen, Quintero, and Feng, 2018.

[g] Nguyen et al., 2019.

[h] Mason et al., 2021.

(e.g., Carver-Thomas, 2017; Nguyen et al., 2019). We conclude this report with a discussion of implications and offer recommendations for educator preparation programs, education leaders, and policymakers.

In the report, we also include several policy spotlights in text boxes. We drew these examples from the panel discussion and the literature.

Recruitment

Teachers and Panelists Prioritized Financial Strategies to Recruit Teachers of Color

Student loan forgiveness or service scholarship programs were by far the most popular strategy that the teachers of color we surveyed prioritized for recruiting teachers of color (Table 1). Fifty-eight percent of teach-

The purpose of this report is to present teachers' perspectives.

TABLE 1
Recruitment Policies and Practices

Recruitment Policies and Practices	Teachers of Color (n = 1,117)	Teacher Race/Ethnicity			Panelists Post-Discussion (n = 14)
		White (n = 517)	Black (n = 459)	Hispanic (n = 385)	
Expand student loan forgiveness or service scholarships	58	55	67*	56	79
Expand teacher preparation programs at MSIs	35	39	30*	39	29
Create teacher residencies	31	28	29	30	14
Subsidize teacher license exam fees	26	30	23*	30	7
Create peer groups for prospective teachers of color in teacher prep programs	23*	29	25	22*	21
Match college students of color in prep programs with mentor teachers of color	22	23	27	20	29
Expand alternative certification programs	16	13	15	17	7
Replace teacher licensure exams with portfolio assessments	11	8	12	11	0
Expand grow-your-own programs	9	9	10	10	64
Require that prep programs diagnose areas for growth before candidates take licensure exam	8*	5	7	9*	7
Action plans for teacher prep programs with low license exam pass rates for teachers of color	7	7	7	6	14
End or reduce certification requirements	7*	3	10*	6*	0
Require teacher prep programs to report the diversity of their student body	7	7	8	7	0
Raise academic admissions standards for teacher preparation programs	6	5	2*	7	0
Eliminate academic admissions standards for teacher preparation programs	2	2	1	1	0
Encourage college students of color to become teachers	—	—	—	—	14
Prepare prospective teachers of color how to navigate being a teacher of color	—	—	—	—	7
Emphasize the positive aspects of a teaching career in recruitment campaigns	—	—	—	—	0

NOTE: MSI = minority-serving institution. This table shows teacher and panelist responses to the following question: "Which three changes related to teacher preparation do you believe would be most effective to recruit more people of color into K–12 public school teaching?" Respondents were asked to select their top three policies or practices. Cells are color-coded so that darker green cells represent strategies selected by larger shares of respondents. Teachers of color include all teachers who did not self-identify exclusively as White. Results for Black teachers and Hispanic teachers are listed separately because we oversampled Black or African American and Hispanic/Latinx respondents and can provide nationally representative estimates. Asterisks indicate that pairwise comparisons were significantly different at the $p < 0.05$ level. White teachers served as the baseline group for Black teachers, Hispanic teachers, and teachers of color to determine whether the difference was significant. Thirty-eight percent of teachers responded "I don't know" to this question; these responses were removed from the analysis. Rows with no teacher responses were approaches that emerged from the panel discussion and thus were asked about only on the panelist exit survey.

Policy Spotlight: The Connecticut Higher Education Supplemental Loan Authority Alliance District Teacher Loan Subsidy Program

The Connecticut Higher Education Supplemental Loan Authority Alliance (CHESLA) Alliance District Teacher Loan Subsidy Program, which was established in summer 2022, subsidizes teachers' private student loans if they work in any of Connecticut's Alliance District public schools (CHESLA, undated). Federal student loans are not eligible because refinancing would jeopardize federal benefits, such as loan forgiveness. Alliance District schools are the state's lowest-performing schools and generally serve significant proportions of students of color and students from low-income families. The program's purpose is to attract and retain a teacher work-force that reflects the diversity of the students in Alliance District schools by reducing teachers' student debt. All teachers working in Alliance District schools are eligible, but the program might particularly benefit Black or African American and Hispanic teachers because they tend to incur more student debt than their White peers. Approved teachers receive a 3-percentage-point interest-rate subsidy on an Alliance District Teacher Refinance Loan while they teach in an Alliance District public school.

For a teacher with a $25,000 outstanding private student loan at a 12 percent interest rate with a 10-year repayment term, a refinanced loan through the Alliance District Teacher Loan Subsidy Program will reduce their monthly payment by nearly $130 per month and save about $15,000 in total over the 10-year life of the loan (CHESLA, undated).

ers of color and 67 percent of Black or African American teachers specifically selected this, which was about twice as high as any one of the other recruitment options we listed. It was also the most popular strategy that 79 percent of panelists selected as one of their top three.

Many of the teachers we interviewed mentioned that reducing the cost of teacher preparation generally—whether via scholarships, student loan forgiveness, lowered license exam fees, or pay for student teaching—would attract teachers of color to the profession. As one teacher of color told us, "I get a scholarship, and then my district covers the rest. . . . This is a big deal—to be able to go back to school and afford it."

The strong support for loan forgiveness and service scholarships by Black or African American teachers in particular might reflect that these teachers tend to carry more student debt than their peers (Mustaffa and Davis, 2021; Scott-Clayton and Li, 2016). Black or African American and Hispanic/Latinx teachers are more likely to use federal student loans than White teachers and are likely to benefit from loan forgiveness policies (Fiddiman, Campbell, and Partelow, 2019). Loan forgiveness and service scholarships that cover a large proportion of tuition and are not administratively burdensome can help recruit and retain teachers in high-need certification areas and schools and might help increase the racial and ethnic diversity of the workforce (Podolsky and Kini, 2016).

