

**Retaining Latinx and Hispanic Teachers in the Springfield Empowerment Zone Partnership (SEZP)**

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### Abstract

This study investigates what policies contribute to the retention of educators identifying as Hispanic and Latinx in the Springfield Empowerment Zone (SEZP). SEZP consists of approximately 68% of Hispanic and Latinx students while less than 20% of teachers identify as Hispanic and Latinx. Current research is readily available on retention strategies for teachers in general, but much of the literature does not focus on targeted retention strategies to address the unique needs of the Latinx teacher population. This project used elements from research on teacher retention as well as critical frameworks such as Latino/a Critical Race Theory to develop a research study that collected data and feedback on current retention strategies utilizing focus groups with SEZP leaders as well as Hispanic and Latinx-identifying educators. Our findings show that listening to teachers and creating spaces where teachers' voices are heard and valued is imperative to support the retention of SEZP Hispanic and Latinx educators. Teachers noted the importance of continued recognition of their cultural identities and overt opportunities to give input on school-wide decisions. They also noted that more opportunities to share their voice and opinions, access to targeted professional development, and financial rewards for the additional roles they often take on as bilingual educators would further their willingness to stay in SEZP schools. Further investigation is needed to compare data on the factors that influence overall teacher retention in the SEZP compared to the Hispanic and Latinx educator population. Additionally, we recommend that SEZP schools explore improvement science as an avenue for schools to dig into root causes of the Latinx and Hispanic teacher versus student disparity and generate localized, iterative, and long-lasting solutions to increasing the Latinx and Hispanic teacher population in SEZP schools.

### Executive Summary

This investigation focuses on the retention of Hispanic and Latinx educators within the Springfield Empowerment Zone Partnership ("SEZP" or "the Zone") in Springfield, Massachusetts. The SEZP includes 16 Title I schools that are part of Springfield Public Schools, a public school district that serves students of color predominantly. Leaders in the SEZP have become increasingly concerned about the disparity between the Latinx and Hispanic teacher population and the Latinx and Hispanic student population which they serve. This disparity is glaring, as 68% of students identify as Hispanic or Latino, and only 17% of teachers share this identity. Our investigation was designed alongside SEZP leaders to identify strategies to support the retention of current Hispanic and Latinx-identifying teachers. The Zone aims to minimize the gap between Latinx and Hispanic students and teachers.

### Contextual Framework, Project Questions, and Study Design

We built our investigation on a conceptual framework that considered elements that generally influence teacher retention, such as working conditions and work environment, and theoretical perspectives that speak to the unique experiences of Latinx and Hispanic-identifying teachers, such as Latino/a Critical Race Theory and cultural identity. This conceptual framework led us to develop the following project questions:

**PQ1a.** What strategies are in place at the SEZP level or individual school levels to attempt to retain Hispanic and Latinx-identifying teachers?

**PQ1b.** In what ways (if at all) are the strategies identified in PQ1a perceived by Hispanic or Latinx-identifying origin teachers?

**PQ2a.** What contextual factors do the larger population of SEZP teachers perceive as contributing factors to their retention?

**PQ2b.** In what ways (if at all) are contextual factors impacting retention cited by Hispanic or Latinx-identifying educators similar or different from the larger population of educators?

We designed our study to include sequentially designed focus groups with Zone-level and school-level leaders and our target population. We gathered insights about current retention strategies in the focus groups with Zone-level and school-level leaders. Then we solicited perspectives from Latinx and Hispanic-identifying teachers about these current strategies. We also asked for additional input and ideas about ways to increase the likelihood of their retention in Zone schools. Our teacher focus groups comprised 7% (7 out of approximately 100) of the Latinx and Hispanic-identifying teacher population. Following data collection, we deductively coded the transcripts using themes drawn from literature, then inductively coded any comments we had categorized as "other." We coded independently and then compared coding to support interrater reliability, as we had two coders.

Through our conversation with Zone- and school-level leaders, we identified two key strategies leaders identified as currently in place to support the retention of our target population. SEZP-level leaders identified the inclusion of diversity accountability measures for principals and licensure support as strategies that encouraged retention of Latinx and Hispanic-identifying teachers in SEZP schools. School-level leaders identified utilizing affirmations of cultural identity, including teachers in decision-making processes, and building a school-level network of Latinx and Hispanic-identifying educators as critical to supporting the retention of this teacher population.

Through conversations with Hispanic and Latinx-identifying teachers, we identified the factors that most impact teachers' decisions to stay in their current school and ideas for ways that Zone schools could better support their retention. We learned that professional development opportunities that allow teachers to foster information sharing with colleagues are vital to their retention. Further, several SEZP teachers noted that their humanistic commitments to the students

who share their backgrounds significantly influenced their desire to continue teaching and working at their current schools. Multilingual teachers desired more financial recognition of their critical language skills. Latinx and Hispanic-identifying teachers also wanted more opportunities to share their voice and feel like their voice was heard and respected in decision-making spaces as ways to increase the likelihood of them staying in SEZP schools.

**Recommendations**

Based on our findings and literature consideration, we have Zone-level and school-level recommendations. We recommend that at the Zone-level, leaders consider reframing diversity accountability measures through an improvement science lens. Improvement science focuses on the idea that improvement is a process and requires iterative attempts to make lasting and effective changes. In order to achieve these lasting changes, improvement processes require specific aims and ask that organizations deeply investigate current systems and problems and solicit collaborative efforts across stakeholders to set the foundation to make iterative changes and improvements. School-level leaders who implement an improvement science approach gain better insight into the root causes of why their staffing does not reflect their student population. Then, they can better identify solutions to help recruit, support, and retain a teaching population that mirrors their student population in their specific context. This shift will genuinely put the ownership of improving staff diversity on school leaders and support them to make incremental and sustainable shifts in hiring and management practices. Further, we recommend that Zone leaders develop a clear communication plan to outline available licensure support, as teachers did not mention Zone-level licensure support as a factor contributing to their retention. However, they noted other programs they believed would help licensure, such as Teach for America.

At the school level, SEZP school leaders should continue to explore evidence-based retention strategies, such as explicit affirmations of cultural identity,<sup>1</sup> supporting teacher decision-making influence in schools,<sup>2</sup> and building a network of Latinx and Hispanic-identifying educators in schools.<sup>3</sup> As evidence-based retention factors noted above were each only cited by one or two leaders, we believe leaders should build opportunities to collaborate to share best practice ideas. Additionally, no school SEZP leaders explicitly discussed teacher autonomy, which research suggests is a key influencer in the retention decisions of teachers of color generally, and Latinx and Hispanic teachers. Therefore, school leaders should explore how autonomy, or the freedom for teachers to make meaningful decisions in their classrooms, is embodied in Zone schools.

We also recommend that the Zone and school leaders strongly consider ideas that Latinx and Hispanic teachers directly identified as ways to encourage them to stay at Zone schools. Teachers cited wanting increased opportunities for tailored professional development, including those focused on their curriculum and instruction, but also those that allow for professional networking and speak to the unique challenges of teachers of color. As many multilingual Latinx and Hispanic-identifying teachers noted that school leaders ask them to interpret or translate for students and families without compensation, we recommend that Zone schools consider paying stipends to support teachers with these critical skills.

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<sup>1</sup> Colmer, S. (2019). Understanding racial literacy through acts of (un)masking: Latinx teachers in a new Latinx diaspora community. *Race, Ethnicity and Education*, 22(2), 194-210. <https://doi.org/10.1080/13613324.2018.1468749>

<sup>2</sup> Ingersoll, R., May, H., & Collins, G. (2019). Recruitment, employment, retention and the minority teacher shortage. *Education Policy Analysis Archives*, 27, 37-. <https://doi.org/10.14507/epaa.27.3714>

<sup>3</sup> Fairchild, S., Tobias, R., Corcoran, S., Djukic, M., Kovner, C., & Noguera, P. (2012). White and Black Teachers' Job Satisfaction: Does Relational Demography Matter? *Urban Education* (Beverly Hills, Calif.), 47(1), 170-197. <https://doi.org/10.1177/0042085911429582>

Many teachers said they are more likely to stay at their schools when they feel they can express their thoughts and their supervisors value their opinions. SEZP teachers require inclusion during decision-making processes that impact their roles in the schools and their students. Therefore, we recommend the Zone explicitly create spaces where teachers feel comfortable sharing their voice, such as through open discussions and surveys, and where leaders genuinely consider their feedback. Additionally, schools should identify overt ways to support Hispanic and Latinx educators in SEZP schools to be their authentic selves. In addition to affirming cultural identities, as discussed above, leaders should also create opportunities for all faculty and staff to learn about the unique experiences of Latinx and Hispanic-identifying staff. Hence, they can know how to react in more culturally sensitive ways. This opportunity will help non-Hispanic/Latinx educators better support their colleagues and students who identify as Hispanic or Latinx.

**Future Implications**

We could not obtain data from The New Teacher Project Insight survey data at the time of this report, but we plan to include this data by the time of our meeting with SEZP. Therefore we could not answer PQ2a and PQ2b as we had initially planned. These questions aimed to identify differences in the factors that influence the retention of Latinx and Hispanic-identifying educators compared to the general teacher population. As such, we will ask the Zone to consider the disaggregated Insight survey data in conjunction with the findings here to better understand the nuances of how best to support the retention of Hispanic and Latinx-identifying educators. We hope to have this data in the coming weeks to inform our project better.



## Introduction

### Organizational Context

The partner organization we will work with is the Springfield Empowerment Zone Partnership (SEZP) in Springfield, MA. The organization is the autonomous governing body of 16 middle and high schools in Springfield, MA, on the verge of receivership from the state. The organization serves students and families in Springfield assigned to the schools based on where students live or on a lottery system for some high schools. While there are guiding principles that all school leaders must follow, schools have significant autonomy to make curriculum decisions, school schedules, hiring, and other critical administrative decisions that impact school operations. Schools must prove that they are meeting key benchmark measures according to the SEZP Roadmap for Equitable Schools. These measures include chronic absenteeism benchmarks, formative and summative assessment results, family perception measures, and measures to increase staff diversity to mirror the student population (Springfield Empowerment Zone Partnership, 2022). If schools are not meeting these benchmarks, the SEZP leadership may choose to intervene.

The SEZP schools are approximately 68% Hispanic students, while the teacher demographic is only 17% Hispanic as of the start of the fall 2022 school year (Springfield Public Schools, personal communication, August 18, 2022). 80% of the student population qualifies for free and reduced lunch. Comparatively, as of 2018, 79% of teachers serving in public schools across the United States were white or non-Hispanic, reflecting a significant disparity of only 9% identifying as Hispanic (NCES, 2022). As of March 2022, 5.4% of educators in Massachusetts identified as Hispanic, compared to 87% identifying as white. The student population represented 23% Hispanic, highlighting the deficit in educators with whom students can culturally identify (DESE, 2022).

**Terms**

Notably, the Springfield Public School district currently follows the federal vernacular by using the term "Hispanic" to refer to the population of students and staff who are descendants of Spanish or Latinx populations for demographic records and formal communications. While utilization of the term *Hispanic* has been a blanket term used by the United States government to cover all ethnicities of Spanish-speaking descent, there have been recent changes in U.S. census language to include "Hispanic, Latino, or Spanish-origin" to better include people from Spanish-speaking countries in Latin America, rather than solely Spanish-speaking countries related to Spain, as the term "Hispanic" sometimes refers to (Marks, 2021, para 8). The U.S. Census discovered the difficulty of selecting a racial category within this population because race is multi-faceted and needs to fit neatly into the social construct that the United States attempts to force on those with Hispanic or Latino ethnicity (Marks, 2021). Both race and ethnicity equate to cultural identity for this population. Race is a social construct that the U.S. uses that does not identify biological or genetic differences between race categories (Fernandez et al., 2021). Spanish-origin people do not identify solely by race, making it difficult to pinpoint a term to describe the community we are interested in to prevent offending participants. We expect our population of interest to cover Spanish-speaking immigrants, descendants of immigrants, and those born in U.S. Territories. We are not limiting this research to a specific generation of immigrants but recognizing the cultural differences within the organization's population of interest that will be studied further in focus groups. We expect experiences to differ among each teacher group depending on cultural upbringing. SEZP uses the terms Hispanic and Latinx to identify the focused population. Therefore, we will use these terms during this investigation to define our focus population.

