Human Resources and Induction in Public Policy: Advancing Critical Cosmopolitan Aims

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Abstract: This paper focuses on the role of public policy in human resources and induction programs to increase the number of Teachers of Color and Indigenous Teachers (TOCIT). To that end, we provide an overview of the public policy landscape, followed by an exemplar that

provides a vision of possibilities currently being enacted. We end by advancing specific public policy recommendations and their implications.

Keywords: human resources; induction; minority group teachers; public policy; diversity (cultural) as a value

Recursos humanos e inducción en políticas públicas: Avanzando objetivos cosmopolitas críticos

Resumen: Este artículo se centra en el papel de las políticas públicas en recursos humanos y programas de inducción para aumentar el número de Maestros de Color y Maestros Indígenas (en inglés, TOCIT). Con ese fin, proporcionamos una descripción general del panorama de políticas públicas seguida de un ejemplo que brinda una visión de las posibilidades que se están implementando actualmente. Terminamos avanzando recomendaciones específicas de políticas públicas y sus implicaciones.

Palabras-clave: recursos humanos; inducción; profesores de grupos minoritarios; política pública; la diversidad (cultural) como valor

Recursos humanos e indução em políticas públicas: Avançando objetivos cosmopolitas críticos

Resumo: Este artigo enfoca o papel das políticas públicas em recursos humanos e programas de indução para aumentar o número de Professores do Cor e Professores Indígenas (em inglês, TOCIT). Para esse fim, fornecemos uma visão geral do panorama das políticas públicas seguida de um exemplo que fornece uma visão das possibilidades que estão sendo implementadas atualmente. Terminamos avançando recomendações específicas de políticas públicas e suas implicações.

Palavras-chave: recursos humanos; indução; professores de grupos minoritários; políticas públicas; diversidade (cultural) como valor

Human Resources and Induction in Public Policy: Advancing Critical Cosmopolitan Aims

Much has been written about the insufficient representation of Teachers of Color and Indigenous Teachers (TOCIT) in public schools (for a comprehensive example, see the *Handbook of Research on Teachers of Color and Indigenous Teachers* [Gist & Bristol, 2022]). An examination of studies, however, reveals that calls for teacher diversity are most often presented as an unalloyed benefit to students of color who gain role models or to White students who see a person of color in a professional leadership role (see Gershenson et al. [2018] for an extended review of positive role-model effects). We come to this work by advancing the idea that having a diverse teaching workforce is the fundamental *right* of all students aimed at promoting their growth and development personally in terms of positive identity development, academically in terms of responsive teaching and curriculum, and socially in terms of learning from and about others. We propose a framing shift by contextualizing policy implications of hiring and onboarding a diverse teaching force within a critical cosmopolitanism framework.

At its core, cosmopolitanism emphasizes the intrinsic value of human diversity over material wealth, advocates for democracy as a force that nurtures both diversity and human dignity, and underscores the interconnectedness of citizenship and humanity (Todd, 2009). This perspective not only offers an exciting vision for transformative change within educational settings but also extends its influence to broader societal ethos.

Sobe (2012) posited that schools, through their curricula, physical spaces, and daily operations, are pivotal sites for the articulation and realization of cosmopolitan ideals. Hansen (2017) further underscored this by asserting that an education imbued with cosmopolitan principles fosters an environment that encourages understanding and dialogue, encapsulating respect for oneself, others, and the world. Such relational dispositions cultivated within schools have the potential to permeate wider societal interactions, promoting a culture of inclusivity and mutual respect.

Building on these foundational ideas, we argue that the presence of teachers from diverse ethnic and racial backgrounds within educational institutions is integral to achieving the objectives set forth by cosmopolitanism. Exposure to diverse educators not only enriches students' educational experiences but also cultivates a mindset of openness, empathy, and global awareness. However, it is crucial to move beyond a simplistic understanding of cosmopolitanism to embrace what Roxas et al. (2015) termed as "critical cosmopolitanism," which adds an essential layer by considering the dynamics of power and privilege. Delanty (2009) contended that critical cosmopolitanism seeks a "critique of social reality and the search for immanent transcendence" (p. 2). In practical terms, this entails a willingness to scrutinize existing systems and policies critically. It requires us to challenge and counteract systems of inequity and injustice that hinder diversity and inclusivity.

In the context of teacher diversity, critical cosmopolitanism demands a rigorous examination of hiring practices, induction programs, and professional development opportunities. It calls for a commitment to dismantling barriers that inhibit the recruitment and retention of TOCIT. By adopting a critical cosmopolitan lens, educational institutions can identify and nurture policies that not only embody but also have the potential to foster critical cosmopolitanism among educators and students alike.