After Loan Forgiveness, Teachers Prioritized Strategies to Expand Diversity in Teacher Preparation Programs

After loan forgiveness and service scholarships, teachers preferred a variety of approaches to expand diversity in teacher preparation programs (Table 1). For example, about one-third of teachers endorsed expanding teacher preparation programs at minority-serving institutions and creating or expanding teacher residency programs. These two approaches were endorsed by 29 and 14 percent of panelists, respectively. There is some evidence that residency programs—in which teachers in training can spend up to a year student teaching in a high-need district in addition to completing required coursework—tend to produce more racially diverse graduates who stay in the profession longer than graduates from university-based or short-duration alternative certification programs (Carver-Thomas, 2017).

About one-quarter of teachers and panelists selected creating peer groups for prospective teachers of color in teacher preparation programs and matching college students of color in prep programs with mentor teachers of color. During the discussion, panelists agreed that there were opportunities for teacher preparation programs to better attract, retain, and support teachers of color to complete the programs.

The lack of racial diversity in teacher preparation programs was especially concerning for the diversity of the teaching profession because, as one panelist said, "You can't retain what you don't have."

Consistent with other research, our in-depth interviews with teachers suggest that race and racial identity are not often a focus of teacher prep programs, suggesting that there are opportunities for preparation programs to focus on and reflect the needs of prospective teachers of color (Gist et al., 2021). Some of the teachers of color we interviewed suggested creating more mentoring opportunities for teachers of color, diversifying the teaching staff and student body, and including curriculum that reflects the experience of teachers of color. As one teacher of color explained, "One suggestion would be to hire people of color to be professors in the program . . . and maybe a class that focuses on people of color in education."

Grow-Your-Own Programs Were Highly Ranked by Panelists, but Not by Teachers

Sixty-four percent of panelists selected grow-your-own programs as an effective recruitment strategy for teachers of color. We defined such programs on the teacher and panelist surveys as a "partnership between a district, community organizations (such as afterschool programs), and teacher preparation programs to train prospective teachers to become certified," making it the second–most-popular approach that they identified (Motamedi, Leong, and Yoon, 2017; Table 1). In contrast, only nine percent of teachers of color selected this approach. One possible reason for this discrepancy is that teachers were unfamiliar with the term or did not read the definition we included in the survey. Or, it is possible that teachers were familiar with the term but did not believe the approach would be as effective as some others.

Although none of the teachers we interviewed mentioned grow-your-own programs using that term, some suggested similar concepts, such as creating pathways to guide middle and high school

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Policy Spotlight: Oregon Teacher Pathway Program

Eastern Oregon University (EOU) College of Education created the Oregon Teacher Pathway (OTP) with other educational agencies to attract more students to color to pursue teaching careers in rural eastern Oregon (Villagómez et al., 2016). To achieve its goal, the OTP program created a pipeline for high school juniors and seniors to explore teaching through dual-credit courses in education. The year-long high school courses can be repeated twice for a total of eight college credits. Students pay a reduced fee or no fee for these courses. In addition to taking college-level courses on the EOU campus, high school students are mentored by EOU scholars of culturally responsive practice, conduct research on related topics, and tutor elementary school students weekly in either reading or math. Since the high school phase of the OTP began in the 2014–2015 school year, 145 of the 369 high school students who have enrolled in the program (39 percent) are people from underrepresented populations (Eastern Oregon University, undated).

OTP continues to support students if they enroll in EOU immediately following high school graduation and major in an education field. Those students are mentored from high school through college and the completion of a teacher licensure program (Villagómez et al., 2016). They also receive a tuition discount at EOU. To give back to the program, these students advise high school students in partner districts who are interested in learning about the teaching profession.

Students first graduated from the full pathway program in 2019, after participating in high school and completing their undergraduate training at EOU. Of the six graduates in this inaugural cohort, four earned a teaching license and were hired into a teaching role, and the remaining two were either enrolled in a Master of Arts in Teaching (MAT) program or planned to enroll within the next year (Eastern Oregon University, undated). Graduation data and post-graduation plans of subsequent cohorts was not available (Eastern Oregon University, 2021).

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students of color into teaching in their district. One teacher who identified as African American in the interview explained:

> There is more the district could do to recruit teachers of color, but it would have to start in middle or high school . . . there's no channel those kids can go to, like a trade, technical, or nursing track. That kind of program would allow students to get more exposure at an early age and would help increase African American students going into the profession.

Grow-your-own programs can improve the diversity of the teaching workforce (Master and Doss, 2022). Such programs tend to be designed with the needs of a specific community in mind and can be successful when they encourage prospective teachers to use their unique experiences and talents to inform their teaching and help them leverage these assets to navigate the challenges that they face in teaching (Gist et al., 2021; Motamedi, Leong, and Yoon, 2017).

No Panelists and Very Few Teachers Supported Ending or Reducing Certification Requirements and Preparation Program Admission Standards

No panelists and less than 10 percent of teachers of color endorsed ending or reducing certification requirements or eliminating academic admission standards for teacher preparation programs. Panelists' and teachers' lack of endorsement of these policies is notable given that pass rates for Black and Hispanic teacher candidates are lower than their White counterparts (Nettles et al., 2011). In addition, about a dozen states, including New Jersey, Missouri, and California, have reduced teacher certification requirements on the rationale that lowering barriers to entering teaching could recruit more teachers—particularly teachers of color—into the profession (Will, 2022). Some researchers have raised concerns that reducing certification requirements or lowering preparation program standards could result in a workforce of less-prepared teachers and, in turn, less-prepared students, with disproportionate negative effects on students of color (Will, 2022).