### Problem of Practice

SEZP seeks solutions to cultivate an environment that retains educators who identify as Latinx or Hispanic within their school district to support the achievement of students with similar cultural identities. Egalite (2015) asserts that in the long term, student academic success depends on whether students see themselves reflected in their teachers and school leaders (as cited in Edwards, W., 2021). Cultural norms of Latinx/Hispanic students also foster a need for close relational connection to their educators, which is favorable to those with similar cultural backgrounds (Valenzuela, 1999, as cited in Garcia and Chun, 2016). Nationally, students of color make up 40% of the population in public schools, with only 17% of teachers identifying as teachers of color, which supports the growing desire to have teachers that identify with them (Boser, 2011). As such, we aim to help the SEZP explore ways to more effectively retain the Latinx educators currently in their schools and create an environment that is more supportive of Latinx/Hispanic teachers in the future. We understand that the underrepresentation of Latinx educators is common in marginalized communities not isolated to Springfield, Massachusetts. We will examine this national disparity through a review of the literature. Our focus on Springfield stems from accessibility and the growing community of Latinx students in the SEZP.

In short, the SEZP wants to explore what internal factors, such as policies, practices, and organizational norms, contribute to this underrepresentation of Latinx educators in Springfield, Massachusetts, and to identify changes that can be made at the school level to attract and retain Latinx educators.

### Review of Literature

In what follows, we outline extant literature related to 1) the current need for Latinx and Hispanic educators in U.S. schools, 2) we argue that historical, social, and contextual factors contribute to the underrepresentation of Latinx and Hispanic teachers in public schools, and (3) we take the stance that districts can take particular action to mediate these factors and support higher rates of hiring and retention. We explore these threads of literature by answering the following questions - (1) Why do U.S. schools need more Latinx and Hispanic-identifying educators?, (2) Why is there a shortage of Latinx and Hispanic-identifying educators in U.S. schools?, (3) What can schools do to retain teachers, generally speaking?, and (4) What can schools do to improve Latinx and Hispanic-identifying teacher retention, specifically?

#### **Current Needs for Latinx and Hispanic Teachers and Historical Reasons for Underrepresentation**

We will begin by exploring literature related to the need for more Latinx and Hispanic-identifying educators in schools and explore the historical reasons for the current underrepresentation of this teacher population.

#### ***Why do U.S. schools need more Latinx and Hispanic-identifying educators?***

The population increase of individuals identifying as Latinx/Hispanic descent has been significant over the last decade. The U.S. Census Bureau reports that Hispanics/Latinos make up just over 62 million of the population as of 2020 (Jones et al., 2021). Nationally, only 58% of Hispanic/Latinx high school students graduate in four years, which is lower than the white student population's graduation rate of 78% (Boser, 2011). This low high school graduation rate perpetuates the limited pool of Hispanic/Latinx students eligible to attend college and, therefore, eligible to enter the education profession. Substantial growth in the Latinx/Hispanic population in the United

States has highlighted a dramatic efficiency among this population that matriculates through high school and college. As of 2012, only 13% of the Latinx/Hispanic population are college graduates (Irizarry & Donaldson, 2012). This alarming circumstance limits those eligible to enter the teaching profession, emphasizing why there is a limited amount within the teaching profession.

More broadly, teachers of color (i.e., those who identify as a race or ethnicity other than white) make up less than 20% of the teaching population (Davis & Griffin, 2019). Latinx/Hispanic teachers only make up 8% of that population. Studies reflect that educators who share relational identities with students perform better academically (Irizarry & Donaldson, 2012). Teachers of color demand more from students of color and push these students to excel academically (Irizarry & Donaldson, 2012). School administrators assume that Hispanic/Latinx educators would possess their students' social and cultural construct, therefore, being more relatable and able to improve their academic performance (Colmer, 2019). Colmer conducted a study to refute this assumption, arguing that some bilingual teachers that identify as either Hispanic or Latinx struggle with their own identity and culture due to masking to assimilate with U.S. culture, meaning hiding your culture to conform to the U.S. white culture. Colmer (2019) posits that a bilingual student cannot presume mastery of two cultures through the educational system regardless of presumed cultural similarities with educators. Irizarry and Donaldson (2012) point out the substantial psychological and social benefits between students with whom they identify, even though there has been success with non-Latino educators.

**Transnational Population.** The need for more Latinx/Hispanic educators in U.S. schools stems from the difficulties that students in this Population face when transitioning between their native culture and being forced to adapt to U.S. cultural norms (Winstead & Wong, 2017). Winstead and

Wang describe the challenges that youth from other countries face based on being transnational. Often the children are forced to immediately transition into the cultural norms they find themselves in, suppressing their cultural norms. Transnationals and immigrants are considered synonymous; transitional people live in the post-colonial world but have difficulty transforming out of the socio-economic culture of their native country. These students' parents are integrated into countries like the U.S. to increase the economy by taking unfulfilled jobs in the unskilled labor industries (2017). Transnational describes the cultural shock children are susceptible to when they leave their home country. Transnational children must assimilate into an environment that strips them of their cultural norms and expectation that they will be proficient in the dominant country's language and culture. The students are often ridiculed and shamed by peers and teachers, which supports the demand for educators with similar cultural identities. Bireda & Chait, 2014; Gollnick & Chinn, 2013; and Vonderlack-Navarro, 2014 found that the educator population within the United States and Great Britain lacked the necessary cultural and linguistic skills to support transnational students (as cited in Winstead & Wong, 2017).

The schools' transnational students entering the U.S. must speak the dominant language and learn and accept cultural norms native to the country in which they reside. Students are stripped of their home language in schools and often deprived of support they may have received in their native country. The lack of qualified teachers possessing cultural and bilingual expertise negatively impacts the well-being of this student population (Winstead & Wang, 2017). Leaders in U.S. schools assume that a teacher with similar demographics can help the students excel, not recognizing that some Hispanic/Latinx educators are struggling with cultural identity acceptance within the schools that they teach. This struggle causes them to mask their identity and can be a hindrance to their

support of the students with whom they share cultural identities. In a study conducted by Colmer (2019) of Latinx/Hispanic teacher experiences, masking was explored to examine cultural identity; some Latinx educators suppress their identities and are not equipped with racial literacy skills to support Latinx/Hispanic students because they have grown to internalize shame of their own culture. There are some cases where Latinx/Hispanic teachers may not be bilingual or are not immigrants themselves and cannot relate to the student's needs. In addition and to be examined further, some teachers have suppressed their cultural identity to assimilate into the dominant culture out of shame, making them unrelatable. Colmer (2019) discovered that some educators born in the U.S. to immigrated parents often struggle with their identity deemed by the U.S. in comparison to their features or how they see themselves, causing internal confusion. These findings suggest that Latinx/Hispanic educator retention is dependent upon opportunities that show and allow them to exhibit an appreciation of their cultural identities, creating an environment of emotional safety for these educators and the students (Capper et al., 2006, as cited in Colmer, 2019).

**Relational Demography.** Fairchild et al. (2012) point out that a mismatch of demographic and cultural similarities negatively impacts teachers' job satisfaction which could be a contributor to lower student performance. Relational demography describes the interaction among individual characteristics and organizations relating to job satisfaction, adjusting for the effects of work attitudes, personnel demographics, and workplace demographics (Fairchild et al., 2012). Teachers reported more favorable job satisfaction when working with students with similar demographics. Most of the teacher population is white, and these educators report low job satisfaction when placed in urban schools. In 2005, that teacher turnover occurred at a rate of 8.4% and was

increasing (Fairchild et al., 2012). If turnover is steadily rising, schools that will suffer greatly are those in urban and impoverished communities, which often have the most minoritized students.

Research suggests that educators of color can culturally frame interactions and better understand the sociopolitical contexts that the students experience in life and school than white teachers (Fairchild et al., 2012). Contrary to research, even if job satisfaction is attributed to racial demography and argues this is why there is a need for more teachers of color, it seems that schools would eventually be reverting to segregation to increase teacher satisfaction and student academic performance. The solution is not that Latinx/Hispanic students should only be taught by those who share a relational demography, but there should be a balance at some point. Teachers require training to ensure they possess cultural sensitivity or develop diverse teaching methods that support all students.

Research suggests that the academic performance of Latinx students is associated with a teacher's use of diverse teaching practices and encouragement of accountability of students (Garcia & Chun, 2016). There is a shared assumption that Latinx/Hispanic teachers automatically have shared culture and values with students with similar ethnic backgrounds; teachers with a strong understanding of Latino culture and values create a mutually respectful environment for Latinx teachers and educators. School administrators assume that educators of Latinx/Hispanic origins have the potential to strengthen student-teacher relationships with students of Latinx/Hispanic ethnicity because they can develop home-like relationships based on aligned cultural beliefs. The truth is that the vast Latinx/Hispanic population negates a homogenous assumption.



**White Superiority.** The shortage of Latinx/Hispanic teachers and historical and societal discourse that influence the educational environment degrades Latinx students' educational learning experiences. Haynes (2021) found that educators who lack racial consciousness negatively impact students of color's educational experiences. Students of color are at a disadvantage without teachers of color who possess a higher racial consciousness, who can advocate for those underrepresented, and who identify barriers that diminish their learning experience (Haynes, 2021). Haynes (2021) suggests that white supremacy is ingrained in academia and minimizes other cultures' learning experiences. Moralities of exclusion support this notion that specific populations, expressly non-white populations, are excluded and marginalized by the dominant population. This dominant group sees itself as superior and dehumanizes the minority (Bohan, 2018 ). This form of racism flows through society and grows in the education system. For the Hispanic/Latinx community, it means hostility exhibited by the majority toward Spanish-speaking populations.

**Critical Race Theory as a Reframing Tool.** Using Critical Race Theory (CRT) tenets in her argument, Haynes (2021) proclaims that the embeddedness of racism in the American consciousness promotes white supremacy as the critical foundation of the United States that spreads throughout the education system. As defined through the work of Crenshaw et al. (2000), Delgado & Stefancic (2017), and Solo'rzano et al. (2000), "CRT is an analytic and theoretical framework that scholars use to critique the impact of White supremacy and racism on education, the justice system, and everyday life in the United States" (as cited in Haynes, 2021, p. 1). The white superiority in education and the lack of Latinx teachers degrade learning experiences for Latinx students. Kohli (2009) also uses CRT to examine the experiences of teachers of color as they

observe racial practices among students of Asian American, African American, and Latinx descent. These teachers noticed overt racism among their students that they also dealt with when they were children. Inevitably, school systems have preconceived low expectations of students of color due to systemic racism and a lack of knowledge of students' cultural backgrounds. CRT, therefore, pushes analysts to approach problems with a macro-systems lens and with particular attention to elements of white supremacy that are operative in the U.S. context (Leonardo, 2004).

### ***Why is there a shortage of Latinx and Hispanic-identifying educators in U.S. schools?***

Several factors influence Latinx and Hispanic educators from staying in classrooms. This next section will explore how the impacts of Brown versus Board of Education contributed to the lack of teacher diversity in the school system. We will also explore factors that push and pull Latinx educators away from teaching using the Latino/a Critical Race Theory (LatCrit)(Irizarry & Donaldson, 2012). Lastly, we will examine how identity informs Latinx/Hispanic educator experiences and how they influence departures. We will end this section by discussing work conditions that cover a broad arena of experiences that pull Latinx/Hispanic educators away from the profession.