While the assumption that TOCIT bring unique understandings and perspectives to their teaching is increasingly being acknowledged, only recently (including herein) has the hiring and successful induction of TOCIT been linked to the creation of a more highly educated, justice- and equity-minded, and informed citizenry (Bettini et al., 2022). Consider, for example, findings from Carver (2018) which indicated that a greater diversity in the teacher workforce in elementary and secondary classrooms allows students to feel academically challenged; to engage in meaningful discussions about bias and racism; and to develop a greater appreciation for individuals from diverse racial, ethnic, and cultural backgrounds. Simultaneously, this report indicated that intentional hiring and ongoing support, among other critical practices, are linked to increasing the number of TOCIT in public schools (Carver, 2018).

In this paper, we focus on the role human resources (HR) and induction can play in the identification, selection, employment, and initial socialization of TOCIT into the teaching profession (broadly) and the district/school site specifically. We begin with a general review of the research base followed by a review of research specifically focused on public policy opportunities. This work was aided by a human resources practices framework, developed by Greenberg Motamedi and Stevens (2018; described below). We zero in on the crucial and often overlooked role HR play in helping to diversify (or leading to a further imbalance/disparity) in the teaching workforce, based on how effectively their policies and practices address the unique needs of TOCIT in the early stages of their career journey. As researchers and policymakers endeavor to create new channels to encourage prospective TOCIT to enter and remain in the profession, they need access to current research. Given that, we provide an overview of the public policy landscape followed by an exemplar that provides a vision of possibilities currently being enacted. We end by advancing specific public policy recommendations and their implications.

Part I: Overview of Policy Research

A review of the scholarship regarding the role that HR can play in districts' efforts to diversify the teaching profession reveals an under considered, and as a result, understudied part of the teacher diversity pathway (Rios & Cueto, 2022). While there is considerable scholarship on HR (see, for example, Mahapatro [2022]), a few have shed light on the role HR can play in efforts to amplify diversity and inclusion (Aguinis et al., 2022; Connecticut State Department of Education et al., 2019), including expanding the teacher diversity pathway (Gist, 2018a, 2018b; Hughes, 2010).

The scholarship we reviewed looked at research that focused on initial interactions TOCIT have with a school district via HR management and on into induction during their first 3 years in the profession. We explored the specific approaches HR can play and how induction programs might be enacted when they are tailored to the unique needs of TOCIT. While all new teachers need thoughtful and purposeful experiences when applying for, accepting, and beginning a new teaching position, TOCIT require targeted strategies and approaches so that their abilities to be quality teachers are amplified from day one. Thus, we affirm a "targeted universalism" approach as described by powell et al. (2019). They defined targeted universalism in this way:

> Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. (p. 5)

In a comprehensive review of research, Bettini et al. (2022) argued that the specific needs of TOCIT are largely ignored as early career teachers. These scholars argued that these socialization experiences are racialized (White-dominant) as new TOCIT are inducted into the profession and their specific teaching assignment. Bettini et al. (2022) suggested that when centering whiteness, the assets that TOCIT bring to school settings are devalued. They went on to suggest that this creates a "double bind." TOCIT are committed to teaching and to their respective cultural communities on one hand, while being asked to perpetuate oppressive systems of schooling on the other.

We assert that, often, induction systems (when they, in fact, do exist) are often "generic," with little attention to what new TOCIT might need, expect, and experience. As but one example, TOCIT feel the need to learn how to navigate historical and contemporary challenges associated with racism and colonization. These might include how to avoid being stereotyped or how to navigate tokenizing expectations (Bettini et al., 2022).

We further assert that new TOCIT should not be expected to navigate historical and contemporary oppressive school policies on their own, let alone attempt to disrupt them, given they did not create nor do they benefit from these race-based systems of oppression. Herein, HR have an essential role to play.

Handbook Overview

From our review of the four scholarly works presented in the *Handbook of Research on Teachers of Color and Indigenous Teachers* (Gist & Bristol, 2022), we identified four broad themes related to the role of HR and induction (Rios & Cueto, 2022). The broadest theme, evident in each of the chapters, was that Whiteness and White supremacy permeated the school cultures where new TOCIT participants found themselves. This created a social-emotional toll on new TOCIT that might be alleviated with purposeful, culturally specific hiring, placement, and induction. It is this theme that provides context for the other three themes.

