Teacher Diversification Project
Update
Barbara A. Malone, Executive Director of Human Resources
Members of the Teacher Diversification Project Team
June 7, 2023

Overview

Last Spring in June the Teacher Diversification Project team members reported to the School Committee on the activities of this group. We explained that the genesis of this project began with a Department of Elementary and Secondary Education initiative and that 8 employees represented the District in participating in a year-long project to provide training and professional development on how to diversify the educational workforce in our district. Please refer to the report to the School Committee from June 8, 2022 for more information. At that time we were hopeful that a grant application to the Department of Elementary and Secondary education to assist us in our endeavors would be forthcoming. Unfortunately, Shrewsbury Public Schools was not accepted as a grant recipient.

For the 2022-2023 we expanded our team to include more individuals and Dr. Sawyer authorized a small stipend to support our work, despite loss of the grant. This year our team members included:

Felicitie Boisvert, Social Worker, District
Robert Dunn, Middle Level Coordinator, Social Studies
Maura Egan, English Teacher, Oak Middle School
Chris Girardi, Principal, Major Howard W. Beal School
Jordan Grinstein, Director of Mindfulness, District
Nga Huynh, Assistant Principal, Shrewsbury High School
Maria Clara Macedo-Wood, Media Assistant, Shrewsbury High School
Barb Malone, Executive Director of Human Resources, District
Christina Manos, Director of English Language Learning, District
Kristen Minio, School Adjustment Counselor, Oak Middle School
Kara Richardson, School Adjustment Counselor, Walter J. Paton School
Denise Satterfield, Mathematics Teacher, Shrewsbury High School
Audreanna Sauro, Grade Four Teacher, Major Howard W. Beal School
Lindsey Stasiowski, Human Resources Manager, District
Patricia Waterhouse, Director of Middle School Special Education

These individuals split into three sub-committees to tackle our goals, which will be discussed after sharing updated data.

Data on Staff Diversity

Data doesn't always tell the "whole story" when it comes to issues of diversity in employees and students. For example, sometimes families or employees don't self-report their form of diversity. Some may find the federal categories to be out-of-date or offensive, and others report, but the reporting categories don't reflect the unique diversity of the student or staff member. Some examples include: backgrounds in coming to America as an English Language Learner from an Eastern European country, which typically shows as "white" in our reporting; LGBTQ+ faculty or students; faculty whose children or spouses are diverse, even if they themselves are not considered so; and religious diversity. Another excellent example is the category of "Asian," which covers numerous different countries of origin and the respective cultures both within and between those countries.

With the above caveats in mind, here is some important data about Shrewsbury Public Schools. The first two tables are published by the Department of Elementary and Secondary Education and give context regarding Shrewsbury's student and staff demographics in comparison to state-wide demographics:

State-provided data

Table One
Massachusetts School and District Profiles
Shrewsbury
Student Enrollment Data by Race/Ethnicity (2022-2023)

Race	% of District 2022-2023	% of State 2022-2023
African-American	3.8%	9.4%
Asian	34.5%	7.3%
Hispanic	9.9%	24.2%
Native American	0.6%	0.2%
White	46%	54.4%
Native Hawaiian, Pacific Islander	0.0%	0.1%
Multi-race, non-Hispanic	5.2%	4.4%

Table Two
Massachusetts School and District Profiles
Shrewsbury
All Staff Data by Race, Ethnicity, Gender by Full-time Equivalents (2022-2023)
Represents all staff reported through the state's Education Personnel Information Management System (EPIMS)

Demographic	District Staff Full-Time Equivalents	% of District Total	State Staff Full-Time Equivalents	% of State Total
African-American	16	1.76%	7,395.4	5.11%
Asian	60.6	6.70%	2,838.5	1.96%
Hispanic	19.7	2.18%	8,710.3	6.02%
White	802.6	88.69%	124,609.2	86.10%
Native American	1.0	<1%	162.7	0.11%
Native Hawaiian, Pacific Islander	0.0	0.00%	98.1	0.07%
Multi-Race, Non-Hispanic	5.0	<1%	904.8	0.63%
FTE Count	904.9	100%	144,719	100%

This is static data reported as a lagging indicator to the state, and does not include employees who have recently resigned or retired.