**Before Brown vs. Board of Education.** There is plenty of literature to explain the disparity between Black educators in the United States and White teachers. Brown vs. Board of Education is why there is a Black teacher shortage. Before Brown vs. Board of Education, California courts classified Hispanic/Latinx-identifying people as white. After an influx of Mexicans migrated to California in the 1900s, some white parents demanded separate schools for Mexicans (Civil Rights Foundation, 2007). Literature exploring the significant shortage of Latinx/Hispanic-identifying teachers is relatively limited (Irizarry & Donaldson, 2012). We can gather from the Mendez v

Westminster case that because Mexicans were generalized and considered white, they were not initially impacted by segregation efforts because they could attend schools with white students. Based on this, there was no demand for Latinx/Hispanic teachers before 1930. We initially concluded that Hispanics/Latinx had the same educational experiences as Blacks. However, before *Brown vs. Board*, those students were seen as white and were not negatively impacted by *Brown* until the schools became too full. (Civil Rights Foundation, 2007). Only then was there a need for Hispanic/Latinx educators. Prior to *Brown vs. Board*, Blacks in education were teachers and administrators. One could conclude that the need for more Hispanic/Latinx educators resulted from *Brown vs. Board* leaving minority teachers out of education jobs.

**Brown vs Board of Education.** In contrast to prevailing public discourse on *Brown vs. Board* – the landmark Supreme Court ruling that struck down school segregation – Haynes (2021) posits that the intent of the court ruling was not to support the interests of Blacks and racial justice in schools but instead acted to support white interests because desegregation of schools remained under state jurisdiction. Federal mandates might have mitigated white interests and further supported long-term equitable solutions for students and educators of color (Haynes, 2021). Kohli (2009) argues that Black teachers were plentiful before segregation, though primarily teaching black students. Upon school segregation, white parents did not want Black teachers educating their children, so the population of teachers of color in the Black community declined. The alarming discovery is that some Black schools were more advanced than white schools. However, these achievements went unnoticed in the segregated South (Siddle-Walker, 1996, as cited in Ladson-Billings, 2004). Before *Brown vs. Board*, 82,000 Black teachers were educating over 2 million Black students. After desegregation, 38,000 Black educators and administrators lost their jobs (Epps, 2003; Hudson and

Holmes, 1994, as cited in Ladson-Billings, 2004). Brown vs. Board of Education contributed to the lack of diversity in educators because it left non-white teachers without jobs.

**Critical Race Theory/Latina/o Critical Race Theory.** Irizarry and Donaldson (2012) attempt to explore what drives or what inhibits those in the Latinx community from becoming educators or remaining in education using Critical Race Theory (CRT) and Latina/o Critical Race (LatCrit) theoretical frameworks. Both theoretical frameworks are similar. However, LatCrit includes immigration. CRT and LatCrit argue that forces on the periphery push individuals in and out of the teaching profession (Irizarry & Donaldson, 2012). The reflection that Latinx educators see among their students compels them to teach because they fear the educational system will marginalize Latinx students.

**Immigration Impacts.** In a study by Pyne and Means (2013), they use LatCrit to examine the experience of first-generation Hispanic college students and the impact of visibility and lack thereof. This study is essential in our research as it looks at the internal struggles of a particular student and how college was only a discussion in her household in the 8th grade. Upon gaining citizenship and going to college, the student struggled with her identity as a Hispanic and a citizen of the United States. We bring this up out of concern of the possibility that the small number of Latinx educators within Springfield, Massachusetts, may be forced to assimilate and lose identity altogether, which could discourage them from seeking opportunities to teach out of fear of losing self or inability to adapt and adjust to the assumed superiority of White America and education. These discourses that Latinx students and educators must navigate to conform to a society unwilling to reach them in the middle create unnecessary stressors.

**Masking.** Colmer (2019) recognized that in order to focus efforts on recruiting and retention of Latinx educators, school systems needed to understand how Latinx teachers reveal their racial literacy and experience (un)masking). The Latinx/Hispanic community exhibits a vast and diverse population; socially constructed terminology has threatened the survival of the unique diversity because it has forced this population to suppress their true identity (Shorris, 1992, as cited in Colmer, 2019). Colmer's attempt to understand how Latinx educators make meaning of their identities within a diaspora community discovered that some Latinx educators are not bilingual to support the high demand for Latinx teachers (2019). Many Latinx teachers experienced the oppression of their native language within their education because the Spanish language has limited value in the U.S. public school system; many students graduate with proficiency in both languages. Subsequently, many Latinx teachers struggle to culturally relate to their Latinx students due to previous submission to oppressive narratives, which have caused them to mask their identity in environments that are not accepting (Colmer 2014, as cited in Colmer, 2019). Colmer used masking and racial literacy frameworks to examine how tensions within Latinx communities arise through racialization when Latinx teachers attempt to define their identity within social spaces related to their body composition, names, and languages (2019). Montoya (1994) describes masking as how someone reinvents themselves with the use of make-up to be socially accepted by others (as cited in Colmer, 2019). Masking perpetuates self-hate among Latinx educators who feel they must cover their true identity to prevent ridicule. When those in the Latinx community mask their racial differences, they fall victim to the dominant culture, believing that this will secure upward mobility and optimal social status (Montoya, 1994, as cited in Colmer, 2019). We can conclude that if school systems believe recruiting and retaining Latinx/Hispanic teachers support the student/teacher

disparity, schools need to support the cultural differences that students and teachers bring to the education field and not suppress their identities. Masking can contribute to why Latinx/Hispanic educators leave the education field prematurely.

**Racial Literacy.** Teachers must develop racial literacy to hone the skills necessary to navigate environments that question their legitimacy. Montoya and Cruz (2009) state that racial socialization teaches racial literacy skills (Hughes et al., 2006; Rockquemore, Laszloffy, and Noveske, 2006; Stevenson, 2014; Twine, 2004, 2011 as cited in Colmer, 2019). "Whereas, racial socialization 'teaches situation specific racial coping strategies and is characterized by how well it leads individuals to skillfully and flexibly respond to insult and to seek support within different contexts' (Stevenson 2014, 115, emphasis added), racial literacy (Guinier, 2004; Twine, 2003) focuses on the 'ability to read, recast, and resolve racially stressful social interactions'" (Stevenson 2014, 4, emphasis added as cited in Colmer, 2019, p. 197). The government's census perpetuates oppression by assigning racially identifying labels, which is ambiguous for the Latinx/Hispanic community based on the various communities that seemingly make up these two terms (Colmer, 2019). Latinx/Hispanic educators must develop strategies that increase their racial literacy to counter disparaging and insulting oppressors. They can only support Latinx/Hispanic students to navigate the U.S. education system successfully. Suppose Latinx/Hispanic educators have racial literacy skills. In that case, it cannot only help them navigate environments that may shun their abilities but also equip them to support students as they navigate an environment that is not culturally sensitive or educated to support their needs.

**Working Conditions.** Latinx teachers may leave teaching as a result of poor working conditions and resources available in schools. Another significant contributor is that a large portion

of Latinx teachers leave teaching to pursue careers outside of education, such as in the STEM fields, which offer higher-paying jobs that allow them to support their families. Racial oppressors minimized the retention of Latinx educators but created a barrier to recruitment. Irizarry and Donaldson (2012) highlight the systemic barriers that discourage Latinx students from seeking higher education, such as enrollment in less vigorous college preparatory classes and minimal support during the college planning phase. Education from low-performing schools and instruction hinder Latinx students' ability to achieve specific professional career goals (Irizarry & Donaldson, 2012). The barriers within the professional education realm support what society says they want to improve. Some Latinx educators desire to teach because they grew up in the communities and want to give back to those communities, but more is needed to get them into the classroom or keep them in classrooms (Irizarry & Donaldson, 2012).

### **Responses to Latinx and Hispanic-Identifying Teacher Underrepresentation**

In what follows, we first explore the literature regarding factors that generally influence teacher retention. In the following section, we explore literature that outlines factors that may influence the retention of Hispanic and Latinx teachers.

#### ***What can schools do to retain teachers, generally speaking?***

General teacher turnover is directly related to job satisfaction (Ostroff, 1992). Locke (1976) defines job satisfaction as "a positive, pleasant affection resulting from an individual's appreciation of their job-related achievement or experience...includ[ing] both a worker's psychological satisfaction with their job environment as well as their attitude towards work" (as cited by Ker et al., 2022, p. 29). As Locke alludes to above, job satisfaction is related directly to a person's perception of their working environment. Much literature defines contextual factors that

contribute to the working environment. While individual factors such as preparation program, race, and gender can influence why teachers stay or go, given the orientation of this investigation, we attended primarily to the elements related to the context that a school or district can prioritize in design. Contextual factors are those organizational factors that influence a person and are often outside an individual's control. Contextual factors range from school leadership and student behavior to peer collaboration and salary. The most influential contextual factors vary depending on the study, though some recurring themes exist.

**School leadership-related factors.** School leadership is a crucial component that impacts teacher job satisfaction (Sims, 2021). In a multi-year study, Boyd et al. (2011) found that administrative support was the only contextual factor that significantly predicted teacher retention, defined as how administrators help teachers improve their teaching skills or make their jobs easier.

Teachers' perceptions of administrative support may also be influenced by a teacher's access to resources, including both physical resources and support resources, such as mentoring programs, and their input into decision-making processes (Darling-Hammond, 2003).

Decision-making influence will be further explored below when considering the factors that most influence teachers of color, though school leadership decisions directly impact the ability of teachers to have a voice in decision-making spaces.

**Development-related factors.** Factors that further impact teachers' perceptions of their work environment include professional challenge and developmental opportunities; per an analysis of data from the Trends in International Mathematics and Science Study, the lack of professional development opportunities influences teacher job satisfaction (Ker et al., 2022). The



literature describes opportunities that allow teachers to improve their teaching knowledge and skills and vary in format, including workshops, mentorship, professional networks, and conferences as professional development. Kim and Lee (2020) note that principals play a role in a teacher's professional development trajectory. Their study found a positive association between principal instructional leadership and the probability of a teacher participating in mentoring/coaching and peer observation opportunities.

The magnitude of professional challenge experiences of teachers directly impacts their job satisfaction (Burke et al., 2013). According to the Best-Worst Scaling methodology utilized by Burke et al., professional challenges were the second most influential factor related to first-year teacher job satisfaction (2013). In this study, "the extent to which your work is professionally challenging," is defined as a professional challenge (Burke et al., 2013, p. 265). The study expresses the need for opportunities for professional growth and the continuous affordance of professional stimulation through learning and various opportunities. From this study, the opportunity for professional growth and stimulation through learning opportunities is essential to job satisfaction.

**Collegial factors.** Multiple studies highlighted the importance of collaboration and collegial relationships influencing a teacher's decision to stay at school. Sims (2021) found that collegiality complements supportive leadership, behavior policy, and compliance measures in a four-factor model assessing teacher working environment. In this study, collegiality includes how supportive teachers are of each other and the quality of relationships between teachers, measured by both the opportunities to collaborate and how comfortable teachers feel asking their colleagues for advice, support, or empathy.

According to the ecological perspective of teacher retention derived by Lischinsky and Zavelevsky (2020) through an interview protocol, peer communication was the second most dominant category cited by teachers as influencing their job satisfaction. In this study, "peer communication" included both relations between peers but also more formal processes of mentoring and support. Burke et al. (2013) also speak to the importance of peer communication in identifying collegial support and professional collaboration as the third and fourth most important contextual factors influencing the retention of first-year teachers according to their testing of a Best-Worst Scaling measure. This study defined the level of support offered by colleagues as collegial. Professional collaboration is the relationships with others directly involved in student learning or well-being (Burke et al., 2013).

**Student-related factors.** Student-related factors that impact teacher retention were cited in many studies, though student-related factors were defined differently across studies. For example, Burke et al. (2013) identified student involvement as the factor most influential on early career teacher retention. This study defined student involvement as "the extent to which you engage your students" (Burke et al., 2013, p. 265). Ker et al. (2022) described that the most influential factor impacting teacher retention is limitations due to student needs. In this study, the extent to which student needs impact a teacher's teaching ability includes factors such as absences, mental/emotional/psychological struggles, lack of nutrition/sleep, and disinterest (Ker et al., 2022).