Our data do not directly address why teachers did not endorse these policies, but there are several possible explanations. One possibility is that teachers believe that the preparation and licensing process is useful or feel that a licensure requirement confers value on the teaching profession. There is evidence from economics literature that licensure requirements can increase wages within an occupation and are perceived to provide job protection for those already in the field (relative to lack of licensure requirements; see, for example, Kleiner and Krueger, 2010).

Social Networks Are an Important Mechanism That Principals Employ to Recruit Teachers of Color

Principals play a significant role in increasing the diversity of the educator workforce (Bailes and Guthery, 2021). We asked the principals we surveyed an open-ended question that prompted them to describe the strategies that they use to recruit, hire, and retain teachers of color in their schools.[7] The most frequently mentioned recruitment strategy was broad advertising and outreach by advertising positions on job boards, school and district websites, and social media.

Using personal and professional social networks was the second most common recruitment strategy and was more commonly mentioned by principals of color. For example, one principal who identified as a person of color wrote, "I have used word of mouth from my staff members who are people of color to reach out to their churches and communities for applicants." This finding is consistent with other

Ensuring the pathway to teaching is cost-effective and welcoming for teachers of color can diversify the workforce.

research, which underscores the important roles that principal and staff networks play in recruiting teachers, particularly teachers of color (Engel and Curran, 2016; Simon, Johnson, and Reinhorn, 2015). However, principals should actively engage teachers of color in developing recruitment strategies and addressing school culture and inclusion and compensate them appropriately; superficial engagement can breed resentment if teachers of color feel tokenized or not fully included in the broader recruitment process (Simon, Johnson, and Reinhorn, 2015).

Most teachers we interviewed—novice and veteran alike—said that they found their current teaching job through their personal or professional networks. Consistent with prior research, this was a common strategy for both teachers of color and White teachers we interviewed (Jabbar et al., 2020). Teachers who used this strategy said that their social networks helped them determine whether the school might be a good fit, suggesting that friends and colleagues could help prospective applicants find open positions and vet the school and employment conditions. Novice teachers found positions through their preparation program professors, colleagues from their student teaching experience, and friends or mentors in education. Veteran teachers often found their positions through collegial networks built throughout their careers.

Social and professional networks play a role in employment in many occupations but might be particularly important for teachers (Liu and Johnson, 2006). Social networks can influence how new teachers find and access initial job placements and future positions and are critical to retention (Anderson, 2010; Ingersoll, 2001; Maier and Youngs, 2009). However, social networks tend to be racially homogenous, and their use for hiring often benefits White

Many factors contribute to teachers' decisions to stay in or leave teaching.

employees (McDonald et al., 2016; Thomas, 2007). Leveraging social networks to diversify the teaching workforce could improve recruitment and retention of teachers of color by drawing on and strengthening their professional relationships, but, if not coupled with other approaches, could present a challenge to workforce diversity (Noonan and Bristol, 2020).

Hiring and Retention

For Teachers, Increased Pay Was the Single Most Popular Strategy Among All Strategies That We Listed to Hire and Retain Teachers of Color

Increasing teacher salaries throughout the pay scale was the highest-ranked policy among the pay-based retention approaches and the most selected approach overall among those that we listed in our survey questions. Seventy-two percent of teachers of color and 50 percent of panelists endorsed this policy (Table 2). By contrast, fewer than 10 percent of teachers and panelists endorsed one-time signing bonuses or financial incentives for student academic gains. Increasing teaching salaries can lead to recruiting more early-career teachers, fewer transfers between districts, and reduced turnover, although few studies have specifically examined how increased pay affects hiring and retention of teachers of color (Sun et al., 2022). In the panel discussion, panelists opined that increasing teacher salaries could be a compelling incentive to attract young people of color to teaching over other, more lucrative career opportunities.

However, other national surveys suggest that teachers of color perceive a higher salary as less important than other benefits, such as professional support or leadership opportunities, for encouraging teachers to stay in the profession (Educators4Excellence, 2022). Taken together, this evidence is a good reminder that many factors contribute to teachers' decisions to stay in or leave teaching.

Panelists continued to prioritize student loan forgiveness or loan payment assistance as an effective tool to hire and retain teachers of color. Half of all teachers—and two-thirds of Black or African American teachers—endorsed student loan forgive-

TABLE 2
Pay-Based Hiring and Retention Policies and Practices

Pay-Based Hiring and Retention Policies and Practices	Teachers of Color (n = 1318)	Teacher Race/Ethnicity			Panelists Post-Discussion (n = 14)
		White (n = 670)	Black (n = 516)	Hispanic (n = 465)	
Increase teacher salaries throughout the pay scale	72	71	70	75	50
Offer student loan forgiveness and/or payment assistance	60*	54	67*	57	86
Offer higher starting salaries	45	46	46	45	29
Provide financial incentives to work in high-needs schools	34	34	37	33	50
Pay teachers for performing additional work or roles	31	31	28	32	14
Do not tie compensation to student performance	30*	34	27*	30	0
Provide a one-time signing bonus	8	6	10*	6	7
Provide financial incentives for student academic gains	8*	3	8*	8*	7
Increase pay or benefits for specific historically hard-to-staff positions	—	—	—	—	50