Second, studies such as those described by Brown (2022) and Williams and Skinner (2022) spoke to the need for intentional recruitment and placement decisions for new TOCIT. In one

chapter in the *Handbook*, Brown (2022) reported that new TOCIT experienced racial stereotypes, were questioned about their qualifications to be a teacher, perceived higher expectations in their professional performance, and struggled with challenging collegial relations with majority White colleagues, among other challenges. Most importantly, participants in that study pointed out the need for other TOCIT on a school site from which to forge community as well as the need for school-based climates that affirmed their assets and not question their qualifications.

Providing a productive example, Williams and Skinner (2022) demonstrated how the deliberate recruitment of diverse candidates from a teacher education program into a school district which shared a common mission around diversifying the teaching workforce provided mutual benefits to each. Importantly, the partnership they provided required active participation in these diversity efforts by the HR office and created an induction experience that was tailored and most helpful for these new TOCIT who were hired from the program.

Third, while some schools engaged in nominal efforts around induction, there was a mismatch between what was provided in terms of socializing teachers into broader school practices, policies, and procedures and the concerns of TOCIT (Harrison, 2022). The TOCIT participants in that study pointed to the need for induction to include how to respond to race-based harassment and micro-aggressions as well as to provide opportunities for social identity-specific affinity groups. Correspondingly, Fránquiz and Salinas (2022) provided one such example of an informal network of Latina educators who used a culture-specific approach called "pláticas" as a means for the collective induction and mentorship of those who participated.

A fourth theme that emerged across several studies centered around the salience of identity. The social-cultural identity of these TOCITs played a crucial role in shaping their self-perception as teachers and in interpreting their experiences and needs. Participants often felt that their qualifications and experiences were unfairly scrutinized due to their social-cultural identity (Brown, 2022). While all new teachers face the challenge of proving themselves, the TOCIT in these studies highlighted the added difficulty of exceeding the expectations set by more senior teachers, administrators, and parents to establish their credibility (Williams & Skinner, 2022). In line with this, they emphasized the need for their identities as TOCITs—including their voices, perspectives, and social-cultural assets—to be recognized and affirmed (Harrison, 2022).
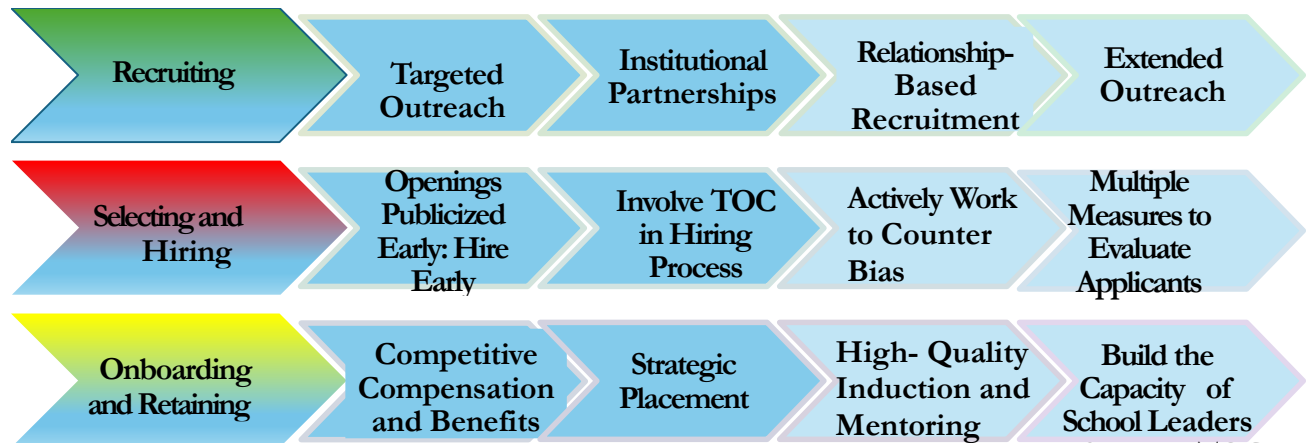
Policy Research

There has been a notable lack of national policy efforts targeting effective HR decisions throughout the teacher onboarding process. Very few policies have been developed to guide the hiring and induction practices specifically tailored to address the unique needs and challenges faced by TOCIT. In this section, we delve into the policy research that emerged from our comprehensive review of the literature.

An important framework (Figure 1) created by Greenberg Motamedi and Stevens (2018) provides a more explicit overview of the role HR might play as promising policies and practices that might be considered for those organizations committed to diversifying the teacher workforce. It spurs us to consider the potential power HR offices might enact when they are engaged in decisions related to recruitment, hiring, staffing, compensation, placement, induction, and evaluation of new TOCIT.