Sims (2021) identified student behavior as a critical factor impacting teacher retention. In this study, the extent to which student behavior prohibits a teacher from being able to fulfill their role as a teacher in the classroom. Lopes and Oliveira (2020) add to the literature about the impact of student behavior by finding that classroom discipline, alongside teacher self-efficacy, is a

significant predictor of job satisfaction. Hughes (2012) also spoke to how students can impact teacher job satisfaction by identifying that the perceived level of parent and student support and cooperation made it 1.6 times more likely for a teacher to remain in the classroom.

**Additional contextual factors.** Other factors discussed in the literature but require further examination as contextual factors that most influence teacher job satisfaction include parent support, compliance tasks, teacher workload, a safe and orderly school, and salary. For example, while Hughes (2012) presented research showing that teachers leave the profession because of dissatisfaction with salary, Burke et al. (2013) identified salary as the bottom third of factors influencing the retention of early career teachers. Opposing studies contradicted the magnitude of influence the contextual factors mentioned have on job satisfaction.

**Individual Factors.** Many studies explicitly noted that personal attributes, such as years of teaching, gender, age, training, and college major, influenced teacher job satisfaction less. According to Ker et al. (2022), there was no significant relationship between teacher background factors and job satisfaction, while variables related to the work environment and professional development demonstrated a strong association with job satisfaction. Per Lopes and Oliveira (2020), self-efficacy was an individual factor that impacted a teacher's job satisfaction. However, their results further supported that other factors, such as age and gender, did not predict job satisfaction.

### ***What can schools do to improve Latinx and Hispanic-identifying teacher retention, specifically?***

Literature discussing what schools can do to increase Latinx and Hispanic teacher retention highlights three main strands of contextual factors that specifically impact the retention of Latinx and Hispanic teachers. These three strands include promoting teacher autonomy, affirming cultural

identity, and cultivating the humanistic commitments of teachers of color. We outline each strand below.

**Teacher Autonomy and Decision-Making Influence.** The amount of autonomy teachers perceive they have is related to the decisions they can make in the classroom and their influence on school-wide decisions. Autonomy was cited more frequently as a contextual factor influencing the job satisfaction of teachers of color than the general teaching population. According to Ingersoll et al. (2019), decision-making influence and instructional autonomy were the most vital contextual factors influencing the attrition of teachers of color. Ingersoll and May's (2016) analysis of data from the National Centers for Education Statistics Schools and Staffing Survey and Teacher Follow-Up Survey further supports the conclusion that teachers of color view decision-making influence and autonomy as the factors that have the most significant impact on their perceptions of working conditions.

The emphasis on the need for agency and autonomy was highlighted again through interviews of teachers of color who noted that they were deprived of agency and autonomy to make decisions in their classrooms (The Education Trust and Teach Plus, 2019). Since most of the curriculum taught in schools perpetuates systemic inequities and does not feel relevant to teachers and students, schools must consider ways to give teachers of color autonomy to make decisions that are best for them and their students (The Education Trust and Teach Plus, 2019). Autonomy is paramount to their desire to stay in the classroom.

**Affirming Cultural Identity.** Cited often in the literature discussing strategies for retaining teachers of color was the need for schools to create culturally affirming school environments. According to The Education Trust and Teach Plus report (2019), strategies that could keep teachers

of color in schools include making sure the goals and values of the school align with the goals and values of teachers of color, acknowledging the racial identity of teachers of color, creating schools where teachers of color are empowered and have opportunities to grow, building a school-wide family atmosphere, and making retaining teachers of color a clear school/district priority. Rivera (2020) further identified the need for schools to align school values with the cultural values of teachers of color in presenting an example that collaborative practices may be significant to teachers of Puerto Rican descent and to affirm the cultural identity of that specific group of teachers; collaboration practices require prioritization in schools.

Themes of acknowledging cultural identity and building multicultural capital were also present in other literature. To reiterate, Colmer (2019) noted that fostering a space that supports cultural identity is particularly important for teachers of color because their current environment forces them to assimilate and suppress their identities to fit in. Schools must create spaces that welcome inclusive expression of minority identities for Teachers of Color (TOC) to be their authentic selves and show that their viewpoint is respected and valued among the majority. A school's ability to create an environment that reflects multicultural capital or cultural capital that relates to both dominant (White) and nondominant (non-white) cultures (Achinstein et al., 2010) contributes to teacher retention. When multicultural capital is present, schools have high expectations and positive attitudes about students of color, and culturally relevant teaching is present. Dialogue about race and equity is present in the school.

**Humanistic Commitments.** Achinstein et al. (2010) spoke to the need for schools to specifically consider ways to utilize practices that hone in on the humanistic commitments that may motivate teachers of color to stay in the hardest-to-staff schools. A teacher's desire to contribute

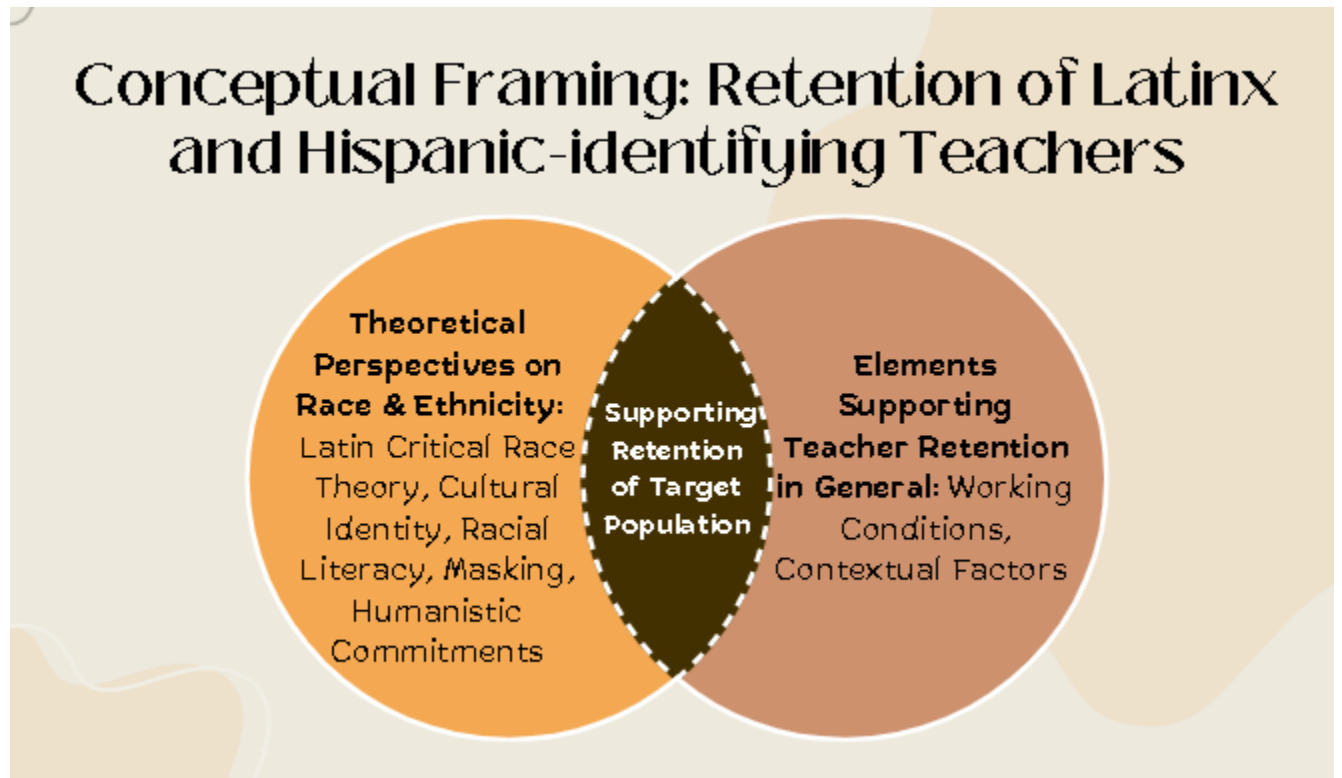
to humanity or be a change agent in their community is a concept known as humanistic commitment. Achenstein et al. (2010) note that case studies and interviews have shown that teachers of color often view humanistic commitments as their "commitment to serve students from nondominant racial and cultural communities by enhancing opportunities to achieve academic success" (p. 86). As such, if schools can tap into and cultivate this desire to serve, they may be able to increase the retention of teachers of color.

### **Project Questions**

#### **Conceptual Framework**

To draft the project questions we considered both research that speaks to overall teacher retention, such as working conditions and other contextual factors, as well as theoretical perspectives specific to the retention of Latinx educators such as Latino/a Critical Race Theory (Izaarry & Donaldson, 2012) and research around cultural identity, racial literacy, masking (Colmer, 2019), and humanistic commitments (Achinstein et al., 2010). The graphic below models the intersection between the elements supporting general retention and theoretical perspectives on race and ethnicity that impact the retention of Latinx and Hispanic-identifying students that we considered in generating our project questions.

Figure 1

*Conceptual Framework*

This graphic illustrates the important intersection of contextual elements and theoretical perspectives that impact job satisfaction and, therefore, retention, of Latinx and Hispanic-identifying teachers. The retention of Latinx and Hispanic-identifying teachers is influenced by both elements that impact the retention of teachers in general, such as the contextual factors outlined above like school leadership-related factors (Sims, 2021), and those critical perspectives that investigate the teaching experience that is specific impact Latinx and Hispanic-identifying teachers. These critical perspectives include the need to consider the way that a school environment affirms the cultural identity of teachers of color (Colmer, 2019). This graphic models our recognition that we must explore the nuances in the experience that may impact teachers of color differently than white teachers because the experiences of teachers of color are rooted in

their specific cultural backgrounds and their experiences are impacted by their racial and ethnic identities.

Our project questions will reflect the need to explore these important nuances. These questions are designed to inform whether or not race and ethnicity play a critical role in the population's retention. We also want to see the influence of humanistic commitments on Hispanic and Latinx teacher retention. The project questions that we will be exploring through our inquiry are as follows:

**PQ1a.** What strategies are in place at the SEZP level or individual school levels to attempt to retain Hispanic or Latinx-identifying teachers?

**PQ1b.** In what ways (if at all) are the strategies identified in PQ1a perceived by Hispanic or Latinx-identifying teachers?

**PQ2a:** What contextual factors do the larger population of SEZP teachers perceive as contributing factors to their retention?

**PQ2b:** In what ways (if at all) are contextual factors impacting retention cited by Hispanic or Latinx-identifying educators similar or different from the larger population of educators?

In designing our project, we opted to use the word *strategy* when discussing the initiatives that SEZP and school leaders are putting in place to specifically target the retention of this teacher population, as SEZP leaders noted that there are initiatives at individual school levels that are responsive to current needs rather than policies that are formally in place across all SEZP schools. Additionally, we conceptualize contextual factors as those factors that contribute to the perception of a working environment rather than individual factors that shape a person's life experience.



**Data Collection and Analysis Report**

The data collection plan below is organized according to project questions and outlines how we sought to collect and analyze data to answer each question. In the following section, we explain our data collection plan. We then move on to the data analysis plan, outlining how we analyzed the data we collected according to this plan.

**Data Collection**

In what follows we outline a data collection plan that emphasizes the data needed to answer each question and the methods that will maximize feasible opportunities to collect that data.