District-level data

We also "dig deeper" into the data by running a more current report from our MUNIS system. For this year's report, we have been able to provide a more specific breakdown by demographic group. The tables showing current statistics for this school year will now be used as a baseline set of data going forward. The tables showing our hiring statistics for the past two school years provide insight into what level of progress we are making in diversifying staff.

Note that statistics will not add to 100% as employees choose Hispanic/Latino (or not) first, and then choose a race, or can choose multiple races, or no race at all; therefore, some individual staff members may be counted more than once across categories.

Professional Educators:

These roles include all licensed professional educator roles, including teachers, counselors, psychologists, nurses, etc.

Table Three
Professional Educators – 2023
as of 5.5.2023

Race/Ethnicity	# of Professional Educators	% of Professional Educators
Hispanic or Latino	8	1.46%
Asian	14	2.56%
Black	4	0.73%
Two or more races/non-Hispanic	3	0.55%
American Indian	2	0.37%
White	528	96.52%
No record	1	0.18%
Total	547	

Table Four
New Professional Educators Hired over Past 2 School Years: 2021-2022 and 2022-2023
as of 5.5.2023

Race/Ethnicity	# of Professional Educators	% of Professional Educators
Hispanic or Latino	5	4.8%
Asian	7	6.73%
Black	3	2.88%
Two or more races	0	0.00%
American Indian	1	0.96%
White	94	90.38%
No record	0	0.00%
Total in current active status	104	

Tables Three and Four in combination demonstrate that we have hired professional educator candidates in diverse categories in higher percentages in the last two years, compared to

existing staff. For example, our overall percentage of Hispanic professional educators on 5.5.2023 was 1.46%, 8 professional educators, but in the last two years we have hired 5 of those individuals at a percentage of 4.80% of total hires. Another example is that our overall percentage of Asian professional educators on 5.5.23 was 2.56%, 14 professional educators, but in the last two years we have hired 7 of those individuals at a percentage of 6.73% of total hires. While the numbers showing progress are small and progress is slower than our team would like, we are making progress towards diversifying our professional educator workforce in the last two years.

Paraprofessional Roles:

Table Five
Paraprofessionals – 2023
as of 5.5.2023

Race/Ethnicity	# of Paraprofessionals	% of Paraprofessionals
Hispanic or Latino	8	2.66%
Asian	51	16.94%
Black	16	5.32%
Two or more races	3	1.00%
American Indian	3	1.00%
White	230	76.41%
No record	3	1.00%
Total	301	

Table Six
Paraprofessionals Hired over Past 2 School Years: 2021-2022 and 2022-2023
as of 5.5.2023

Race/Ethnicity	# of Paraprofessionals	% of Paraprofessionals
Hispanic or Latino	7	5.5%
Asian	35	27.56%
Black	11	8.66%
Two or more races	0	0.00%
American Indian	0	0.00%
White	82	64.57%
No record	0	0.00%
Total	127	

Tables Five and Six in combination demonstrate that we have hired paraprofessional candidates in diverse categories in higher percentages in the last two years, compared to existing staff. For example, our overall percentage of Hispanic employees on 5.5.2023 was 2.66%, 8 paraprofessionals, but in the last two years we have hired 7 of those individuals at a percentage of 5.5% of total hires. Another example is that our overall percentage of Asian paraprofessionals on 5.5.23 was 16.94%, 51 paraprofessionals, but in the last two years we have hired 35 of those individuals at a percentage of 27.56% of total hires, which is approaching the representation of 34.5% of our students being Asian. These numbers demonstrate that we have been making significant progress towards diversifying our paraprofessional workforce in the last two years.