Figure 1

Human Resource Practices Framework for TOCIT

Recruiting	Targeted Outreach	Institutional Partnerships	Relationship-Based Recruitment	Extended Outreach
Selecting and Hiring	Openings Publicized Early: Hire Early	Involve TOC in Hiring Process	Actively Work to Counter Bias	Multiple Measures to Evaluate Applicants
Onboarding and Retaining	Competitive Compensation and Benefits	Strategic Placement	High- Quality Induction and Mentoring	Build the Capacity of School Leaders

Adapted from Greenberg Motamedi & Stevens (2018).

We identified policies in just three areas that might be the most productive and responsive to TOCIT specifically around recruiting and hiring, placement, and induction.

Recruiting and Hiring: Think Broadly about Teacher Preparation Pathways and What TOCIT Need to Grow into the Profession

The survey *Voices from the Classroom 2022* (Educators4Excellence, 2022) provided important insights with respect to the needs TOCIT identified that can inform how districts might recruit and attract them. Several strategies were identified that would advance recruitment efforts for TOCIT and included the following: leadership pathways for career advancement (41%), ease to leave and return to the profession (34%), pathways for school aides and paraprofessionals (33%), residency programs (28%), streamlined certification (26%), alternative certification pathways (21%), and raising the bar for entry (17%).

The Teach Plus and Education Trust report, *If You Listen, We Will Stay* (Dixon et al., 2019), noted the need for TOCIT to receive loan forgiveness, service scholarships, loan repayment incentives, and relocation incentives to attract them to the field. The report specified it is important to provide fair compensation for all teachers, including activities inside and outside the classroom that are in addition to their regular teaching assignment. For example, Educators4Excellence (2022) found that 73% of TOCIT considered housing support to be one of their top three financial considerations for recruitment and retention, compared to only 32% of the national sample.

According to the findings of *Voices from the Classroom 2022* (Educators4Excellence, 2022), TOCIT have varying needs when it comes to resources and support to maintain their teaching career. For example, only 22% of TOCIT (compared to 78% of all teachers) listed salary as one of their top priorities. Instead, TOCIT prioritized leadership opportunities (41%) and increased professional development (41%) as the most crucial elements for their retention. TOCIT also ranked time for collaboration and planning (20%) and mental health support (17%) as being slightly more significant than their White counterparts.

Placement: Provide New TOCIT with Supportive School Assignments

Placement in school settings is a critical factor when considering how to assure new TOCIT have a great start to their career and stay in the profession. Dixon et al. (2019) highlighted the fact

that TOCIT are less likely to remain in the teaching profession. Similar to the findings in the HR and Induction section of the *Handbook* (Gist & Bristol, 2022), this report identified five key factors that contribute to this trend: (a) encountering a hostile school culture, (b) feeling unappreciated, (c) lacking autonomy, (d) facing challenging working conditions, and (e) bearing the financial burden of being a teacher of color (Dixon et al., 2019). Suggestions for remedying this included placing TOCIT in school settings where they are encouraged to make their instructional practices and curricula relevant to their students. This includes affirming their cultures in the school, promoting positive relationships with others, and creating opportunities for TOCIT to be heard.

A related placement factor is having school leaders who are attentive to the specific needs of new TOCIT. Hiring a diverse group of effective leaders was noted by Dixon et al. (2019) to be crucial for diversifying the teacher workforce, and the recommendation included the need for leaders at all levels to reflect on their understanding of race and racism and its impact on their work. The report further indicated that leaders should create a space in which teachers feel comfortable to be their authentic selves and to advocate for themselves and their students. To support this, school leaders should regularly check in with TOCIT (via frequent check-ins, informal conversations, anonymous surveys, etc.) to keep a pulse on the racial climate of the school. Finally, leaders should consider new ways to provide support networks for TOCIT with mentorship, camaraderie, and professional development.

Induction: Advance Multiple Professional Development Opportunities That Respond to the Interests/Needs of New TOCIT

Induction can play a significant and substantial role when it includes multiple and layered support systems such as creating a common planning time with a more seasoned colleague, relevant and responsive professional development, authentic and constructive feedback of teaching, and ongoing mentorship (Carver-Thomas & Darling-Hammond, 2017). It becomes more meaningful and significant when it incorporates a focus on equity, inclusion, and anti-racism.