**Table 1**

**Data Collection Plan**

<b>Project Question</b>	<b>What data do we need to answer this question?</b>	<b>What methods will we pursue to collect this data?</b>
<b>PQ1a:</b> What strategies are in place at the SEZP level or individual school levels to attempt to retain Hispanic or Latinx-identifying teachers?	Information from the SEZP level or school leaders regarding policies and practices they are currently using	Leader Focus Group
<b>PQ1b:</b> In what ways (if at all) are the strategies identified in PQ1a perceived by Hispanic or	Perceptions of Latinx and Hispanic-identifying teachers about their	Latinx and Hispanic-identifying teacher focus group

<p>Latinx-identifying origin teachers?</p>	<p>perceptions of school strategies that aim to retain their particular population</p>	
<p><b>PQ2a:</b> What contextual factors do the larger population of SEZP teachers perceive as contributing factors to their retention?</p>	<p>Perceptions of teachers about their perceptions of factors that influence their retention</p>	<p>Insight Survey</p>
<p><b>PQ2b:</b> In what ways (if at all) are contextual factors impacting retention cited by Hispanic or Latinx-identifying educators similar or different from the larger population of educators?</p>	<p>Perceptions of Latinx and Hispanic-identifying teachers on school strategies that aim to retain their particular population</p>	<p>Insight Survey (disaggregated data) &amp; Latinx and Hispanic-identifying teacher Focus Group</p>

**PQ1a**

To answer project question 1a, *What strategies are in place at the SEZP level or individual school levels to attempt to retain Hispanic or Latinx-identifying teachers?*, we completed a focus group with three SEZP leaders and five school leaders to determine what strategies are currently in place to attempt to retain Latinx and Hispanic-origin teachers. We scheduled this focus group with SEZP leadership and asked the SEZP leadership to recruit specific school leaders to participate in the focus group. We designed the following questions in an effort to determine the current strategies that are being employed by SEZP or school leaders:

- What particular strategies are you currently using or what policies are in place to try to retain your Hispanic or Latinx-identifying teachers?
  - *Follow-Up Question 1:* What made you select this strategy? Did you consider others?
    - *Follow-up Question 2:* Are there any documents you could share that outline the details of these strategies so that we could better understand them?
- What evidence do you have that these strategies or policies are effective at the Zone-level or at individual school levels?
- What strategies are in place to develop Latinx educators who are currently in schools?

As no leaders referenced any documents that outlined strategies they are currently utilizing, we did not collect any additional documents upon completion of this focus group.

### **PQ1b**

To determine *In what ways (if at all) are the strategies identified in PQ1a perceived by Hispanic or Latinx-identifying teachers as effective in their retention?*, we hosted two focus groups with our target population. While we initially planned to hold one focus group with all Latinx and Hispanic-identifying teachers, we responded to a request from one of the leaders of our partner organization and shifted our data collection plan to hold two separate focus groups - one for teachers who are part of the international visiting teachers' program and one for teachers who are not. The leader made this request to determine if there was a difference in the type of support that visiting teachers needed compared to non-visiting teachers.

After determining that we would complete two focus groups, we solicited a sample of both visiting and non-visiting teachers through the support of SEZP human resources personnel. The human resources representative sent out an invitation email on our behalf to all teachers in the

Zone, requesting that teachers who self-identified as Latinx or Hispanic join a Zoom focus group on a professional development day to answer questions related to their retention. Our goal was to solicit at least 10 teachers to volunteer across both focus groups with at least three schools represented. We elected this goal as there are approximately 100 Hispanic-identifying teachers in the Zone and a focus group of 10 would represent approximately 10% of the Hispanic-identifying teacher population (N. Christoforo, personal communication, February 8, 2023). We had over 10 teachers sign up for the focus groups, though only ultimately ended up having seven teachers participate in total - six teachers were present for the non-visiting teacher focus group and one for the visiting teachers focus group. Given that there was only one professional development day open to us to complete these focus groups, we did not complete additional focus groups to reach our goal of 10 teachers.

Questions 4 and 5 in the Teacher Focus Group Questions in Appendix A were designed to answer this project question. These questions were designed to solicit teacher feedback on strategies that leaders said they were implementing to attempt to retain Latinx and Hispanic-identifying teachers and about additional ways that SEZP schools could better support the retention of Latinx and Hispanic-identifying teachers. We believed that these questions were important to ask to provide a platform for teachers to directly respond to strategies that leaders said they were using and to get their perspectives on what leaders could do to support them better. Given the positional hierarchy that is inherent in the leader/teacher relationship, we wanted to directly ask teachers for their feedback on the decisions leaders are making in a space where leaders were not present. Further, we wanted to give space to Latinx and Hispanic-identifying teachers to reflect on what they specifically need to feel more supported in

an institution such as education that perpetuates many of the racist systems and structures that are present in our society today.

**PQ2a**

To answer the question, *What contextual factors do SEZP educators perceive as contributing to their retention?*, we aimed to utilize data collected through The New Teacher Project (TNP) Insight Survey that the SEZP gives annually to its teachers. While it was our goal to answer this question by analyzing Zone-wide responses to questions about factors influencing retention as well as perspectives on diversity, equity, and inclusion efforts in schools, our partner organization was not able to obtain the Insight survey results at the time of this publication. As such, we will not be able to answer this question as part of this Capstone exploration.

**PQ2b**

To answer the question, *In what ways (if at all) are contextual factors impacting retention cited by Hispanic or Latinx-identifying educators similar or different from the larger population of educators?*, we aimed to use two sources of data. The first we aimed to use was the disaggregated Insight survey data regarding retention and perceptions of diversity, equity, and inclusion efforts discussed above. We hoped to use this data to determine where differences may lie between Hispanic and Latinx-identifying teachers and teachers in different demographic subgroups. As we were not able to obtain the Insight survey data at the time of this publication, we relied solely on data collected through our focus group to identify what Hispanic and Latinx-identifying teachers need to support their retention. We asked Questions 1 and 2 in our Teacher Focus Group Questions in Appendix A to gather general reflections on what Hispanic and Latinx-identifying teachers perceive as integral to their retention but did not ask them to reflect on

any differences particular their subgroup that we may have identified through Insight survey results had they been available. As such, we did not ask focus group Questions 2a and 2b as originally planned. We recognize the limitation of not having both components of data, as we will not be able to fully answer the question of what contextual factors impact Latinx and Hispanic-identifying teachers more so than other subgroups, without relying on literature. Once the results of the insight survey are available to us we will revise our findings and recommendations.

### **Considerations of Reliability and Validity in Data Collection**

In designing the data collection plan, we considered the need to ensure that our data is both reliable and valid. While our original data collection plan included considerations of the reliability and validity of both the TNTP Insight survey and the focus groups, we will only speak to the reliability and validity of the focus group data collected as focus groups are currently our sole source of data. When considering the focus group data collection phase, we ensured that we had a strategic sequencing of methods so that we first obtained contextual information from school leaders and then followed up with teachers about their reflections on the information provided by school leaders. This sequencing of questions was intentional as we sought to get teacher feedback about strategies leaders claimed they were utilizing. This within-methods sequencing ensured that the data collected was conceptualized in a way that allowed for critical reflection by teachers, whose voice we sought to elevate through this study (Ravitch & Carl, 2021).

Further, we opted to use focus groups as this structure helped us to elevate the voices of our target population, thus allowing us to collect data and present findings that accurately depict the complex experiences and perspectives of Latinx and Hispanic-identifying teachers. Through a consistent focus group execution that artfully utilized both anchoring questions (as seen in

Appendix A) and strategic follow-up questions to explore responses further or clarify responses, we aimed to accurately understand the insights of our participants. Further, the qualitative nature of this data source will support content validity, in that we hope that multiple perspectives will help us to establish content validity as we solicit insight into the potentially multiple meanings that Hispanic, Latinx, and Spanish-origin teachers make of contextual factors that encourage them to stay or leave at their current school site (Ravitch and Carl, 2021).

**Data Analysis**

We analyzed the data collected following the process outlined in Table 2 below.

**Table 2**

**Data Analysis Plan**

<b>Project Question</b>	<b>What methods will we pursue to collect this data?</b>	<b>How will we analyze this data?</b>
<p><b>PQ1a:</b> What strategies are in place at the SEZP level or individual school levels to attempt to retain Hispanic or Latinx-identifying teachers?</p>	<p>Leader Focus Group &amp; Document Review</p>	<p>Deductive thematic coding of leader focus group transcripts using codes drawn from the conceptual framework. Inductive thematic coding focused on portions of leader focus group transcripts that we initially coded as 'other' during deductive coding and returned to for inductive investigation</p> <p>*Note: no supporting documents were provided by Zone leaders, so none were analyzed</p>

<p><b>PQ1b:</b> In what ways (if at all) are the strategies identified in PQ1a perceived by Hispanic or Latinx-identifying teachers as effective in their retention?</p>	<p>Latinx and Hispanic-identifying teacher Focus Group</p>	<p>Deductive thematic coding of teacher focus group transcripts using codes drawn from the conceptual framework. Inductive thematic coding that focused on portions of the teacher focus group transcripts that we initially coded as 'other' during deductive coding and returned to for inductive investigation</p>
<p><b>PQ2a:</b> What contextual factors do SEZP educators perceive as contributing to their retention?</p>	<p>Insight Survey</p>	<p>*Note: we are not able to answer this question at the time of publication as TNTP Insight Survey data were not currently available</p>
<p><b>PQ2b:</b> In what ways (if at all) are contextual factors impacting retention cited by Hispanic or Latinx-identifying educators similar or different from the larger population of educators?</p>	<p>Insight Survey (disaggregated data) &amp; Latinx and Hispanic-identifying teacher Focus Group</p>	<p><i>Focus Groups:</i> deductive thematic coding of teacher focus group transcripts using codes drawn from the conceptual framework. Inductive thematic coding focused on portions of teacher focus group transcripts that we initially coded as 'other' during deductive coding and returned to for inductive investigation.</p> <p>*Note: we are not able to fully answer this question at the time of publication as TNTP Insight Survey data were not currently available, we will revise once available.</p>



**PQ1a**

To analyze focus group responses from Zone-level leaders and school leaders about the current strategies in place to retain Hispanic and Latinx-identifying teachers, we utilized a deductive approach but also created space for inductive code development (Ravitch & Carl, 2021). We began our deductive analysis by creating a code book to define the themes drawn from the teacher retention literature outlined above. The contextual factors that influence the retention of teachers of color that we included in our code book were school leadership-related factors, development-related factors, collegial factors, student-related factors, teacher autonomy and decision-making influence, affirmations of cultural identity, and humanistic commitments.

As we had two researchers, we independently coded our transcripts and then normed on the key deductive themes that emerged throughout the focus group conversations and the evidence that we believe spoke to each theme. This allowed for interrater reliability throughout the focus group analysis process, increasing the reliability of both our deductive and inductive thematic analyses. Throughout the deductive coding process, we coded anything that didn't fit into the deductive codes in our code book as "other." After completing the discussion of our independent deductive coding, we returned to the data coded as "other" to determine if there were any recurring themes that we classified as "other," but emerged several times during the coding process. Through this conversation, we identified the following additional codes to add to our code book as reflecting recurrent themes in the leader focus group - empowering teachers of color, building a network of Latinx or Hispanic educators, licensure support, leader commitment to diversity, expanding the definition of "good teaching," and mentoring. These codes were then

used to inform questions asked for the teacher focus group and further were included in the code book for analysis of teacher focus group responses.

### **PQ1b**

To analyze teacher focus group responses we followed a similar deductive and inductive approach that was outlined above for analyzing responses to the leader focus group (Carl & Ravitch, 2021). We started by creating a code book that included the same contextual factors that influence retention of teachers of color per the literature identified above, including school leadership-related factors, development-related factors, collegial factors, student-related factors, teacher autonomy and decision-making influence, affirmations of cultural identity, and empowering teachers of color. We also included themes that we inductively identified in the leader focus group - empowering teachers of color, building a network of Latinx or Hispanic educators, licensure support, leader commitment to diversity, expanding the definition of "good teaching," and mentoring - as we anticipated seeing these themes in teacher results that were unique to the local context. To answer this question, we specifically analyzed the responses to questions 4-5 in the Teacher Focus Group Questions included in Appendix A, as these were questions that spoke to teachers' perceptions of the strategies that SEZP currently practices to increase retention. We followed a similar process outlined above of separately coding the transcripts, norming on evidence that supported particular themes, and identifying if any data coded as "other" represented a recurrent theme in the responses. The only inductive code that we identified on completion of the teacher focus groups was the theme of visa and transition support that emerged through the visiting teacher focus group. All other themes were consistent with themes that emerged through the literature or through the leader focus group.

