

## APPENDIX A: Landscape Mapping Definitions

To guide our landscape mapping process, our team developed a set of search terms and definitions to help guide our search process. Definitions were initially developed based on definitions outlined in the DEW Task Force report and expanded upon based on outreach to stakeholders in the field. The definitions are intended to be inclusive of a wide range of programs, initiatives, partnerships, and organizations while maintaining a clear focus on the outcome of increasing diversity of the educator workforce in New England.

Key search considerations:

- Programs/initiatives/organizations included were **active** during the time of the landscape mapping (August 2021-February 2022) and have an **explicit** and **named focus** on increasing educator diversity.
- How are we defining “educator”? We are using the most inclusive definition of educator, which includes any school/district staff who are involved in students’ educational experience (e.g., paraprofessionals, teachers, counselors, interventionists, administrators).

Focus Area	DEW Report Definition	Regional Mapping Search Definition
<b>Cultivating Interest</b>	<i>“Cultivating an interest in becoming an educator means creating the environment and conditions that allow for racially, ethnically, and linguistically diverse students to see themselves as public school teachers”</i>	<b>Includes:</b> <ul style="list-style-type: none"> <li>- Programs/initiatives/organizations that explicitly target racially, ethnically, and linguistically diverse students in K-12 schools to encourage them to consider a career in education</li> <li>- Programs/initiatives/organizations that provide internships/hands on experiences in the educator sector to diverse students in K-12</li> <li>- Grow-your-own programs and supports focused around high school students, which provide students access to the coursework, interests, exposure, and credentials necessary to enter preparation programs</li> <li>- Programs/initiatives/organizations that deliberately target racially, ethnically, and linguistically diverse individuals post-high school (e.g., working-age adults and/or individuals currently enrolled in higher education) to encourage them to consider a career in education</li> </ul>

Focus Area	DEW Report Definition	Regional Mapping Search Definition
<b>Supporting program completion</b>	<p><i>“The research identifies a variety of barriers to program completion... navigating the transition from high school to higher education, the financial burden of higher education, perception of the teaching profession as low-paying or low-status, and basic skills tests as a prerequisite for teaching programs. Any potential solutions must be tailored to the needs of potential candidates and must work to address many of [these] barriers.”</i></p>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>- Programs/initiatives/organizations that provide supports to racially, ethnically, and linguistically students/individuals to complete educator preparation programs</li> <li>- Programs/initiatives/organizations that specifically strive to reduce barriers to program completion, such as scholarship programs, stipend programs, and supports intended to provide support to candidates of color during the transition from high school to an educator prep program and/or during the time they are enrolled in the preparation programs</li> <li>- Programs/initiatives that target diverse paraprofessionals who have interest in pursuing teaching credentials</li> <li>- Grow-your-own programs and supports focused on paraprofessionals—providing access to the credentials necessary to become certified teachers</li> </ul>
<b>Streamlining Certification</b>	<p><i>“Most states require the passing of teaching licensure exams as part of their certification requirements.”</i></p>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>- Statutes and regulations that directly reference diversifying the educator workforce</li> <li>- Programs/initiatives/organizations aimed at streamlining certification (ex: SBE sub-committees, SEA-led task forces aimed at revising certification standards, etc.)</li> <li>- Advocacy groups/efforts focused on streamlining certification processes</li> <li>- Alternative certification programs focused creating pathways for diverse educators to enter the profession</li> </ul>

Focus Area	DEW Report Definition	Regional Mapping Search Definition
<b>Recruiting &amp; Hiring</b>	<p><i>“Recruiting and hiring more educators of color is critical to increasing the diversity of our education workforce. If our system is able to recruit, train, and certify aspiring racially, ethnically, and linguistically diverse teachers and leaders, it also needs to ensure that they are made aware of openings, feel welcome to apply, and have screening, interview, and job offer experiences that are inclusive.”</i></p>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>- Teacher residency programs that target diverse educators (partnerships between district and higher education partner)</li> <li>- Grow-your-own programs and supports focused on paraprofessionals—providing access to the credentials necessary to become certified teachers</li> <li>- Programs/initiatives that target diverse paraprofessionals who have interest in pursuing teaching credentials</li> <li>- Programs/initiatives/organizations, including district-led efforts, that have a deliberate focus on recruiting diverse educators to apply for educator positions</li> <li>- Programs/initiatives/organizations that provide supports to individuals during the job application process</li> <li>- Programs/training initiatives that target district HR departments focused on creating an unbiased and inclusive job application process</li> <li>- Initiatives/efforts, either by districts or advocacy organizations, to change the job application process to ensure that they are made aware of openings, feel welcome to apply, and have screening, interview, and job offer experiences that are inclusive</li> <li>- Programs/initiatives/organizations that seek to build the capacity of districts to systematically track data related to the diversity of their applicant pool and hired staff, as well as set targets based on data to increase the diversity of the educator workforce in the district</li> <li>- Grow-your-own programs focused on after-school staff</li> <li>- Financial incentive programs (e.g., mortgage assistance) to support educators of color in a specific district</li> <li>- Partnerships between school district and EPP that guarantees job placement after program completion</li> </ul>
<b>Supporting, retaining, &amp; promoting</b>	<p><i>“Supporting racially, ethnically, and linguistically diverse educators of color means ensuring that new teachers of color are assigned to and within schools equitably, and that schools and districts create effective systems to onboard, mentor, and support those teachers. States, schools, and districts must attend to inequitable pay and under-resourced schools, provide clear pathways for career advancement, and evaluate and promote educators equitably.”</i></p>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>- Programs/initiatives/organizations that convene or support the creation of affinity groups at the regional/state/district/school level</li> <li>- Programs/initiatives/organizations that network racially, ethnically, and linguistically diverse educators and provide spaces to share experiences, opportunities, positions.</li> <li>- Programs/initiatives/organizations that support (or incentivize) the career trajectory of racially, ethnically, and linguistically diverse educators (ex: Influence100 in MA, BLAC in CT, etc.)</li> <li>- Programs/initiatives/organizations that provide formal and informal mentoring opportunities to educators of color (paraprofessionals, teachers, building and district administrators).</li> </ul>