The research (Carver-Thomas & Darling-Hammond, 2017; Rios & Cueto, 2022) also suggests that part of the induction process needs to include training on what new TOCIT might expect, given historical and contemporary forms of racism as well as ways to navigate the various forms in which this oppression manifests. Moreover, the research notes that this is especially productive when introduced by current TOCIT within the district. Relatedly, assigning (and compensating) seasoned TOCIT as mentors of new TOCIT would also help novice teachers navigate their new teaching assignments. In doing this, HR professionals should account for the opportunities available in informal networks of educators of color as well as "affinity-group" networks to provide the support to combat racism (Fránquiz & Salinas, 2022).

Policy Landscape

We provided a broad research overview of some of the challenges faced by TOCIT. Even while this research review documents some general policy directions, finding specific policy solutions to these problems has proven to be a challenge as the root causes are often deeply ingrained and structural. Despite this, efforts have been made at the national, state, and institutional levels to develop effective policies.

Recruitment via Grow Your Own and Residency Programs

Nine states passed Grow Your Own (GYO) or educator diversity legislation in the 2021 state legislative sessions. In eight of the nine states, the focus was mainly on educator diversity (DeRamus-Byers, 2021). Gist (2022) provided a helpful overview of the kinds of GYO programs that are most responsive to the recruitment and retention of TOCIT. Fortunately, new national

standards for teacher residency and apprenticeship programs for K–12 teachers, developed in partnership with the Department of Labor, provide guidance to teacher preparation programs interested in advancing these practices (Pathways Alliance, 2023).

In Minnesota**,** Representative Hassan proposed a bill to update the Increase Teachers of Color Act to attract, prepare, and retain more TOCIT. Minnesota has promoted three specific strategies to diversify and support its educator workforce: GYO practices, teacher induction and mentoring programs, and educator career pathways (Minnesota Department of Education, 2021). In the state, the Coalition to Increase Teachers of Color and American Indian Teachers was successful in securing an increase in funding of over $15 million dollars for programs aimed at supporting diverse teachers. Some of the initiatives that received significant funding increases included GYO, Black Men Teach, and Aspiring Educators of Color Scholarship.

The California Department of Education (CDE) took two steps to attract, recruit, support, and retain teachers of color. The first step was to establish the California Diversifying Teacher Grant Program, which aimed to provide resources and grants to schools and districts that develop programs to advance the teacher workforce and retain male teachers of color. The second step was the establishment of the CDE Educator Diversity Advisory Group, which held virtual convenings with practitioners to gather recommendations on how to recruit, support, and retain TOCIT. Three of five primary recommendations of interest for this review made by the group were: creating communities of practice, promoting partnerships and collaboration, and developing a public awareness campaign for recruiting TOCIT.

The provision of increased funding for paraeducators and incentivizing them to transition into teaching roles has been effective. The Highline/Woodring College of Education (Washington State) Future Bilingual Teacher Fellows is an example of a program aimed at addressing the shortage of bilingual teachers in the district by preparing a select group of paraprofessionals to obtain their teaching certification. The program spans 2 years and provides opportunities for the fellows to earn a bachelor's degree, a K–8 teaching credential, and optional endorsements in Literacy, English Language Development, and/or Bilingual Education. The program also provides bilingual paraeducators with state-funded scholarships to earn teaching certificates. Importantly, the district then hires these individuals upon receiving their endorsement and related certifications. New America, a national think tank, released a report on this program and provided a blueprint for districts and states for its replication (Garcia, 2017).

Findings from the National Center for Teacher Residencies (NCTR) Network's teacher residency programs (Azar et al., 2020) suggested that three approaches can help attract and retain diverse teachers: targeting specific communities for recruitment; providing culturally responsive support; and intentionally promoting diversity, equity, and inclusion in program design. The residency programs in their study were successful in recruiting diverse candidates and preparing them to be effective teachers in high-needs classrooms by using these strategies. These approaches are key components of the residency model and offer an effective way to recruit TOCIT.

For example, Dallas College in Texas launched the first paid teacher residency apprenticeship in the fall of 2022. The program aimed to meet the short-term workforce needs of partner schools, build a talent pipeline in underserved schools, and provide career-embedded learning opportunities for college students. College students served as residents 3 days a week and as tutors/substitutes 1 day a week before being placed in underserved schools with mentors. The residency was a cohort-based model with weekly cohort meetings and coaching from Dallas College faculty (see also Phensie, 2017).

Reimagining School and District Hiring Practices

One promising practice for recruiting TOCIT is starting the hiring process earlier. This can help schools widen the overall candidate pool and give them more time to reach in-demand TOCIT. Planning for staff vacancies far in advance can be a challenge for school leaders, so trying new strategies such as offering incentives for current teachers to announce resignations or retirements earlier in the year may help schools begin their recruitment efforts earlier (Carver-Thomas, 2018; see also Institute for Education Statistics, 2019).

