

Establishing a Culture and Climate for Recruiting and Retaining Diversified Staff

WASBO/WASPA Personnel Academy
December 3, 2020

1

The Oshkosh Area School District

- Our District's Equity Journey through the lens of training staff
- HR Strategies designed to increase the diversity of staff
- The development of the OASD's Equity and Diversity Advisory Committee

2

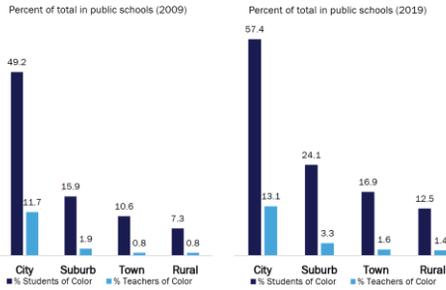
Why should Staff Diversity within your District be a Non-Negotiable?

What are mirrors and windows?

The phrase "mirrors and windows" was initially introduced by [Emily Style](#) for the National SEED Project. A mirror is a story that reflects your own culture and helps you build your identity. A window is a resource that offers you a view into someone else's experience. It is critical to understand that students cannot truly learn about themselves unless they learn about others as well.

3

Figure 4: Wisconsin Teachers and Students of Color by Locale



Source: Wisconsin Department of Public Instruction, National Center for Education Statistics

4

Benefits of Teachers of Color in our schools:

- Teachers of Color serve as positive role models
- Teachers of Color have a vested interest in the success of their students of Color as they often share similar backgrounds
- Research suggest that a teacher workforce that closely mirrors the racial makeup of the student population being served benefits all students
- Students who have access to teachers who reflect their own race and ethnic background experience such benefits as higher rates of academic achievement, attendance, high school graduation and college enrollment, while lowering the rates of suspension, dropout and discipline referrals

5

Strategies for Recruiting a more Diverse Staff

As outlined in the district's strategic plan, below are a few measures being implemented to increase the diversity of staff in our school district:

- Recruiting trips, which include visits to Historically Black Colleges and Universities (HBCUs) participating in Career Fairs.
- Forging partnerships with Career Fair Personnel on the campuses of HBCUs to help promote career opportunities within our district.
- Working with staff at UWO to engage students of color to serve as mentors for students of color in the OASD.

6

In the beginning...



7



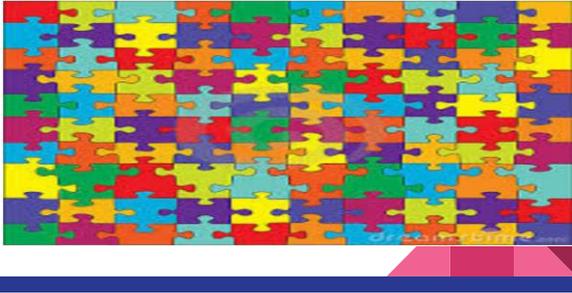
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When we know better, we do better...

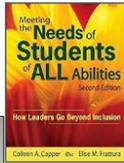
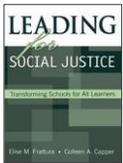


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When we know better, we do better...



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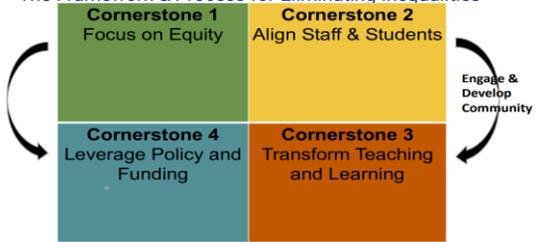
11

What This Approach Is and Is Not

What it is...
A framework to foster equity
A process
Research & evidence-based, 45 years
A journey

12

The Framework & Process for Eliminating Inequalities



13



14



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15

MADISON METROPOLITAN SCHOOL DISTRICT  **Deirdre Hargrove-Krieghoff**
Chief of Human Resources



JOURNEY
Partnerships
DIVERSITY

16



Tale of Two Cities 

RACE TO EQUITY
A Shared Road to Success
Tale of Two Cities in Dane County



17

Our story 



Great Teaching → Coherent Instruction → Thriving Workforce → Excellence with Equity

18

CROSS & JOFTUS

MADISON METROPOLITAN SCHOOL DISTRICT

Diversity, Recruitment, Hiring and Induction Review and Recommendations January 2014

19

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20

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Research & Data

Black students who had just 1 black teacher by 3rd grade were 13% more likely to enroll in college, while those who had 2 black teachers were 32% more likely*

MMSD Elementary schools with at least 1 AA teacher in (grades 4K-2)



MMSD Elementary schools with at least 1 AA teacher (grades 3-5)



Low-income black students' probability of dropping out of high school is reduced by 29% if they have one black teacher in grades 3-5*

21

Horizontal lines for notes on page 21.



25

REL Midwest Working Statements:

Statement #1: Consistent with national trends, teachers of color are underrepresented in the Racine district's workforce. Although the district has 63 percent students of color, teachers of color make up only 23 percent of the workforce.

Statement #2: African Americans are severely underrepresented in Racine's educator workforce, and in addition, African American students are experiencing disproportionate rates of academic underperformance.y 2019-2020-

Statement #3: Although students of color make up 63 percent of the student population, they comprise only 38 percent of the enrollment in the Academy of Education pathway (a grow-your-own pathway for students seeking careers in education).