NOTE: This table shows teacher and panelist responses to the following question: "Which three pay-related practices do you believe would be most effective to hire and retain teachers of color in K–12 public schools?" Respondents were asked to select their top three strategies. Cells are color-coded: Darker cells represent policies selected by larger shares of respondents. Teachers of color include all teachers who did not self-identify exclusively as White. Results for Black teachers and Hispanic teachers are listed separately because we oversampled Black or African American and Hispanic/Latinx respondents and can provide nationally representative estimates. Asterisks indicate that pairwise comparisons were significantly different at the $p < 0.05$ level. White teachers served as the baseline group for Black teachers, Hispanic teachers, and teachers of color to determine whether the difference was significant. Twenty percent of teachers responded "I don't know" to this question; these responses were removed from the analysis. Rows with no teacher responses were strategies that emerged from the panel discussion and thus were only asked about on the panelist's exit survey.

ness, loan payment assistance, or both as effective strategies to hire and retain teachers of color in the profession. Loan forgiveness is among several financial incentives associated with more-diverse teacher workforces, along with bonuses for effective teachers and compensation for working in schools with more challenging working conditions (Hansen, Quintero, and Feng, 2018).

Teachers and Panelists Recommended Partnering with Racially Diverse Preparation Programs to Hire a Diverse Group of Teachers

Partnerships between districts and racially diverse teacher preparation programs can be important hiring tools because they diversify the supply of prospective teachers (Toldson and Pearson, 2019; Drake et al., 2021). About 70 percent of panelists and about

half of teachers ranked partnering with local teacher preparation programs with racially diverse candidates as a potentially effective strategy for retaining teachers of color (Table 3).[8]

Many of the teachers of color we interviewed said that partnering with racially diverse preparation programs could be an effective hiring strategy, and some of the principals we surveyed agreed. The third–most-common approach mentioned by surveyed principals who answered our open-ended question was targeted advertising and recruitment, in which principals described a variety of strategies that involved direct outreach to teachers of color. Principals who used this type of strategy described, for example, partnering with preparation programs that had diverse candidate pools to recruit participants, advertising open positions to students in such programs, and posting open positions on websites geared specifically toward teachers of color.

TABLE 3
Nonpay-Based Hiring Policies and Practices

Nonpay-Based Hiring Policies and Practices	Teachers of Color (n = 1141)	Teacher Race/Ethnicity			Panelists Post-Discussion (n = 14)
		White (n = 543)	Black (n = 463)	Hispanic (n = 398)	
Allow licensure or certification reciprocity across states	51	56	52	52	50
Partner with local teacher preparation programs with racially diverse candidates	49	51	51	49	71
Start the teacher hiring processes earlier, ideally in February or March	32	31	31	36	14
Create an applicant pre-screening process that is blind to indicators of race	29	26	29	27	7
Allow schools to openly post positions and select candidates without restrictions	28	24	26	28	21
Require ongoing training for school hiring teams about anti-racist hiring practices	28*	22	32*	26	43
Place student teachers of color with teachers of color	24	21	30*	22	29
Applicant screening that involves an interview and demo lesson	10	9	7	10	0
Publish the proportion of new hires who are teachers of color in the district	10*	6	12*	10	14
Set concrete hiring targets for teachers of color	—	—	—	—	43

NOTE: This table shows teacher and panelist responses to the following question: "Which three non-pay–related practices do you believe would be most effective to hire more teachers of color in K–12 public schools?" Respondents were asked to select their top three strategies. Cells are color coded: Dark green cells represent policies selected by larger shares of respondents. Teachers of color include all teachers who did not self-identify exclusively as White. Results for Black teachers and Hispanic teachers are listed separately because we oversampled Black or African American and Hispanic/Latinx respondents and can provide nationally representative estimates. Asterisks indicate that pairwise comparisons significantly differently at the $p < 0.05$ level. White teachers served as the baseline group for Black teachers, Hispanic teachers, and teachers of color to determine whether the difference was significant. Thirty-five percent of teachers responded "I don't know" to this question; these responses were removed from the analysis. Rows with no teacher responses were strategies that emerged from the panel discussion and thus were only asked about on the panelist's exit survey.

Slight Majorities of Teachers and Panelists Prioritized License Reciprocity as an Effective Hiring and Retention Strategy

About half of teachers and panelists endorsed allowing license reciprocity across states as a potentially effective retention strategy (Table 3). Teaching licenses are not generally transferrable across states; license reciprocity would allow such transfers. Perhaps because of these license restrictions, teachers have some of the lowest rates of between-state migration when compared with other occupations (Johnson and Kleiner, 2020). Some scholars have suggested that license reciprocity could make it easier for teachers to move across state lines and that rural communities are likely to benefit (Goldhaber et al., 2020).

License reciprocity likely would be challenging to enact because state requirements for teaching licensure vary widely. However, teachers' survey responses suggest that some teachers believe the strategy has merit. License reciprocity could help address some of the lack of diversity in local labor markets that the principals who responded to our survey reportedly faced. Some teachers of color might be more willing to move to less diverse communities if the barrier of renewing their license—perhaps in combination with other incentives—was removed. Of course, license reciprocity was not as highly endorsed by teachers as some other approaches. Teachers of color might have little interest in moving to a new state and thus could consider license reciprocity to be less relevant than other strategies.