Other promising hiring practices include authentically and meaningfully engaging TOCIT in hiring practices at their school through participation on hiring committees or recruitment fairs, assuring diversity on search committees, and explicitly preparing hiring committees to recognize and eliminate implicit bias in hiring (Carver-Thomas, 2018). School districts might also consider cluster and dual hiring (see Boston Public Schools, n.d.-a, n.d.-b) as well as partnering with educator preparation programs to create more direct pathways into the district (Williams & Skinner, 2022).

Overall, achieving the desired increase in diversity within the educator workforce necessitates a level of commitment and adherence to successful practices within inclusive systems. An example can be found in Connecticut school districts that have committed to adhering to PA 18-34, requiring the creation and implementation of Minority Teacher Recruitment (MTR) plans. Because effectiveness of the MTR plans hinges on the cultural and systemic environment in which they are executed, the districts developed a guidebook and companion documents to offer technical support and address racial, cultural, relational, and systemic issues (Connecticut State Department of Education et al., 2019). These approaches recognize the need for ongoing and intentional efforts to disrupt systems of oppression and advance racial justice in education through the hiring of TOCIT.

Retention via Teacher Induction Programs

Teacher induction is increasingly recognized as a powerful tool for retaining diverse educators. Teacher induction programs are designed to support new teachers through the challenges of the first few years of the profession, often through mentorship, curriculum training, evaluation, and ongoing professional development (Carver-Thomas, 2018; Long, 2018). TOCIT have identified mentoring, in particular, as a key to retaining them in the profession (Dixon et al., 2019).

Although widespread use of induction programs is emerging throughout the country, states and school districts are working to support their TOCIT through high-quality, culturally sensitive induction programs. One such example is Mississippi, where education leaders are supporting recruitment and retention of their Black male educators through induction support and teacher residencies. Recognizing the need to support diverse teachers, the Mississippi Association of Educators (MAE) established an Early Career Learning Lab to support Black male educators in their first 5 years of teaching. Through this program, early-career Black male teachers worked collectively around a problem of practice tailored to their specific needs and simultaneously supported them through their critical first years in the profession. The tailored support received through this program and the opportunity for teacher leadership were designed specifically to retain Black male teachers in Mississippi schools (Baker & Scheib, 2021).

Of note is the Dane County (Wisconsin) New Teacher Project which aims to help teachers improve teaching effectiveness, find joy and purpose in teaching, and stay in the profession (Garvey Shah et al., 2022). To support TOCIT specifically, the project also created Partners for Racial Inclusion, which paired experienced TOCIT with novice TOCIT. In addition, the Project employed four experienced teacher leaders to work as mentors to new TOCIT. Importantly, the focus of the interactions between the mentors and novice TOCIT included their progress teaching and their personal wellness while working in predominantly White school districts.

In addition to new teacher induction, sustained support for current TOCIT is key to retention through avenues like mentoring, affinity groups, and opportunities for teacher leadership (Dixon et al., 2019; Mason et al., 2021). In their report *To Be Who We Are: Black Teachers on Creating Affirming School Cultures*, Teach Plus and the Center for Black Educator Development identified mentoring and affinity groups as key to creating the affirming school cultures necessary to retain Black teachers (Mason et al., 2021).

One promising example of district policy in this area is Boston Public Schools (n.d.-a; n.d.-b), which is working to retain their TOCIT through their Women Educators of Color (WEOC) and Male Educators of Color (MEOC) programs. Both programs support leadership development for Boston Public School staff of color in school-based and central office roles. Through the 9-month program, participants undergo leadership development and coaching from experienced TOCIT in the district. The program is set up to support the retention of leaders of color across the district in various roles in an important step to Boston Public School's commitment to equity.

The Politics of Curriculum and Instruction/Culture

Bettini et al. (2022) argued that the sustainment of novice TOCIT requires systemic changes that address the normalization of Whiteness and value the assets TOCIT bring to schools. The ongoing debate on how to educate students about slavery, racism, and other forms of oppression in American history and life is causing real and increasing challenges for TOCIT. In addition to navigating the effects of legislation aimed at preventing the teaching of critical race theory in K–12 classrooms, teachers are facing harassment and violence, sometimes from within their own schools. With inconsistent support from school principals and district administrators, many teachers lack resources to protect themselves (Hoque, 2021). District leaders and policymakers can play crucial roles in this transformation by adopting inclusive curricula, elevating TOCIT into leadership positions, conducting anonymous school climate surveys, buffering TOCIT from disrespectful behavior, and building support for culturally sustaining practices.