By utilizing our analysis from the leader focus group and holding two teacher focus groups, we aimed to have multiple sources from which we could triangulate our findings. We focused primarily on data source triangulation, ensuring that the key findings we are identifying are seen across multiple circumstances (Stake, 1996). The first data source that we analyze is the leader focus group and those findings were used to develop targeted questions for the Hispanic and Latinx-identifying teacher focus group to gather an additional perspective on any retention strategies that the leaders identify. Upon completion of these data collection endeavors, we sought to highlight trends that are consistent across many data sources as well as note potential disparities in the way that one population may view retention efforts compared to another.

### **PQ2a**

Since we were not able to obtain the TNTP Insight survey results at the time of this writing, we are unable to complete our anticipated quantitative analysis of results responses to factors impacting retention for teachers as a whole. When SEZP is able to obtain these results from their third-party vendor we will incorporate this data into a discussion of our current findings with SEZP leaders.

### **PQ2b**

**Quantitative Data Analysis.** As noted above, we do not have access to the TNTP Insight survey, and as such we are unable to fully answer the question about what Hispanic and Latinx-identifying teachers specifically need in comparison to other teacher subgroups. As such, we will analyze teacher focus group responses to identify any particular strategies that Hispanic and Latinx teachers identified as having the potential to impact their retention within SEZP schools.

**Teacher Focus Group Data Analysis.** To analyze teacher focus group responses regarding potential differences in contextual factors that influence the retention of Hispanic, Latinx, or Spanish-origin teachers, we will continue the thematic analysis described above regarding project question 1b.

### **Findings**

We outline our findings below, organized by project question.

#### **PQ1a**

To answer project question 1a, *What strategies are in place at the SEZP level or individual school levels to attempt to retain Hispanic or Latinx-identifying teachers?*, we conducted a focus group with Zone-level and school-level leaders. Based on the information shared by the leaders, we identified the following findings.

#### ***PQ1a Finding #1 - Strategies Used by Zone Leaders to Promote Retention of Hispanic and Latinx-Identifying Teachers***

Zone-level leaders identified two strategies they are using to drive the retention of Hispanic or Latinx-identifying staff. The strategies are the inclusion of accountability measures regarding hiring staff that mirrors the student population on the Zone Roadmap for Equitable School Outcomes and providing licensure support. Of importance to note, Zone-level leaders are those who work at the Zone level rather than at a specific school, such as the co-directors of the SEZP and the Director of Talent.

**Accountability Measures for School Leaders.** One Zone leader, whom we will call Catherine, cited the inclusion of “accountability” measures for principals included in the Zone Roadmap for Equitable School Outcomes. The measures that she discussed focused on the hiring

and retention of teachers that mirror their student population as a key component that signals to principals that teacher diversity matters. This Roadmap “outlines not only, you know, expected leadership, teacher voice, like standards of practice, but also around teaching and learning and equity for students and access for multi-linguistic students and our students, our exceptional learners but also around recruiting” (Catherine, personal communication, December 21, 2022). Zone leaders noted that the measures around hiring included in the Roadmap were in place to hold leaders accountable for ensuring that the proportion of new hires mirrors the racial demographic of the two largest populations of students in schools and that schools are closing the gaps between the racial demographic of teachers and students overall (Springfield Empowerment Zone Partnership, 2022). The Zone leaders noted that these measures are needed to ensure that school leaders are accountable for their decisions. As one Zone level leader noted, “accountability is the other way in which we can, then, so you know, hold schools accountable for the decisions they make because they own the decision-making process and hiring” (Catherine, personal communication, December 21, 2022). Zone leaders believe that this accountability measure will encourage leaders to both hire more Latinx and Hispanic-identifying teachers and focus on retention of those currently in their schools.

**Licensure Support.** Licensure support was another strategy that was identified by Zone-level leaders as an avenue to support the retention of Latinx and Hispanic-identifying teachers. Zone leaders noted that support around licensure was a strategy that was distinct from other forms of development support, such as professional development. In the words of one Zone leader, whom we will call Nancy, “support around licensure and like waivers for licensure, allow folks to stay employed if they are not yet fully licensed as a way to make sure that that's not something that's

going to keep them from being retained" (personal communication, December 22, 2021). This flexibility and support around formal licensure allow for candidates who have not yet completed licensure requirements to work toward them while they are still working in schools. Thus, while SEZP recognizes that it is not ideal for teachers to not have a license, SEZP also wants to create an environment where the lack of a license is not immediately a barrier to employment, giving a teacher who may not have had institutional advantages time to work toward a license with Zone support.

***PQ1a Finding #2 - Strategies Utilized by School Leaders to Promote Retention of Hispanic and Latinx-Identifying Teachers***

School-level leaders identified affirmations of cultural identity, supporting teacher autonomy and decision-making influence, and building a network of Hispanic and Latinx-identifying educators as key factors they focus on for retaining Latinx and Hispanic-identifying teachers.

**Affirmations of Cultural Identity.** School leaders identified multiple strategies that they use for creating a school environment where affirmations of cultural identity are present. For example, one leader we will refer to as Anastasia noted that they include "pretty explicit opportunities to be able to share cultural experiences in a way that is unapologetic and that celebrates that background" while another noted the importance of recognizing linguistic backgrounds and celebrating the use of the Spanish language in their school (Anastasia, personal communication, December 21, 2022). Another school leader, pseudonym Daniel, identified specific teams and practices in schools, such as DEI teams and affinity groups to lead the equity and inclusion work and explicit examinations of racist structures in schools that may influence student academic outcomes or discipline (Daniel, personal communication, December 21, 2022). All of these examples

highlight different ways that schools are explicitly recognizing the need to affirm the unique cultural and linguistic identities of their teachers.

**Supporting Teacher Decision-Making Influence.** School-level leaders also spoke to strategies that they utilize in their schools to support teacher decision-making influence. Many of these strategies focused on highlighting teacher voices and supporting teachers to take on leadership roles. One school leader, we will call her Gwen, noted that she regularly solicits teacher feedback through internal surveys and that she also creates leadership roles within her school for teachers and reflected that teachers note that “the roles actually have impact, and we’re constantly using them to work to improve, not just the school, but their teaching profession” (Gwen, personal communication, December 21, 2022). Of importance to note is that one specific school leader primarily spoke to elevating teacher voices and creating an overt space for teacher decision-making influence. Allowing more leader collaboration regarding this promising practice will be explored later as a potential growth opportunity for Zone schools. Further, the concept of teacher autonomy in their classrooms was not specifically addressed in these conversations but is a matter that we will explore further below.

**Building a Network of Hispanic and Latinx-Identifying Educators.** The final strategy that was noted as a key strategy utilized by school-level leaders to retain Hispanic and Latinx-identifying educators was building a network of Hispanic and Latinx-identifying educators within their individual schools. As school leaders noted, this network is utilized initially to recruit more Hispanic and Latinx-identifying teachers, but once more Hispanic and Latinx-identifying teachers are in SEZP schools it can help create an environment where teachers that share this cultural and linguistic background will want to stay. As one leader, Anastasia, said,

When you have a critical mass of Latinx or Hispanic educators, you're going to get more, right, and you're gonna get more. And people are gonna talk to their friends, and they're gonna talk to other people, and they're gonna say this is a good place to be, this is a good place to work, and so I think it's like chipping away at it. It's being intentional and creating, like the kind of environment where somebody can feel like they can thrive (Anastasia, personal communication, December 21, 2022).

By continuing to intentionally build this network in schools, leaders believe they will be able to create more and more positive momentum for recruiting and retaining Hispanic and Latinx-identifying teachers.

### **PQ1b**

Project question 1b was asked through a focus group consisting of SEZP teachers and asked, "In what ways (if at all) are the strategies identified in PQ1a perceived by Hispanic or Latinx-identifying teachers as effective in their retention?"

### ***Finding #1 - SEZP Teachers share how strategies identified by SEZP level leaders influence their desire to remain teachers within SEZP schools***

During the focus group with SEZP school teachers, Latinx/Hispanic teachers identified two factors that support their willingness to stay within their current roles within SEZP, professional development and humanistic commitments to their students. It is important to note that teachers identified factors that did not mirror SEZP zone and school-level leader responses.

**Professional Development.** When SEZP Hispanic and Latinx teachers were asked about strategies that SEZP-level leaders identified, they did not recognize strategies that leaders identified as factors that impacted their retention. They felt that access to professional development



opportunities outside of licensure would affect teachers' desire to stay within the SEZP schools. One of the teachers offered insight that was echoed by many others stating, "I put down opportunities for growth within our field and um our school...I know so I'm an ESOL teacher and it would be really nice to go to um oh my gosh, what do they call those things, trips where you know, like ESOL teachers like the TESOL conferences and stuff like that would be nice to to those just so we could grown in our field and help our kids better, you know..." (Olympia, personal communication, January 6, 2023). Olympia could not think of the specific names of those workshops and professional development opportunities, but others within the focus group seemed to be familiar with the professional development opportunities. While listening to the discussion it made La'Shawna assume that some educators within the focus group had access to these opportunities and others may not have the opportunity to attend. It was evident in this focus group that being able to work and learn from other teachers in their field to develop strategies and tools to assist their students was the professional development that had been lacking in SEZP schools. The interesting disparity between the SEZP-level leaders and the SEZP teachers was that the SEZP leaders focused more on licensure opportunities that produced pathways to teaching whereas their current teachers were more concerned with opportunities for career development through conferences and workshops. It can be surmised that the SEZP level leaders, while concerned about the retention of the Hispanic/Latinx teachers within their school, need to consider the difference between licensure support and other career development support for already licensed teachers.

**Humanistic Commitment.** While conducting the focus group with the SEZP educators we recognized what we call, "humanistic commitment" played a critical role in a teacher's desire to

remain in their school. Teachers are dedicated to the profession because of their commitment to the children they work with. For Latinx/Hispanic teachers specifically, the ability to relate to their students and see themselves in their students, described in relational demography, was an important factor in the SEZP educators' reasons for staying in their current schools. One educator, we will call Monica, described her commitment in what follows:

...obviously the first thing that came to mind is the students. I went to public schools, and most of my teachers were all Latino, and that made a huge difference because my parents did not go to school... since being first-year teacher, like the 9th graders that had I've been growing with them..they kept me in the school because it's like they know me like we've been growing together like each math like we are together from geometry, algebra II and now pre-cal so they're comfortable with me. I had thoughts of leaving education but they like and are understanding math and they are understanding and liking math because I'm with them... (Monica, personal communication, January 6, 2023)

Ronda echoed Monica, emphasizing the impact that they believe they are having on their students as a reason they stay, "Like you said it's fulfilling, and like working with the kids and making a difference. And having that you know, a cultural background that you can connect even more with the kids..." (Ronda, personal communication, January 6, 2023). Relational demography looks at the interaction between the organization and personal characteristics and how this influences job satisfaction. Racial congruence in schools generally had an impact on teachers' job satisfaction in schools (Fairchild, 2012). For Monica, she believed that teaching the students in math and sharing these cultural and personal characteristics with them changed their view on math and that she was making a positive impact which influenced her desire to stay in the school. This teacher did

not explicitly state, but we surmised that growing up with Latino teachers contributed to her experience as a teacher of Latino and Hispanic students. She, therefore, developed a humanistic commitment that has encouraged her to continue in her school. Another teacher valued the ability to not only connect with the students but also with the parents because they spoke Spanish or some that also spoke English. She believed it was important to be able to connect with them within their native language to have a connection but also respect.

**PQ2a**

At the time of this publication, we are unable to answer the question of *What contextual factors do SEZP educators perceive as contributing to their retention?*, as we were unable to obtain the TNTP Insight survey results at this time as SEZP is waiting on a third party vendor for the disaggregated results. If the results are obtained prior to our conversation with the SEZP about our findings and recommendations, we will incorporate this data into our discussion with SEZP and school leaders.