About Half of Panelists but Only About One-Quarter of Teachers Recommended Training About Anti-Racist Hiring Practices as an Effective Hiring Strategy

About half of panelists ranked requiring ongoing training for school hiring teams about anti-racist hiring practices as one of the top three options that they thought would be effective for retaining teachers of color, compared with about one-quarter of teachers of color (Table 3). Anti-racist practices can focus on ways to counteract explicit and implicit bias in hiring and emphasize the value that teachers of color bring to the classroom and school. Such practices can include, for example, removing indicators of race or ethnicity from application materials, giving equal weight to demonstrated skills and credentials, developing hiring criteria that emphasize the value of diverse lived experience, expertise, and teaching approach, and weighting hiring criteria before interviewing candidates (Handelsman and Sakraney, 2019, El-Mekki, 2020; Uhlmann and Cohen, 2005). Other anti-racist hiring practices center the voice of educators of color in the hiring process, such as including existing teachers of color as active decisionmakers on hiring committees and prioritizing hires with expertise in anti-racist and culturally relevant pedagogy (Carver-Thomas, 2018).

In interviews and open-ended survey responses, some teachers felt that trained, diverse hiring teams could support hiring a racially and ethnically diverse staff. However, our principal survey data indicate that recruiting, hiring, and retaining a racially diverse workforce is generally not emphasized in principal preparation and training. Only 28 percent of principals nationally said that retaining a diverse teacher workforce received a lot or a moderate amount of emphasis in their in-service professional learning, and 38 percent said it received no emphasis (Doan et al., 2022). Training in anti-racist hiring practices could improve teacher workforce diversity given evidence of racial discrimination in the teacher labor market (D'Amico et al. 2017).

At the same time, some principals face labor market constraints, which limit their ability to make strategic hiring decisions (Castro, 2020). For example, some of the principals who responded to the open-ended survey question said that their geographic location was a barrier to recruiting a racially diverse teaching staff. As one principal wrote, "I work and live in a very rural town. I have had zero teachers of color apply for a job ever."

Policy Spotlight: Anti-Bias Hiring in District of Columbia Public Schools

District of Columbia Public Schools (DCPS) uses a comprehensive vetting system to recruit high-quality teachers. This system leverages the expertise of effective veteran DCPS teachers to interview and recommend strong candidates (Olsen, 2021). School leaders have the final say and hire from a list of candidates recommended through the district's centralized screening process. DCPS incorporates several anti-bias hiring practices into its centralized screening process to increase the diversity of the teacher workforce. First, DCPS provides extensive anti-bias interview training to all veteran teachers who conduct interviews with prospective teachers. Second, the district hosts events to assist teacher candidates of color throughout the hiring process. For example, teacher candidates of color are offered an application-writing workshop and a preparation course for the Praxis teacher licensing exam. Finally, the district attracts applicants whose first language is Spanish by recruiting at Hispanic-serving teacher preparation institutions, creating Spanish recruitment materials, and accepting the PCMAS, a Spanish equivalent to the Praxis licensing exam (Olsen, 2021).

In recent school years, the DCPS teaching workforce has shown positive signs of increasing diversity. In the 2019–2020 school year, 14 percent of the district's teaching force were male teachers of color, which is three-and-a-half times the national average (Olsen, 2021). Although the district is still working to recruit more Latino teachers (297 DCPS teachers in school year 2019–2020 identified as Latino), the number has tripled from ten years prior.

Relatively Few Teachers Endorsed Any One Retention Strategy, While Panelists Coalesced Around Better Preparing Principals and Supporting New Teachers of Color in High-Need Schools

Unlike the areas of recruitment and hiring, few teachers of color endorsed any one retention strategy (Table 4). The most common policy, which 28 percent of teachers of color selected, was more support for new teachers of color working in high-need schools. This was also the most widely selected strategy by panelists. Panelists' second-most–commonly selected strategy was better preparing principals to support teachers of color. About one-third of panelists endorsed peer support strategies: offering peer networks for teachers of color and matching teachers of color with a mentor teacher of color in their first years of teaching. Panelists hypothesized that teachers' survey responses might reflect the region- and school-specific nature of retention policies and practices, while panelists took a broader perspective.

More training for principals to support teachers of color could be a viable strategy. Nearly half of principals we surveyed said that their preparation program should have spent more time on hiring and retaining a diverse teaching staff (Doan et al., 2022). Opportunities for principals to reflect on their own cultural lenses and biases are not typically a focus of most principals' training experiences, and White principals who reported that their program did not prepare them in this area feel less prepared to support students of color once on the job (Doan et al., 2022; Johnston and Young, 2019).

In general, the teachers of color we interviewed agreed that principal actions to support teachers of color have merit, but some noted that these actions can be difficult to execute well. For example, some teachers of color who were asked to take on additional work to organize or participate in school-level professional development about race and racial identity felt tokenized. As one teacher of color said, "[In one professional development session] they were requiring teachers of color to share their experiences, and I had to share my trauma and they didn't . . . ask White teachers to be vulnerable. . . . I felt that was intentional."

Teachers' lack of consensus could reflect the fact that teachers perceived the workplace practices we asked to about be less effective than other retention practices. It is also possible that teachers believe a variety of actions are necessary to address the many workplace factors that influence retention. Or the survey might not have asked about the workplace conditions and practices that teachers believe would be most effective for retaining teachers of color. For example, workplace conditions, such as strong collegial relationships and a positive school environment (which we did not directly ask about in this survey question because they are not as easily targeted by any one policy or practice), can be powerful levers for retention of all teachers, including teachers of color (Nguyen et al., 2019; Simon and Johnson, 2015). Moreover, several panelists noted, consistent with prior research, that racial discrimination and controversy surrounding politicized topics, such as teaching about race, racism, or bias, make the teaching climate especially difficult for teachers of color (Steiner et al., 2022; Woo et al., 2022).