Case Exemplar: Illinois

The state of Illinois has a wide gap between the percentage of students of color and TOCIT. For example, 16.9% of students are Black, compared to 5.5% of teachers, and 26.2% of students are Latino, compared to 9.7% of teachers (The Education Trust, 2022). As we have suggested, students across the state are being denied the right to diverse educators or the opportunity to develop critical cosmopolitanism. In response, the state has taken numerous steps to advance teacher diversity, from investing in diverse pipelines to building school cultures that attract and retain TOCIT (for more information on efforts made by the state of Illinois, contact the authors of this article).

Illinois has made several targeted investments in teacher pathways, including a $400,000 commitment to enable the nonprofit organization Educators Rising to purchase a license to offer its teacher preparation curriculum to all public high schools in the state (Andrews et al., 2022). These courses can attract high school students of color into the teaching profession via offering initial coursework in teaching as a career. In addition, the state more than doubled its investment (to $4.2 million) in the Minority Teachers of Illinois (MTI) Scholarship to attract more prospective TOCIT to high-needs schools. The increased funding will result in a larger number of scholarships with increased annual award amounts; importantly, it has added "qualified bilingual minority applicants" to those who may apply for the scholarship.

Illinois policymakers know that attracting prospective TOCIT alone will not build the diverse and effective teaching profession that its state's students deserve. It is difficult to achieve a goal without having the data to measure progress. That is why the Illinois State Board of Education (ISBE) added state and district-level data on teacher diversity in the state's education report card and

adopted new Culturally Responsive Teaching and Leading Standards. These standards are designed to ensure that educator and principal preparation programs teach culturally affirming practices and that these practices are reflected in schools. When implemented well, these practices should build culturally responsive school climates that retain TOCIT and demonstrate to students of color that teaching can be an attractive profession.

To reinforce its commitment to culturally affirming school climates, ISBE has invested in a Learning Renewal Affinity Groups program that supports teachers in forging affinity groups for TOCIT that build community, analyze challenges, and propose solutions to those challenges. This suite of reforms aimed to diversify the teaching profession in Illinois were adopted with input from current Illinois classroom teachers. The practice of engaging educator input is another practice that attracts and retains a diverse workforce, both because it demonstrates respect for teachers' expertise and because engaging those experts closest to students and communities generates effective solutions.

Discussion

The research reviewed for this paper adds to the recognition of a demographic imbalance between teacher diversity and student diversity. This imbalance, both a result of historical and contemporary policies, results in the whiteness of the profession and of our nation's schools. Making changes will require public policy efforts that are deliberate, purposeful, consistent, and sustained.

We assert herein that HR have a critical role to play in this regard. These resources include everything from building pathways and recruiting to hiring, placing, and inducting. Importantly, these HR practices need to be done with a specific intent of considering what would most be appropriate and inspiring for TOCIT. From our perspective, we see a significant need for culturally responsive approaches to induction. In the review of research, several examples have been provided that point to productive possibilities of and for practice.

We have underscored the significance of adopting critical cosmopolitanism as a lens for reimagining human resources and induction policies within educational institutions. We advocate for transformative changes aimed at recruiting and onboarding TOCIT by way of thinking critically about policies as they are developed, implemented, and sustained in pursuit of equity and justice. Questions about whose knowledge and experience (when hiring, for example) is valued should be asked. Thoughtful discussions around whose voices are meaningfully included in these hiring decisions would be carefully considered. While we commend the efforts made by local school districts, states, and federal entities to diversify the teaching profession, there remains a pressing need for additional and sustained action.

The central role of TOCIT in enriching the educational landscape cannot be overstated. Their contributions are vital in fostering a schooling environment that values diversity, equity, and justice. To fully realize the potential of a student citizenry grounded in critical cosmopolitanism, it is essential not only to hire and recruit but also to provide ongoing support and retention strategies for TOCIT, ensuring that their insights and experiences continue to shape and enhance educational settings.

Furthermore, this article has highlighted the importance of positioning the diversification of the teaching profession at the forefront of initiatives focused on diversity, equity, and justice. Such an approach is pivotal in challenging existing norms, dismantling barriers, and fostering a more inclusive and interconnected world through education. As educators, policymakers, and stakeholders, we must heed this call for critical reflection and take proactive steps to harness the transformative power of cosmopolitan ideals.