**PQ2b**

Project Question 2b was mainly focused on SEZP teachers and at present, we only have data from the focus group study to answer this question. In what ways (if at all) are contextual factors impacting retention cited by Hispanic or Latinx-identifying educators similar or different from the larger population of educators impacting retention cited by Hispanic or Latinx-identifying educators similar or different from the larger population of educators?

***Finding #1 - SEZP school-level teachers need to have a voice***

Unfortunately, we did not receive data from the Insight survey to compare our focus group responses to the larger population of SEZP educators. The perspectives provided are a summation of what the Hispanic/Latinx SEZP educators shared during the focus group.

**Solicited Feedback.** Teachers identified the importance of having a voice and being asked about feedback from administrators. We found that some SEZP leaders also use strategies that encourage feedback from their teachers through surveys. The intent behind the surveys from the SEZP zone level leader was to inform the current working environment and gather feedback. Gwen mentioned that although she only has two Hispanic/Latinx identifying educators and how she recognized it was important to talk with them and affirm that their input is valuable. She noted,

what we've done is in retention is teacher voice and teacher leadership is really big at X school and most of the teachers say that that's one of the key reasons why they're here that we not only have the roles, but that the roles actually have impact, and we're constantly using them to work to improve, not just the school, but their teaching profession. And we care about them as educators and one thing that we did do this year specific to the two Hispanic educators that we do have is we gave them leadership roles, and we asked them, when we talk to them more specifically about taking on those leadership roles. So the two Hispanic educators that we have are in leadership positions this year, which is the first year for us and we, you know we did speak to them about, you know one of them is on TLT [Teacher Leadership Team]. One of them as a House leader and trying to sort of amplify their voice because it is the voice of it, is the majority voice of our student

population so that's one thing that we are doing. (personal communication, December 21, 2022)

In talking to Gwen about the survey, she gave the impression that they did not openly discuss the results of the surveys with the teachers who participated, in hopes of not making someone feel uncomfortable. She noted:

I think it depends on what it is. I think largely yes, and conversationally, absolutely as far as like charts, and like all that sort of thing, maybe a little less so. There's still a lot of sensitivity about the fact that this is. Well, I say it all the time when the business of humans and human reactions to certain presentations of data and things that we do right have. I think you have to really can be considerate of that. And people's reactions should be considered. So I would say largely, conversationally, absolutely every Monday morning meeting. You know, like specifically and very like documented wise and charts and so forth a little less. (personal communication, December 21, 2022)

I specifically asked her if they shared the surveys to get a consensus in a forum, and because of sensitivity they do not use a formal process, like a presentation of some sort to share the results. The results are shared conversationally in meetings which may not be an ideal forum to resolve concerns effectively.

This leader's use of surveys further confirms the importance of having a voice that is heard and respected within the work environment. Ronda mentioned that when she does feel it necessary to speak up she wants those around her to recognize that her input is important and valued. Ronda said:

I don't speak very much, when it comes to meetings and stuff. I don't really speak out much, but when I do it's because it's important, really important to me, and so if my voice maybe wasn't heard or respected, because you know we can make suggestions and ideas that doesn't mean it gonna you know we can implement it. (personal communication, January 6, 2023)

This teacher also stated if she felt her voice was not heard she would want to leave the school adding the adults would make her want to leave and reaffirming she stays is because of the students.

### ***Finding #2 - SEZP Teachers Should Be Offered Incentives***

Teachers are not staying in the profession as a result of a competitive salary, but it is because they care about the students. Bilingual educators provide a multitude of services that are not solely focused on academic metrics.

**Incentivizing Critical Skills.** SEZP teachers believe it necessary to offer monetary incentives for Bilingual teachers. The ability to be multilingual is a skill and some of the educators in the SEZP schools believe it is an additional service similar to specialization for Special education. What became evident during the focus group with the school-level leaders is that if their jobs were so critical, the SEZP should provide stipends that are offered in some school districts. As Lena noted,

Yeah following her same train of thought, I'm thinking that one of the factors that would want me to stay, really it would be to for SEZP to have stipends for critical need Bilingual teachers, I'm coming from regular SPS schools where we have stipends, you know in the past yearly, and now, you know they have gone up, so that would be something that would

incentivize me to stay in SEZP versus regular SPS schools.... (Lena, personal communication, January 6, 2023)

Base salaries for educators across school districts are traditionally not competitive when compared to other professions, and when talking with the SEZP teachers, like Monica below, it was evident that many teachers in the Hispanic/Latinx community are sole providers across generations within their family. While pay is not an integral part of why teachers are teaching, teachers want to ensure they can live a comfortable life (Irizarry & Donaldson, 2012). Implications from the focus group with SEZP teachers is supported by the literature showing teacher salary is not adequate to support their families, which makes it difficult to continue teaching despite their commitment to the students. Teachers in the focus group expressed the demand of not only teaching curriculum but possessing the skill of being bilingual or multilingual which bring additional demands beyond the classroom. The demands of the teaching profession are not compatible with compensation for financial security (Bergey et al., 2019).

Monica was an Engineer prior to teaching, in a job she did not love, but had a competitive salary. She teaches because she sees the benefit she is providing to the students, but this comfort of making a positive impact is a sacrifice making it difficult to support her family. Monica reflected:

I guess like, it's like, it's hard. It's really hard. Because there's like a lot of factors, I guess, for me it is also like financial, because I like family is really important to me and my family relies on me financially so that's why, like I went. I started like going for engineering, because engineering like makes pretty good money right out of college, right? And I was. I was already working at an agency, but like I was not feeling fulfilled there, because, like designing and I..... like that didn't feel like it felt empty. So going into teaching like I feel

more fulfilled there, even though I'm not getting paid as much as I would like to. (Monica, personal communication, January 6, 2023)

Often bilingual teachers have responsibilities to their students beyond the classroom and are rarely compensated for these additional responsibilities. Lena alluded to the fact that the Springfield Public School district offers bilingual educator incentives so we can assume there is a disparity within the SEZP where incentives are not offered for this critical skill.

### **Summary of Findings**

Evident within our focus groups among SEZP leaders and teachers we identified seven findings that contribute to the retention of Latinx/Hispanic educators. SEZP leaders stated that strategies that affirm cultural identity are paramount to teacher retention. SEZP teachers shared the same sentiment that environments where they can be their true selves support their willingness to stay in SEZP schools. Support of teacher influence on decision-making in their schools was a strategy that SEZP leaders felt was integral to retaining Latinx educators. This strategy was aligned with the SEZP teachers' desire to have a voice and impact decisions as a necessary element of their retention. Further, building a network of Hispanic and Latinx-identifying educators was integral to teacher retention based on the SEZP leader focus groups. Similar to SEZP teachers' desire for professional development that created opportunities for collaboration with other teachers that taught techniques and strategies to better assist their students contributed to SEZP retention. SEZP Hispanic and Latinx-identifying educators expressed that humanistic commitments were pivotal to their desire to remain in SEZP schools. The impact and relationships they developed with their students were paramount to their decision to remain in SEZP schools. Lastly, SEZP educators



expressed that financial incentives for being bilingual and multilingual would strengthen their desire to remain in SEZP schools.

### **Recommendations**

We outline our recommendations for supporting the retention of Hispanic and Latinx-identifying teachers in the SEZP below, organized by project question. See the table below for an overview of findings and recommendations.

#### **Recommendations Regarding Zone-Level Strategies for Retaining Latinx and Hispanic-Identifying Teachers**

##### ***Reframing Accountability Measures Through an Improvement Lens***

Based on the Zone-level strategy of including accountability measures regarding hiring in the Roadmap for Equitable Schools, we recommend that the SEZP continues to make its stance regarding teacher diversity clear through Roadmap measures while it also considers reframing the need for representative diversity through an improvement lens rather than solely through an accountability lens. If the Zone continues to signal from the top that proportional representation is of importance to Zone leaders and that this representation impacts a school's Roadmap score, this will ensure that it is top-of-mind for school leaders as they are working to hire and retain teachers. However, we believe that this accountability approach can be strengthened by helping school leaders to take an improvement approach that recognizes the nuanced and iterative nature of fixing complex problems.

Adopting an improvement science approach will help schools identify the root causes of why they currently do not have a staff that mirrors their student population, have clear aims that will signal success, identify changes they can make to increase the diversity of their teaching staff,

test these changes, and reflect on the targeted support that they need from Zone leaders to make the desired levels of diversity a sustained reality. This will ensure that the disparity between the Hispanic and Latinx-teacher population and the student population is the shared responsibility of all Zone stakeholders from school to Zone-level leaders. A general description of an improvement-focused approach to problem-solving is outlined below.

Improvement science takes the mentality that when a problem needs to be solved, it takes both basic knowledge from the discipline at hand (i.e. teacher retention) and the organizational and contextual knowledge needed to enact the disciplinary knowledge in a specific context (i.e. unique Zone schools) (Lewis, 2015). One framework for improvement efforts outlined by Langely et al. (2009) is the Model for Improvement which focuses on supporting organizations to think about problems by focusing on three main questions: "(1) What are we trying to accomplish?, (2) How will we know that a change is an improvement, (3) What change can we make that will result in improvement?" This improvement approach asks organizations to identify how the current system is creating the current outcomes, identify what small changes can be implemented and how improvement will be measured, and anchor these small improvement trials in systematic ways so that learning can take place about the implementation of improvement efforts (Carnegie Foundation for the Advancement of Teaching, 2023).

The SEZP can start by leading leadership teams through a root cause analysis to help schools identify how their current staffing support system operates and how that system perpetuates the teacher/student demographic disparity. Teams can use tools such as creating a fishbone diagram, a process map, or the 5 Whys method to help see the system and identify root causes of the problem (Peterson, 2023). After identifying these root causes, school leadership teams can create

driver diagrams that help them to visualize their theory of change. In creating a driver diagram, teams identify what aims they want to achieve, the primary and secondary drivers that they believe most significantly impact their aim, and change ideas for how to improve (NHS Foundation Trust, 2023). Then, teams can use a plan-do-study-act cycle to identify how to best design and test a change that they believe will lead to reaching their desired aim. A plan-do-study-act cycle starts with the aim, creates a plan that focuses on how the change will be implemented and how data will be collected, carries out the change and collects data, studies the data as it compares to predictions, and then decides what actions will be taken in the next cycle (Park & Takahashi, 2013). By utilizing this systemic approach to consider how to better support the retention of Latinx and Hispanic educators, individual schools will be able to identify the highest leverage changes they need to make as autonomous schools and support they may need at the Zone-level.

Additional resources that the Zone can use for exploring both the benefits of improvement science as well as the process for implementing improvement science efforts include texts that focus on improvement in multiple contexts and those specific to solving problems in schools. For example, a robust guide to improvement science that could be a beneficial resource is [The Improvement Guide: A Practical Approach to Enhancing Organizational Performance](#) by Langely et al. (2009). Chapters that may be most beneficial to start with reviewing are Chapter 1, *Changes that Result in Improvement*, which provides an overview of the key principles of improvement, and Chapter 2, *Skills to Support Improvement*, which identifies six key skills that enhance the likelihood that changes will result in widespread improvement (Langely et al, 2009). By starting with reviewing these resources coupled with the information outlined above, SEZP leaders can get an idea of what improvement science is and consider strategies for educating leaders about this

approach to problem-solving in their schools. Zone leaders could consider using the problem of proportional staff representation as an initial problem of practice as leaders learn about the power of improvement science and then expand to further problems of practice, such as harnessing the power of autonomy in the classroom for teachers of color.

Further, education-specific resources include Learning to Improve: How America's Schools Can Get Better at Getting Better by Bryk et al. (2017) and Improvement Science: Promoting Equity in Schools by Peterson and Carlile (2021). Bryk et al. (2017) provide a deeper dive into the way that improvement science principles can be considered to effectively solve problems in education contexts, while Peterson and Carlile (2021) share case studies about the ways that improvement science has helped to drive improvements in reading, writing, math, science, and health/wellness/physical education spaces in schools. The Zone could use these resources to consider ways to support teachers to learn about this strategic improvement science approach through formats such as book studies or communities of practice.