Daily Substitutes:

Table Seven

Daily Substitutes – 2023
as of 5.5.2023

Race/Ethnicity	# of Daily Substitutes	% of Daily Substitutes
Hispanic or Latino	2	1.45%
Asian	21	15.22%
Black	1	0.72%
Two or more races	0	0.00%
American Indian	0	0.00%
White	79	57.25%
No record	39	28.26%
Total	138	

Table Eight
Daily Substitutes Hired over Past 2 School Years: 2021-2022 and 2022-2023
as of 5.5.2023

Race/Ethnicity	# of Daily Substitutes	% of Daily Substitutes
Hispanic or Latino	2	1.75%
Asian	17	14.90%
Black	1	0.87%
Two or more races	0	0.00%
American Indian	0	0.00%
White	64	56.14%
No record	31	27.19%
Total	114	

Tables Seven and Eight in combination demonstrate that our hiring practices for the last two years have resulted in static results for our day-to-day substitute teacher positions. These positions result in significant turnover, but also are a "feeder" role into paraprofessional positions. These numbers demonstrate that we need to continue efforts to hire diverse day-to-day substitute teachers.

Applicant Pools

Tables Nine and Ten below show the total number of candidates' racial and ethnic identity across all roles. Despite our efforts to bring in more applicants of color, the pools from the last two full calendar years have remained relatively static in racial/ethnic distribution. Similar statistics that include the current hiring season for 2023-2024 will be available after 12.31.2023. It should also be noted that these statistics represent all applications submitted, regardless of whether the applicant is qualified or licensed for a particular position.

Table Nine
All Candidates/All Roles Equal Employment Opportunity (EEO) Summary Report for 2021-2022 School Year
Full hiring season completed 12.31.2021

EEO Summary Report (2021)	
Race	# of Applicants
White	2031 (75.00%)
Not Provided	267 (9.85%)
Hispanic or Latino of any race	191 (7.05%)
Asian	115 (4.25%)
Black or African American	63 (2.32%)
Two or more races (Not Hispanic)	34((1.26%)
American Indian or Alaskan Native	4 (0.01%)
Native Hawaiian or Other Pacific Islander	3 (0.01%)
Total Applicants	**2708**

Table Ten

All Candidates/All Roles Equal Employment Opportunity (EEO) Summary Report for 2022-2023 School Year
Full hiring season completed 12.31.2022

EEO Summary Report (2022)	
Race	# of Applicants
White	1353 (71.97%)
Not Provided	181 (9.63%)
Hispanic or Latino of any race	140 (7.45%)
Asian	123 (6.54%)
Black or African American	40 (2.13%)
Two or more races (Not Hispanic)	35 (1.86%)
American Indian or Alaskan Native	6 (0.32%)
Native Hawaiian or Other Pacific Islander	2 (0.11%)
Total Applicants	**1880**

Goals

Last year we outlined the following goals in our presentation to the school committee:
- Recruit for diversity of experience, background and talent, and help with licensure if the person doesn't have it
- Assemble hiring teams that are themselves diverse, including diverse parents
- Orient all hiring teams covering "Circle of Trust" exercise to explore possible in-group bias, article on confirmation bias, legal "do's and don'ts" of interviewing
- Include interview questions that include specific questions/scenarios that address issues of diversity, belonging, inclusion and equity
- Continuing and expanding our work into the 2022-2023 school year
- Continue to expand our postings and presence
  - Diverse colleges and universities
  - Improve verbiage on our postings
  - Diverse websites
  - Job and career fairs
- Expand training for our District Leadership Team, as it relates to hiring for diversity
- Revise Guide to Personnel Hiring
  - Create bank of diversity-related questions for interview teams
  - Revise all language with an eye to diversity, inclusion, equity, and belonging
  - Create a bank of activators like the "Circle of Trust" exercise

We organized into sub-teams within our overall teams and the accomplishments of each group are outlined below.

Guidelines to Personnel Hiring Handbook sub-group

This year the Personnel Hiring Handbook sub-group revised the guideline to hiring. The new draft will undergo additional revisions and discussion during leadership meetings this coming summer and includes best practices from the Department of Elementary and Secondary Education for building a diverse workforce.

Additional specific accomplishments include:
- Identified a comprehensive list of diversity-related questions for District Leadership Team (DLT) members to use as they lead search committees.
- Continued to work with applicants to secure licensure for candidates who are coming to the profession in Shrewsbury from a variety of backgrounds and experiences.
- Created a new option for the anti-bias exercise beyond the "Circle of Trust" so that hiring teams have a non-repetitive experience as different positions are opened.
- Created a bank of parents willing to serve on selection committees and made it available to all DLT members.