Lastly, institutional and policy reforms are imperative for achieving greater representation within the teaching profession and revitalizing society through an education that promotes critical awareness and cosmopolitan values. Rather than relying solely on specialized programs, we assert that schools can best cultivate a critical cosmopolitan ethos by integrating it into the broader culture of the institution. This integration is significantly advanced through the intentional recruitment and retention of TOCIT, reflecting a commitment to diversity, equity, and global awareness in education.

Part II: Policy Recommendations

As policymakers work to improve the recruitment and retention of diverse educators, we offer three policy recommendations for consideration. We discuss each of these more fully below.

Recommendation 1: Engage TOCIT, meaningfully and authentically, in recruitment, hiring, placement and mentorship as part of efforts to empower them as leaders in their work.

Meaningful and authentic engagement includes involving TOCIT in processes for recruiting and retaining diverse educators from start to finish. School and district leaders should be sure that opportunities exist to understand and improve hiring processes (as well as school climate), and these revised policies should be developed alongside TOCIT. The Dade County (Wisconsin) New Teacher example, described earlier, provided opportunities for mentors and their mentees to make recommendations to the district on ways to support new TOCIT teachers.

Teacher leadership is one clear avenue for supporting TOCIT in school systems. Serving as leaders in their schools helps TOCIT feel empowered to raise issues or incidents impacting them or their students, thus helping them feel more connected to their school community. This connection plays a key role in retaining TOCIT (Dixon et al., 2019).

Recommendation 2: Advance, support, and nurture collaborations with diverse communities locally, nonprofit organizations, and teacher credential providers so that TOCIT can feel fully engaged in their school communities.

All efforts to improve teacher diversity should be done meaningfully, intentionally, and collaboratively with the community. This is based on the recognition that there is a cultural orientation to this work and that the best place to learn about that orientation is via connecting with local diverse communities. It is consistent with the targeted universalism approach we described earlier.

In their 2021 report *To Be Who We Are: Black Teachers on Creating Affirming School Cultures*, Teach Plus and the Center for Black Educator Development (CBED) found that authentic engagement around teacher diversity issues was key in retaining Black teachers (Mason et al., 2021). Nonprofit organizations, including CBED and Teach Plus, are working alongside communities to advance teacher diversity. With the support of local philanthropy, CBED is partnering with the School District of Philadelphia to recruit and prepare Black teachers, including through its Freedom Schools Literacy Academy that provides teaching and learning experiences for Black high school and college students to prepare them for the teaching profession. Teach Plus is supporting teachers to advocate for policy change and partnering with seven school districts in central Pennsylvania to develop strategies to attract and retain teachers of color through its Equity Leadership Institute.

Other community-based organizations like the Cleveland Avenue School's 1954 Project, a nonprofit community-based organization, partners with school districts and provides funding for teacher diversity projects. The Martinez Foundation (Washington State) works in partnership with TOCIT to improve schools for diverse communities through inducting and mentoring TOCIT, from student teaching through their first few years in teaching within a teacher for liberation framework. Based on these two examples, we recommend those interested to seek out these and

other community-based organizations and nonprofits; learn about their mission and objectives; identify the initiatives that are central to them; and seek their guidance, advice, and counsel within a relational development orientation.

Recommendation 3: Develop transparent state and district data systems tracking measures of educator diversity and use them to help adopt and track clear goals towards creating a more diverse teacher workforce.

      Essential to the intentional development of a more diverse teacher workforce is access to the education data and data systems necessary to create clear goals and monitor progress. Policymakers at the national, state, and local levels must have data to understand how TOCIT are moving through their systems, and they must have systems in place to share those data with others. Data are critical for education leaders to set clear and measurable goals towards creating a more diverse workforce.

      It is not enough that leaders have access to data and data systems; data should be transparent, readily accessible, and easy to understand so stakeholders are able to use the data to make informed decisions. The Education Trust (n.d.) developed an educator diversity data tool to help education leaders better understand how states are prioritizing teacher diversity and equity. This tool not only provides access to clear and actionable data on teacher diversity, but it also gives policymakers a set of criteria through which to evaluate how their state is performing on key educator diversity metrics that can help leaders as they develop goals and milestones towards improving teacher diversity.

      Education leaders can learn more about different types of education data and how it can be used in their work through resources provided by the Data Quality Campaign, an organization dedicated to empowering stakeholders to use data to improve schools. Leaders at all levels can continuously improve their systems for collecting and sharing the data necessary to better understand how to support TOCIT. As part of these data and this reporting recommendation, we call on HR departments to articulate and make transparent their role (currently and aspirationally) in recruiting and retaining TOCIT.

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