Statement #4: An examination of student enrollment data, students in the Academy of Education pathway, and the demographics of newly hired teachers to the district reveals significant gaps between students of color enrolled in Racine District, the rate of students of color interested in the teaching pathway, and the rate of individuals of color hired as teachers in district.

26



STAR Program

The School-Based Teacher Academy of Racine (STAR) Residency Program is a partnership between the University of Wisconsin-Parkside (UWP) and Racine Unified School District (RUSD).

64% of diversity Cohort 1
58% of diversity Cohort 2

27

Racine Unified School District

The mission of STAR is to develop and sustain a program dedicated to closing the opportunity gap for students through the preparation and retention of diverse, high quality teachers in Racine Unified School District. The partnership between UW-Parkside and RUSD ensures that future educators become leaders, dedicated to evidence-based practices that lead to optimal student outcomes. This program will provide resident teachers with the opportunity to build a solid foundation of knowledge, skills, and dispositions required to become effective teachers of children with special needs.

[STAR Video](#)

[STAR Guidebook](#)

28



29

Racine Unified School District

New for 2021-2022 **Bilingual STAR- BSTAR**

The new BSTAR program is recently approved and endorsed by the Department of Public Instruction (DPI).

Participants need a teaching certificate to begin, and upon joining the program will have a bilingual certification within 1 year.

Participants teach in the classroom while earning their license.

30

Racine Unified School District

Institute for Urban Education Intern Program- UW Milwaukee

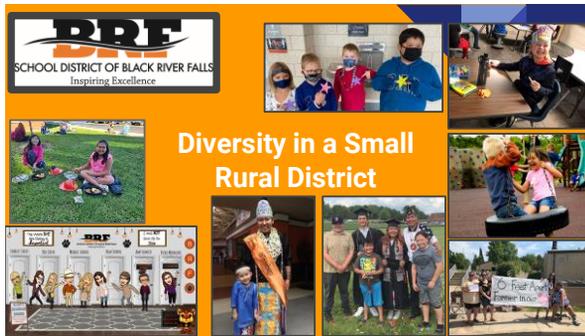
[Intern Playbook](#)

Urban Teacher Preparation Program UTPP- Carthage College

Racine Unified has partnered with Carthage College's Urban Teacher Preparation Program. This program aims to identify, instruct, inspire, and increase the number of resilient, highly effective teachers committed to teaching in high-need, urban school settings. Students in the program commit to three to four years of field experience in a specifically assigned urban school while they complete their undergraduate education. Students who complete the Urban Teacher Preparation Program earn a minor in Urban Education in addition to their degree in elementary education.

Academies of Racine

31



32

Three Areas of Focus

1. Grow Our Own (Influence Students)
2. High Quality Mentorship
3. Honor the Culture in Meaningful Ways

33



- Both formal and informal
- Teaching Assistants (TA's)
- Youth Tutors
- 21st Century Grant program aide
- Educators Rising

34

Collaborative Initiatives




High Quality Mentorships

35

Youth Services Partnership

Home School Coordinators/Teachers in each building

Monthly meeting with Youth Services Coordinator Principals

- Data shared with Youth Services
- Universal Screener data
 - Reading Levels
 - Grades
 - Access given to see assignments and scores

Back-to-School Bash - Youth Services coordinates - added Teacher volunteers

Ho-Chunk Nation Youth Services



36

Clan Mothers / Talking Circles

Ho-Chunk Elders whom provide counsel and guidance to young students grounded in their experience with the Ho-Chunk way of life



1. Gain a deeper understanding of their identity as a young Ho-Chunk
2. Develop greater self-confidence and character
3. Learn a cultural framework to help them make positive choices
4. Understand the resources available to them
5. Have DIRECT interactions with tribal members that are held in the highest esteem - within our school setting



37



38

Honoring Culture

- Flying the Ho-Chunk flag
- Graduation Ceremony Drum Group prior to National Anthem
- Graduates wearing stoles
- Student Government - Student Senate and Wonk-Sheek-Wa-Check
- School Board Committees each seeking Ho-Chunk representation...



39

New Teacher Orientation

- 8:00-8:30 **Breakfast and Welcome**
- 8:30-9:10 **Kinship**
- 9:10-9:45 **Historical Trauma**
- 9:45-10:00 **Break**
- 10:00-10:40 **Behavioral Health**
- 10:40-11:15 **Misconceptions and SEED Introduction**
- 11:15-11:45 **Bus Tour and Trip to HoChunk Nation Local Area/Resources:**
*Mission neighborhoods, Sandpilotow neighborhoods, Hochunga, Pow Wow Grounds,
 Tribal Court and Justice Center Building, Youth Services building*



40

Continuous Learning



2019 Institute
 June 25-27
 (Thursday - Saturday)
 at the Onisk 1 Community Center
 on Black River Falls, WI

See opposite side of flyer for more details.
 Use location address above (public works) is available.
 Register online at:
<https://go.uwex.edu/2019>

Learn more about Earth Partnership:
www.earthpartnership.org
 Contact us at:
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earthpartnership@uwex.wisc.edu



41

Questions?
COMMENTS?
Concerns?



42