

Teacher Recruitment, Retention, and Cultural Competency Training Program

(TRRACCT) Program Proposal Drafted by Rhea Dunn and Lauren K. Gibbs

July 15, 2015

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TABLE OF CONTENTS

Need (Core Values)	3
Mission (Outcomes)	3
Goals (Impact)	3
Description of Program Objectives (Output/Activities)	4
<i>Recruitment and Retention Strategies</i>	4
A) <i>Recruitment</i>	4
B) <i>Hiring</i>	4
C) <i>Retention</i>	5
<i>Assessment and Evaluation/Culturally Diverse Curriculum and Pedagogy</i>	5
<i>Professional and Community Cultural Competency Development</i>	7
A) <i>Instructional and Pedagogical Coaching</i>	7
B) <i>Anti-Discrimination and Anti-Racist Training</i>	8
<i>Incorporating Community Feedback</i>	8
<i>Funding Considerations</i>	9
Resource List	10

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Need (Core Values)

The following program proposal is being developed (with collaborative input from students, parents, educators, administrators, and community members) in an effort to address the need for recruiting and retaining a more culturally diverse teaching faculty, which will reflect and honor the rich heritage of the Cambridge Public Schools (CPS) student population, and larger community. *(See student/staff statistical data by race and updates from Affirmative Action Office, and Human Resources at CPSD: Allen, B. J. (2014/2015), Gibbs, L. K. (2014/2015), and McLaughlin, K. (2014/2015))

Mission (Outcomes)

This program intends to recruit and retain a culturally diverse teaching staff, and provides effective and successful multicultural engagement and mentoring for students and educators. It also offers opportunities for training, coaching, evaluation, and problem solving to supplement existing measures utilized in addressing issues of racism and cultural discrimination within CPS and the larger community.

Goals (Impact)

The long-term goals of this program are designed to have a positive lasting impact in an effort to help address and reverse the effects of racism and discrimination, and improve the lives of all members of the CPS and larger community. The mission and objectives of this program are structured to support the districts' ability to deliver successful and meaningful learning experiences for collaborators, teachers, students, and their families in the following ways:

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- Promoting leadership and empowerment opportunities for teachers and students of color
- Improving the cultural competencies of all program participants
- Building pathways for addressing and eradicating the effects of racism and discrimination
- Practicing restorative justice principles and increasing the capacity for human and social growth and peace

Description of Program Objectives (Output/Activities)

- *Recruitment and Retention Strategies*
 - A) **Recruitment** - Parents and community members will collaborate with the CPS Superintendent of Schools, CPS Director of Human Resources, CPS Affirmative Action Officer, local colleges, and universities to create a biannual schedule to present at career services job fairs and events. The recruitment team will develop lasting relationships with directors and coordinators of undergraduate and graduate student organizations dedicated to multicultural activities (i.e., affinity groups <<such as Asian, Latino, Native American, and Black Student Unions, etc.>> at Harvard University, Massachusetts Institute of Technology, UMass Boston, Northeastern University, Cambridge College, Lesley University, etc). Ongoing consistent (weekly or monthly) notifications of the recruiting program, and periodic (as available) notices of any open employment vacancies will be forwarded to a mailing list of social media, and community organizations (i.e., CCTV, radio stations, Cambridge Chronicle, La Alianza Hispana, ATASK, Comunidad Latina, Haitian organizations, African American organizations, Latino organizations, Asian organizations, etc.

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Various social/cultural/spiritual organizations throughout the Metro Boston area...).

Recruitment team members will send out communications via phone, email, message boards, and traditional letter/flyer, etc.

- B) **Hiring** - A more culturally diversified list of parents and community stakeholders may need to be assembled as a reserve board that can support a balanced perspective throughout the hiring committee selection process (from resume readings, interviews, and votes). The reserve hiring board may function to assist the recruitment and hiring process at any or all schools as a whole.
- C) **Retention** - The importance of hiring a diverse teaching staff is only effective if these teachers find their positions worthwhile and rewarding. Working in a learning community where you are respected, appreciated, valued, supported, mentored, and well trained and well evaluated, leads to confidence, growth, satisfaction, and success for all. Retaining teachers is as much about the individuals hired, as it is about their relationships with co-workers, and the students and the families they serve.
- Encouraging teachers to stay within a school requires an understanding of what those particular teachers need and want to accomplish their instructional and professional goals. Utilizing the program objectives outlined in this proposal (i.e., multicultural competency assessment and coaching, anti-discrimination/anti-racist training, and incorporating community feedback) will assist with developing plans as additional recruitment and hiring takes place.