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TABLE 4
Workplace Policies and Practices for Retention

Workplace Policies and Practices for Retention	Teachers of Color (n = 1224)	Teacher Race/Ethnicity			Panelists Post-Discussion (n = 14)
		White (n = 545)	Black (n = 492)	Hispanic (n = 420)	
Ensure that new teachers of color who serve high-need students receive adequate support	28	27	35*	24	64
Provide more time for collaboration with other teachers	25*	32	18*	29	21
Increase teachers' say in their schools' policy decisions	24	22	22	26	14
Provide schools with dedicated support staff and/or programs to address student behavior	24	21	24	24	7
Provide more training on effective classroom management strategies for all teachers	23	20	24	24	0
Implement culturally relevant pedagogy in classrooms	18	15	19*	19	7
Provide teachers with effective, research-based instructional materials	17	17	16	18	14
Provide more training on how to effectively teach unique learners	17	15	17	19	0
Increase teachers' autonomy to select or develop their instructional materials	16	12	14	18*	0
Better prepare principals to support teachers of color	15*	10	21*	10	57
Reduce school accountability pressure	14	16	15	15	7
Match teachers of color in their first years of teaching with a mentor teacher of color	13	14	16	11	29
Reduce school safety threats	12	11	11	12	0
Offer a peer network for teachers of color	11*	16	12	10*	29
Require ongoing anti-racist training for all school staff	10	13	11	9	14
Adopt anti-racist curricula	9	10	8	8	0
Increase teachers' access to teacher unions or professional associations	9	7	10	8	7
Develop retention goals for teachers of color	—	—	—	—	21
Mentor teachers of color about their career advancement options	—	—	—	—	7
Hire more school-based support staff	—	—	—	—	0
Increase the number of adults in the classroom	—	—	—	—	0

NOTE: This table shows teacher and panelist responses to the following question: "Which three workplace practices do you believe would be most effective to retain teachers of color in K–12 public schools?" Respondents were asked to select their top three strategies. Cells are color coded: Darker green cells represent policies selected by larger shares of respondents. Teachers of color include all teachers who did not self-identify exclusively as White. Results for Black teachers and Hispanic teachers are listed separately because we oversampled Black or African American and Hispanic/Latinx respondents and can provide nationally representative estimates. Asterisks indicate that pairwise comparisons are significantly different at the $p < 0.05$ level. White teachers served as the baseline group for Black teachers, Hispanic teachers, and teachers of color to determine whether the difference was significant. Thirty-three percent of teachers responded "I don't know" to this question; these responses were removed from the analysis. Rows with no teacher responses were strategies that emerged from the panel discussion and thus were only asked about on the panelist's exit survey.

Teachers of Color We Interviewed Indicated That Working with Other Staff of Color and Positive Collegial Relationships Could Boost Retention

Teachers' experiences of racial discrimination—which are reportedly more common in schools where less than half of the teaching staff are people of color—are linked to poor well-being and to teachers' intentions to leave their jobs (Frank et al., 2021; Steiner et al., 2022). About half of the teachers of color we interviewed said that their racial or ethnic identity affected their relationships with other teaching staff or with their school principals, and their experiences are a reminder that collegial relationships matter. Among the teachers of color who felt their race/ethnicity affected their relationships, negative experiences were more common than positive experiences.

On the negative side, some teachers of color felt that their lack of a shared race sometimes made it more difficult to build trusting relationships with colleagues, described feelings of social and professional isolation or exclusion, and felt that they had to "prove" their level of success or knowledge to their peers. As one Asian American teacher said, "I've been [at this school] ten-plus years . . . I still feel like an outcast." In fact, 36 percent of the teachers of color in our survey reported experiencing one or more of six types of racial discrimination in their schools during the 2021–2022 school year (Steiner et al., 2022).[9] Most teachers of color we interviewed who felt that their race or ethnicity negatively affected their relationships with other teaching staff said that they taught in school environments where few other teachers identified as people of color. The experiences they reported are consistent with other research (DeCuir-Gunby and Gunby, 2016; Nelson, 2019), and being in the minority among school staff is reportedly common for teachers of color (Steiner et al., 2022).[10]

On the positive side, teachers of color who worked in schools with more racially and ethnically diverse teaching staff reported being able to converse comfortably about issues of race. In general, teachers of color attributed these positive experiences to strong positive relationships with their administrators and other staff. Some principals we surveyed also thought that a positive school environment could boost reten-

tion of teachers of color, a belief that is consistent with other research that emphasizes the importance of welcoming and inclusive school culture (Mason et al., 2021; Perrone and Eddy-Spicer, 2021).

Implications

Increasing the racial and ethnic diversity of the K–12 public school teacher workforce is crucial for promoting positive student outcomes and improving the well-being of teachers of color. Improved well-being, in turn, could help promote teacher retention and engagement and thus positive academic and social and emotional outcomes for students. Moreover, increasing the racial and ethnic diversity of the teacher workforce could also increase the diversity of the principal corps, which could have a cyclical benefit for improving the diversity of teachers.

Although recent evidence suggesting that the K–12 public school teaching workforce is becoming more racially and ethnically diverse is encouraging, it remains the case that in most schools where a majority of students are people of color, the teaching staff are majority White (NCES, 2020).

Prospective teachers who are people of color face numerous barriers to becoming teachers at all stages of their career. For example, student debt, combined with relatively lower salaries, might make teaching a less attractive profession for some prospective teachers of color. District hiring and interview practices that are prone to bias can also stack the deck against potential teachers of color. Furthermore, about one-third of teachers of color told us in January 2022 that they experienced one or more incidents of racial discrimination at school, which might contribute to their decisions to exit (Steiner et al., 2022).