2023-2024 Goals
Our next steps include rolling out the Personnel Hiring Handbook in time for the bulk of our hiring in January 2024-June 2024, including the new diversity questions, and anti-bias activity, create a more-streamlined/"to scale" process for guiding interested candidates in how to obtain teacher licensure in their chosen field, create a new bank of parents willing to serve on selection committees in the upcoming year, and creating a more intentional paraprofessional-to-teacher pipeline.

Recruitment and Retention sub-group

This year, the recruiting sub-group spent time reaching out to local institutions of higher education in order to cultivate relationships and contacts, build our resources, develop marketing tools that promote the value of working in Shrewsbury Public Schools, as well as to participate in recruitment events.

During the winter and spring of 2023, we participated in career fairs at Worcester State, Framingham State, UMass Boston, Marlborough Public Schools, and the DESE Virtual Career Fair. In addition, paraprofessional positions and substitute positions were posted at area apartment complexes, utilizing a QR code for easy access to our open positions on our website.

Other specific accomplishments include:
- Creating a banner and tablecloths for use at recruitment events
- Shrewsbury Public Schools t-shirts for recruitment purposes

- Student-created pamphlets to hand out to prospective candidates, with the QR code printed on it

2023-2024 Goals

This sub-group's long term goal is to build the foundations within our district to grow diversity among our staff. In the upcoming year, our goal is to deepen our connections with field experience coordinators at colleges and universities.

We will do this by:
- Joining the Massachusetts Partnership for Diversity in Education which is a multicultural staffing initiative for public schools with a large consortium of member districts across Massachusetts
- Participating in recruitment events at the rate of at least one per month
- Connecting with the Office for Multicultural Affairs at local colleges and universities
- Developing practices and protocols aimed at eliciting meaningful feedback from student teachers and practicum placements.

The team envisions continuing to expand our postings and presence across diverse platforms including:

- IMDiversity
- The Teacher's Lounge
- Handshake

The team also acknowledged the need to improve and revise the Shrewsbury Public Schools Human Resource page of our website to highlight the district's commitment to expanding the diversity of our staff with an emphasis on inclusion, equity, and belonging.

Professional Development Sub-group

The Professional Development subcommittee's work focused on increasing awareness and deepening understanding of the impacts of implicit biases in the hiring process. Because the members of the District Leadership Team lead the hiring committees throughout the district, one goal is to support DLT to operate through a lens of equity in the hiring process. This will allow DLT members to better lead conversations, skillfully and with sensitivity, throughout the stages of the hiring process. Stages of hiring include:

1. Prescreening process by DLT Member
2. Hiring committee participates in an equity activity
3. Committee interviews with individual candidates which includes at least one question about DEIB
4. Debrief discussion within the hiring committee

2023-2024 Goals

Our proposed action steps for the 2023-24 academic year include professional development delivered at each DLT meeting. Professional development will focus on social identity development, as well as learning about and unpacking our biases while confronting confirmation bias. Confirmation bias is the tendency to interpret information in a way that confirms or supports one's beliefs or values, which are based on our social identities and our lived experiences. We will also work to create a space in which we can practice difficult conversations and the ensuing discomfort, all of which could be transformative in our approach to hiring and retaining diverse candidates.

Long-Term Strategic Staffing Planning

Our long-term strategic staffing plan remains largely unchanged from when we reported to the School Committee last June. The cycle identified by the Department of Elementary and Secondary Education includes Recruit, Revitalize, and Retain.

We see the following ideas as aspects of long-term planning that need further development and discussion:

- Ongoing dialogue between the work of the Teacher Diversification Project and other diversity, belonging, inclusion, and equity (DBIE) work that is ongoing in the district
- Ongoing professional development
- Deeper development of paraprofessional-to-teacher pipelines
- Deeper development of internships and pre-service training
- Mentorship of new teachers of color paired with more experienced teachers of color

Conclusion

The work of increasing the diversity of our teaching and professional staff feels daunting at times and there are many different ways to go about meeting our goals. Continual consistent work on the identified goals will bring us closer to where we want to be, which is to give students the opportunity to have role models in teachers who look like them, and where someday we can have true equity in our staffing and school environments.