- *Assessment and Evaluation of Culturally Diverse Curriculum and Pedagogy*

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Independent collaborating institutions will provide teams (professors and/or graduate student assessors) as employees (for pay/work-study) or field experience interns (for credit). The collaborating college or university will provide teams with a faculty advisor/mentor who will serve as an offsite supervisor, and an onsite faculty supervisor/mentor will be identified by the CPS. Supervisors and teams must have experience with multicultural and social/restorative justice education. Assessors will work in teams of at least two people, who will commit to 2 to 3 visits per year. Each team will evaluate the presence and effectiveness of the multicultural curriculum and teaching methods, and may produce case studies of several classrooms. All departments will be visited within one year in order to complete a consistent assessment of the whole community at once. Teams from each higher learning institution will provide assessments within a given department or subject area, based on their research background or specialization. For example, all teams will conduct evaluations of teachers' ability to deliver multicultural curriculum, with each institution covering a particular group of classes, i.e.:

MIT = Math or Sciences

Emerson College = Performing Arts

Mass Art = Visual Arts

Berklee College of Music = Music

Lesley University = TBA

Cambridge College = TBA

Northeastern University = TBA

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Boston University = TBA

Harvard University Graduate School of Education = TBA

University of Massachusetts Boston = TBA

*(See resource on page 9: Metropolitan Center for Urban Education (2008))

- *Professional and Community Cultural Competency Development*

A) Provide teachers with **Instructional and Pedagogical Coaching** to address issues of: racial and cultural bias in research and curriculum, perception and bias relating to disparate disciplinary treatment and classroom/behavior management, differentiated curriculum development/adaptation in order to engage students with various learning styles, and consistently presenting materials that are relevant to students' interests and cultural experiences (drawing from the historical and contemporary contributions of people of African, Asian, Latino, and Native American descent). Teachers need easy access to information about the progress of civilization through multicultural lenses with regard to technological inventions, scientific/mathematical findings, humanitarian efforts, business and economics, etc.,. They also need experience with planning and implementing culturally sophisticated (hands on) projects, that reach students through interactive video, digital games, music, arts, etc) *(See Takaki, R. (1993), Takaki, R, and Steffoff, R. (2012), Metropolitan Center for Urban Education. (2008))

B) Provide professional **Anti-Discrimination and Anti-Racist Training** for all teachers, administrators, and students, with an option for parents and school collaborators. It may also be beneficial to provide integrated and segregated anti

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racism/discrimination seminars as a way to provide a comfort zone/safe space to have open and honest discussions. Racial Equitecture, Allies for Change, Cambridge Center for Adult Education, United Nations, ACLU, Teachers Unite, Anti-Racist Alliance, or other organizations might have models to utilize (some might provide free/discounted trainings) *(See additional resources on page 9: Beckwith, B. (2006), McAfee, M. (2008), Morrison, M.(2008), and Patel, P. (n.d.))

- *Incorporating Community Feedback*

A biannual survey questionnaire will be administered for teachers, students, and parents in order to gather information related to cultural diversity. The survey will solicit feedback through a series of multiple-choice questions with and without numerical scale ratings and open response sections (with an option for remaining anonymous).

Information gathered will be used to incorporate questions, comments, concerns, and suggestions from the community into the evaluation and improvement of CPS programs and initiatives. The following is an example of how community feedback will be used to create improvements:

An anonymous quote, “Today a faculty member of color said to me that many kids do not see a faculty member of color all day at CRLS”. This comment is matched with anonymous suggestions to hire more teachers of color and get a graduate student intern of color in each classroom. Reviewing the feedback leads to community discussion and collaborative plans to develop and implement a CPS initiative (such as, the TRRACCT Program)

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*(See the following resources from list on page 9: Dexter, E. (editor) (2015), and Gibbs, L. K. (2014/2015))

Funding Considerations

No itemized budget has been developed at this point because the proposal is in the drafting stages. However, recent successful restorative justice funding in New York City has been achieved with serious encouragement for other cities to follow suit. *(See news articles from Teachers Unite and Dignity in Schools Campaign (2015))

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July 15, 2015**

RESOURCE LIST

- Allen, B. J. (2014/2015). CPSD HR Update. Cambridge, MA: Cambridge Public Schools District.
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<http://www.antiracistalliance.com/ARA-training.html>.
- Beckwith, B. (2006). Spurred to action: Voices of participants in “White People Challenging Racism: Moving from talk to action”-Facilitators Group. Cambridge, MA: Cambridge Center for Adult Education
- Dexter, E. (editor). (2015). CRLS Teacher Testimony at FY16 School Committee Budget Hearing for CPS Teachers. [Online Resource]
<https://publicschoolnotes.wordpress.com/2014/12/17/transcript-of-cps-teacher-budget-requests-and-priorities-at-cps-budget-hearing/>,
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- McAfee, M. (2015). Racial Equitecture [Online Resource] <http://www.racialequitecture.com>,
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**Teacher Recruitment, Retention, and Cultural Competency Training Program
(TRRACCT) Program Proposal Drafted by Rhea Dunn and Lauren K. Gibbs
July 15, 2015**

<http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf> New York University-Steinhardt

Morrison, M. (2008). Why Offer an Anti-Racism Seminar for White People? [Online Resource]

<http://www.alliesforchange.org/documents/why-an-anti-racism-seminar-for-white-people-2014.pdf>. Allies for Change <http://www.alliesforchange.org/resources.html>

Patel, P. (n.d.). Notes on gender and racial discrimination. [Online Resource]

<http://www.un.org/womenwatch/daw/csw/Pate145.htm> United Nations-Womenwatch

Takaki, R, and Steffoff, R. (2012). A Different Mirror for Young People. New York, NY: Seven Stories Press.

Takaki, R. (1993). A Different Mirror: A History of Multicultural America. Boston, MA: Little Brown and Company

Teachers Unite and Dignity in Schools Campaign. (2015). Victory! City Council Allocates \$2.4

Million for Restorative Justice Pilot. [Online Resource] www.TeachersUnite.net,
<http://www.teachersunite.net/content/victory-city-council-allocates-24-million-restorative-justice-pilot>