The good news is that these challenges are tractable and there are numerous approaches for combating these issues to choose from across recruitment, hiring, and retention. A teacher's decision to leave or stay in the profession is likely the result of several factors, and a variety of policies could influence teacher decisions. The teacher and panelist rankings that we summarize in this report suggest which set of policies and practices state and district leaders and teacher preparation programs could prioritize.

For example, teachers and panelists most value strategies that lower the cost of becoming and being a teacher, and they specifically prioritized increased pay and loan forgiveness, suggesting that such policies could be high leverage. Although fewer teachers and panelists endorsed nonfiscal strategies, education leaders and teacher preparation programs could consider implementing grow-your-own programs, license reciprocity, or a variety of actions to increase the racial and ethnic diversity of candidates in teacher preparation programs.

In addition, as several teachers and panelists noted, policies and practices that can promote workforce diversity have benefits for the entire workforce. Having said that, teacher training and labor markets are local and rarely function under ideal conditions; a policy or practice that is successful in one district might not be successful in all settings (James, Kraft, and Papay, 2022). We therefore urge policymakers and education leaders to consider local context and teacher and principal input when selecting, designing, and implementing a variety of approaches intended to increase the racial and ethnic diversity of the teacher workforce.

Recommendations

Lower the Cost of Becoming and Being a Teacher

Teachers and panelists endorsed actions that would lower the cost of becoming and being a teacher. Teachers selected increased pay as the single most popular policy among all that we listed to hire and retain teachers of color, and our teacher interviews make clear that the cost of becoming a teacher is substantial for teachers of color, particularly for Black teachers.

State policymakers could ensure loan forgiveness and scholarship programs offer enough financial relief to be attractive or design such programs if they do not exist. States could use federal funding to subsidize preparation program costs, waive licensing exam fees, or provide compensation for student teaching; Michigan and Colorado are taking some of these actions (DiNapoli, 2022; Mauriello, 2022; Meltzer, 2022; Putman, 2022). Although these actions could entice teachers of all backgrounds to the pro-

fession, they could have a disproportionate benefit for prospective teachers of color.

District leaders could consider a variety of compensation policies—such as raising salaries, retention bonuses, or incentives to work in high-need schools or hard-to-fill positions—that are likely to improve workforce diversity and benefit the workforce overall. Although these actions are costly and can be difficult to sustain, many districts are leveraging federal coronavirus disease 2019 funding to take some of these actions (Aldeman and Silberstein, 2021).

Teacher preparation programs could provide scholarships, stipends, or other forms of debt-free financial support to their attendees if they do not already do so. If possible, teacher preparation programs could consider expanding eligibility for such benefits or supporting attendees to access external financial support. For example, TNTP's TEACh program provided teachers-in-training with financial support to offset the costs of training, which made the program more attractive to aspiring teachers of color (Huguet et al., 2021).

Increase the Diversity of the Teacher Applicant Pool

Increasing the diversity of the teacher applicant pool could have downstream effects for the diversity of the teacher workforce. Our panelists endorsed a variety of policies and practices that could help meet this goal, such as grow-your-own programs, district partnerships with preparation programs that have racially diverse student bodies, and training in anti-racist hiring practices.

There is some evidence that such practices could help. Teachers of color are less likely to complete their preparation program than their White peers and, in some programs, selection practices can result in racially and ethnically homogenous student bodies (TNTP, 2020). Hiring practices that guard against racial bias might not be widespread (Papay and Qazilbash, 2021), and our data suggest that hiring a diverse teacher workforce is not emphasized in principal preparation programs.

State policymakers could consider establishing grow-your-own programs, such as those in Tennes-

see, Oregon, and Illinois (Grow Your Own Teachers, undated; Villagómez et al., 2016; West, 2022) or could mandate or incentivize teacher and principal preparation programs to make information about student and faculty diversity publicly available (e.g., North Carolina; North Carolina Department of Public Instruction, undated).

District leaders could focus on training the district and school staff who are responsible for recruiting and hiring teachers to use practices that mitigate racial bias, thoughtfully and intentionally include staff who identify as people of color as active participants in the hiring process, leverage social networks among a range of other strategies, partner with preparation programs with diverse student bodies, adopt grow-your-own programs, and attend to the diversity of the principal workforce.

Administrator preparation programs could place more emphasis on recruitment and hiring strategies that could reduce unconscious racial bias and increase the diversity of the teacher workforce, acknowledging the importance of using social networks. Such training could benefit individuals who go on to hold central office positions in human resources or talent development, as well as future principals (Goings, Walker, and Wade, 2021).

Teacher preparation programs can focus on increasing the racial and ethnic diversity within their student bodies and faculty (Drake et al., 2021; TNTP, 2020) and adjust their curricula to intentionally consider and address the needs of teachers of color in the curriculum. Teacher preparation programs should also consider actions that could increase program completion rates and licensing exam pass rates among

teachers of color if they do not already have such supports (Montamedi, Leong, and Hanson, 2018).

Focus on Building Positive Collegial Relationships and Inclusive School Environments

Teachers of color who report experiencing positive well-being and teaching in a supportive school environment are less likely to say that they are considering leaving their jobs than their peers (Dixon, Griffin, and Teoh, 2019; Steiner et al., 2022). Our teacher interview data and principal survey data, along with other research, suggest that many principals are already working to build the inclusive school environments and strong collegial relationships that make all teachers and particularly teachers of color feel valued.

State policymakers could, for example, implement principal leadership standards that focus on developing positive collegial relationships and inclusive school environments and require that principal preparation programs offer courses aligned to these standards, and oversee the programs to ensure that those standards are being met (Gates et al., 2020).

District leaders could continue to provide in-service training for principals and teachers with concrete strategies to create inclusive school environments and incentivize adoption of those strategies. Districts that do not offer such training could consider doing so. District leaders should ensure that such training is based in research evidence, is developed and led by a racially diverse group of staff who are compensated for their work, is thoughtfully communicated to staff at all levels, and avoids the appearance of being a compliance activity.

Administrator and teacher preparation programs should also continue to focus on the importance of creating an inclusive and supportive school environment as a recruitment, hiring, and retention strategy (Dixon, Griffin, and Teoh, 2019).

Practices that can promote workforce diversity have benefits for the entire workforce.

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Notes

[1]   Following Bristol and Martin-Fernandez (2019), we do not argue that White teachers are not qualified or equipped to teach students of color—indeed, many are (Goldenberg, 2014). Rather, the additional benefits that students of color derive from having teachers of color—in addition to the benefits to all students—show a need for a focus on greater racial and ethnic diversity in the teaching workforce. We also recognize that there are many other important aspects of identity, and the K-12 public school teaching workforce is not as diverse as the students it serves in such areas as gender identity, sexual orientation, or immigration status; such diversity could benefit students (NCES, 2020; Anderson, 2018).

[2]   As summarized by Carver-Thomas (2018), other barriers to entering the teaching profession include lower pass rates on licensure exams and insufficient preparation and disproportionate exposure to challenging teaching conditions—both of which are linked to higher exit rates. The lack of racial and ethnic diversity in teacher preparation programs also might be a contributing factor (Drake et al., 2021; TNTP, 2020).

[3]   Because this report is the third in a series of three reports based on the State of the American Teacher and State of the American Principal surveys, we recycle some text from the first and second reports when we describe our methods (Steiner et al., 2022; Woo et al., 2022)

[4]   The principal survey yielded 1,540 complete responses out of 3,022 eligible invitations, a 39 percent completion rate.

[5]   Survey respondents were asked to indicate their race or ethnicity in a single question that instructed them to select all the categories that applied. As we describe in our technical documentation, we constructed the following categories: non-Hispanic White; non-Hispanic Black or African American; Hispanic or Latinx of any race; Asian American, Native Hawaiian, Pacific Islander [AANHPI], which we define as teachers who did not identify as Hispanic and who identified as AANHPI); and teachers of *other racial identities* not listed earlier (which we define as teachers who did not identify as Hispanic, who identified as any race other than those listed earlier, and who identified as multiracial, except those who selected AANHPI). In this report, we focus on the responses of teachers who identified as White, Black or African American, Hispanic or Latinx, and person of color because these subgroups that were large enough to ensure national representation.

[6]   We list the organizations our 14 panelists came from in alphabetical order: American Federation of Teachers; Asian American Educators' Mentor Program; Center for Black Educator Development; Child Trends; Connecticut State Department of Education; Enseñamos en el Valle Central at Fresno State University; Massachusetts State Board of Education; Illinois State Board of Education; National Association of Secondary School Principals; National Council on Teacher Quality; National Education Association; TNTP; the University of Maryland; and Washington, D.C., Public Schools.

[7]   About half of the principals who responded to the survey answered this question, and responses were relatively evenly distributed across principal and school characteristics. Although these results are not nationally representative, they offer some insight into how principals approach recruiting, hiring, and retaining teachers of color in their schools. Most of the principals who responded to this survey question described recruitment and hiring strategies, and fewer described retention strategies.

[8]   Teachers in towns or rural areas were less likely to endorse this policy than teachers in urban and suburban areas, a difference that could reflect the lack of proximity to or availability of such programs (TNTP, 2020).

[9]   We posed the following six survey questions about discrimination based on race or ethnicity, asking for how many times respondents experienced each of these actions at school during the 2021-2022 school year: "People acted as though they were uncomfortable approaching me because of my race or ethnicity;" "Because of my race or ethnicity, people assumed that I am a foreigner;" "I have experienced online or in person harassment (emotional, verbal, or physical) at my school because of my race or ethnicity;" "I have experienced verbal or nonverbal microaggressions at my school because of my race or ethnicity;" "I have been singled out to perform additional tasks (e.g., lead discussions of diversity, counsel students) at my school because of my race or ethnicity;" and "I am held to a different set of standards and expectations than my peers because of my race or ethnicity."

[10]   In our survey, 74 percent of teachers who identified as people of color reported that they worked in schools in which less than half of the teaching staff were also people of color.

Acknowledgments

About This Report

In this report, we draw on January 2022 surveys of teachers from the American Teacher Panel (ATP) and surveys of principals from the American School Leader Panel (ASLP). The ATP is a nationally representative sample of more than 22,000 teachers across the United States. The ASLP is a nationally representative sample of more than 8,000 principals from across the United States. The ATP and ASLP are two of three survey panels that comprise the American Educator Panels, which are nationally representative samples of teachers, school leaders, and district leaders across the country. For more information about any one of the survey panels, visit www.rand.org/aep.

For technical information about the surveys and analysis in this report, please see *State of the American Teacher and State of the American Principal Surveys: 2022 Technical Documentation and Survey Results* (RR-A1108-3, www.rand.org/t/RRA1108-3). If you are interested in using AEP data for your own surveys or analysis or in reading other publications related to the American Educator Panel, please email aep@rand.org or visit www.rand.org/aep.

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