Enacting an improvement processes approach can help school leaders to explore approaches to improve hiring and retaining a more diverse teaching staff that is both context-specific and iterative in nature, allowing leaders to recognize the nuanced aspects of hiring and retention that go beyond checking a box. Further, by creating opportunities for leaders to learn about and practice utilizing improvement science approaches, the Zone can support leaders to adopt strategic approaches to problem-solving in multiple contexts. Such contexts can include better retention of Latinx and Hispanic-identifying teachers but also other domains they are struggling to see the improvements they desire, such as in improving student outcomes, as the case students presented by Peterson and Carlile (2021) demonstrate.

***Creating Opportunities for Leader Collaboration***

As some of the strategies being utilized by school-level leaders were only mentioned by one or two leaders, such as putting teachers in leadership positions where they can influence decisions (discussed below), we recommend that the Zone creates more collaboration opportunities, such as professional learning communities or communities of practice for school leaders so that they can continue to share strategies that are working to help retain Hispanic and Latinx-teachers in particular schools. Further, it could be a space for leaders to present problems of practice to build capacity for undertaking improvement science efforts that can help leaders better see problems and develop and test solutions using input from experts around them. As one of the key principles of improvement science is accelerating learning through networked communities, the Zone can help facilitate the development of these communities. As Bryk et al. (2017) note, networked improvement communities are (1) designed with a focus on a common aim (i.e. increasing staff diversity), (2) guided by a deep understanding of the problem, the system that creates it, and a shared theory about how to improve the problem, (3) utilize methods of improvement research to develop, test, and refine interventions (i.e. plan-do-study-act cycles), and (4) are organized to accelerate the diffusion of successful interventions. We believe that if the Zone intentionally creates collaboration opportunities with specific focuses on teacher retention it will lead to more positive momentum for not only building awareness around the importance of proportional representation of teachers but strategies that leaders can actively utilize within their schools.

***Developing a Clear Communication Strategy Regarding Zone Licensure Supports***

Further, we recommend that the SEZP leadership develops a clear strategy for communicating the licensure supports that are provided, as licensure support was a strategy

identified by the Zone leaders but not mentioned by teachers in the focus groups as impacting their retention. Teachers did mention other licensure-support programs, such as Teach for America (TFA), that provided licensure and other training support for those new to teaching. If the Zone is able to better communicate the licensure support services they provide, it may be able to help teachers see the Zone and Zone schools as entities that can support their licensure and career establishment/growth, similar to organizations like TFA. Further, by helping teachers to obtain necessary licensure, the Zone will ensure that they are able to retain teachers in their schools over the long term, rather than having to let teachers go if they are unable to get licensed to teach in Massachusetts.

### **Recommendations Regarding School-Level Strategies for Retaining Latinx and Hispanic-identifying Teachers**

#### ***Continue Evidence-Based Retention Strategies***

Based on our findings above regarding strategies already in place at the school level, we recommend that school leaders continue to build systems that support all of the strategies they are currently utilizing in their schools - affirming teacher cultural and linguistic identity, supporting teacher decision-making influence, and building networks of Hispanic and Latinx-identifying teachers. As was discussed previously, Colmer (2019) suggests that intentionally affirming cultural identities is integral for supporting teachers of color, as schools are traditionally spaces that force people of color to assimilate and suppress their identities to fit in. Therefore, leaders should continue to identify ways to affirm various cultural identities of their staff to help them feel like they belong and therefore, support their retention. Further, for Latinx and Hispanic-identifying teachers who speak Spanish and other indigenous languages, leaders should specifically identify ways to affirm

and celebrate their linguistic identities as well. See findings and recommendations below related to PQ2b that discuss potential financial incentives for bilingual teachers who help to communicate with families and students that could recognize a teacher's linguistic assets in a very tangible way. Further, leaders can explore establishing pedagogical stances in their schools that recognize the oppressive nature of English-centric contexts and support literacies in multiple languages, such as translanguaging. Per Garcia & Kleifgen (2020), translanguaging recognizes the emergent and spontaneous nature of living with multiple languages and thus "disrupts the naturalized stable boundaries of what are traditionally understood as languages, bilingualism, language education, and language learners" (p. 556). If schools work to honor the experience of their teachers and students living in this space with simultaneous languages influencing their understanding of and contributions to their school community, they can further affirm their linguistic reality.

Furthermore, leaders should continue to create structures and systems that allow teachers a space to genuinely influence decisions in their schools. Decision-making influence was cited in multiple studies as a key factor that directly impacts the job satisfaction of teachers of color, and as such leaders should continue to create an environment that allows for this influence (Ingersoll et al., 2019; Ingersoll & May, 2016). Leaders should utilize current structures that are required in all Zone schools, such as Teacher Leadership Teams, but ensure that perspectives of Latinx and Hispanic-identifying teachers are present in decision-making spaces.

Building networks of Hispanic and Latinx-identifying teachers was not a strategy that was specifically outlined in the literature regarding Hispanic and Latinx-teacher retention, though Bristol and Shirrell (2019) speak to the need for teachers of color, generally speaking, to build social networks in schools to increase their retention. Their study discusses the need to decrease the

isolation of staff of color and increase the connections among staff to help build their social connections and networks and improve their retention (Bristol & Shirrell, 2019). It would not be beyond the realm of possibility, then, that the sub-group of Latinx and Hispanic-identifying teachers in the SEZP would also feel more comfortable in an environment with more teachers that share their cultural and/or linguistic identity and can become a part of their work-related social network. As such, building a larger Latinx and Hispanic-identifying teacher network may not only support recruitment but also retention of this crucial teacher population. Of importance to note, however, while schools should strive to create spaces where people can find people who share their identities to be part of their social networks, schools should also identify ways for teachers to build authentic connections beyond racial and linguistic lines so as to not perpetuate segregationist tendencies. Creating an environment where relationships are built across lines of difference will require reflection and intentionality by school leaders to recognize where groups may be isolated from one another and create opportunities for learning and connection.

### ***Exploring the Concept of Classroom Autonomy in Zone Schools***

Further, we recommend that Zone- and school-level leaders explore the concept of teacher autonomy in the classroom and identify schools within the Zone where teachers feel like they have decision-making autonomy and are still seeing strong student academic outcomes. We make this recommendation as no school leaders specifically identified promoting teacher autonomy as a strategy promoting retention, though we know through our literature review that this is a key factor that influences the retention of teachers of color (Ingersoll et al., 2019). If the Zone can find internal bright spots where autonomy is felt by teachers and is cultivated in meaningful ways, school leaders can further learn from each other about ways that this autonomy



is cultivated in schools. This could be a topic that leaders could explore together as an improvement science project, as explained above, or as part of the work of a professional learning community discussed above.

### **Recommendations that Hispanic/Latinx SEZP school teachers feel necessary to support their retention in respect to what SEZP level leaders**

Based on our findings to PQ1b, we have identified that professional development opportunities and support in cultural sensitivity and identity are paramount to the Latinx/Hispanic educators in SEZP schools to encourage retention.

#### ***Support for desired professional development programs***

Literature on teacher growth (Dixon et al., 2019) supports the importance of professional development strategies mentioned by Olympia that principals should invest in professional development for Teachers of Color that supports retaining the Hispanic and Latinx-identifying teachers they already have. In the focus group with the educators, multiple teachers noted their desire to participate in more professional development opportunities that were meaningful to them. These included professional conferences related to their subject area, such as TESOL conferences, or professional networking conferences, such as associations for Latinx educators.

SEZP principals and administrators should offer continuous opportunities for Latinx and Hispanic educators to attend professional development opportunities that support their career goals, address teaching methods to better assist their students, and foster development for career progression. School leaders should clearly articulate the selection criteria for these opportunities and ensure that these opportunities are accessible to all educators in a given school. SEZP schools should create leadership pathways and be transparent about the requirements for moving into

leadership within SEZP schools. Further, they should incorporate mentorship programs geared toward Latinx/Hispanic educators within the SEZP. Comprehensive induction was a technique used that paired new teachers with experienced teachers for approximately two years to help them navigate their teaching careers (Ingersoll & May, 2016). This concept could also benefit Hispanic/Latinx educators who could be paired with a more experienced teacher. The mentorship program should pair new Latinx/Hispanic educators with teachers with seniority to share ideas, best practices, and the development of lesson plans. Research from the Teach Plus report showed that Black teachers desired mentorship to help them navigate issues they face within the classroom. Schools that prioritize mentorship and affinity groups enhance academic instruction within their schools (Mason et al., 2021). The mentorship relationship creates genuine spaces that support teacher professional growth and help teachers develop solutions that impact their professional journeys.

Professional development sessions that offer mentorship should allow teachers to self-reflect on topics inherent to them personally and professionally. Professional development sessions are not limited to classroom management or school curriculum. However, sessions on race and biases that humans are faced with every day could be beneficial to showing support for Latinx/Hispanic educators while also educating those of other races (Dixon et al., 2019). This program not only helps teachers within this population navigate a predominately white environment but also supports initiatives that educate non-minority educators on different cultures within the environment through the cultivation of a one-on-one relationship with a mentor.

***Education on cultural sensitivity and supportive atmosphere for cultural diversity***

Both school leaders and Latinx and Hispanic-identifying teachers noted the need for culturally-affirming spaces to make all of their educators feel supported. We recommend that the SEZP leadership implement plans for cultural sensitivity training for all school leaders within the SEZP to ensure that all leaders have a strong foundation for supporting Latinx and Hispanic-identifying teachers and students, particularly if they do not share that same cultural background. Then, school leaders can also create plans for developing cultural sensitivities in their staff.

SEZP-level and school-level leaders must create spaces that affirm cultural identities. Teachers who are free to be themselves and embrace their cultural identity with the support of their administrators feel respected by their leadership (Dixon et al., 2019). SEZP schools can flourish if they allow their teachers the freedom to express their cultural identities while interacting with colleagues, students, and parents. This opportunity cultivates a community of respect that values diversity and further supports the humanistic commitment of Latinx and Hispanic-identifying teachers.

**Contextual factors that Hispanic/Latinx SEZP teachers recommend that influence retention*****Confirmation that their voice impacts***

SEZP-level leaders and SEZP principals should conduct regular surveys to garner teacher feedback and then openly discuss the results of the surveys. These anonymous surveys should be focused on the work environment and opportunities for growth. They could also consider incorporating listening or sensing sessions within the schools (Department of Defense, 2017). The military defines sensing sessions as platforms that allow external inspectors to gather the perceptions and opinions of an organization's group members. An important factor of these

sessions is to make the group participants feel comfortable regardless of the facilitator's professional ranking in the group. The facilitator does not assert their authority directly, but in a professional subtle manner while simultaneously treating everyone with dignity and respect (Department of Defense, 2017). We did not find corresponding evidence stating the impact these sessions have on participants, however, we surmise that these sessions are most impactful if they see that the information they shared is used to transform processes and procedures that Hispanic/Latinx educators identify as problems. Utilizing sensing sessions would allow for teacher voices to be heard on various topics and create a shared understanding among teachers and leaders to form solutions.

These sessions would be inclusive or even disaggregated to provide a safe non-attributional space, which means creating a trusting environment to facilitate constructive feedback and incorporate changes for when things are not promoting optimal conditions for all or to adopt measures that are working in some schools that have not been introduced in others. Key factors for establishing a sensing session are location, such as a classroom, and the size and composition of the group - no more than eight participants to promote eye contact and rapport, designed in a U-shape. The group should be stratified demographically and not include any individuals who are supervisory over participating members. The facilitator should prepare ten open-ended questions in advance that solicit storytelling that supports learning from the sensing session. The facilitator will have a recorder who accompanies them to scribe the contents of the session. This scribe will not disclose the names of participants, and transcripts will be anonymous. The facilitator ensures that participants' privacy will be protected and that the agency desires to hear their opinions on a particular matter. The way the session is conducted is important to ensure the engagement of the

participants. It is imperative that the facilitator engages every participant during the session for the discussion to be beneficial. The facilitator should articulate that the purpose is not for personal complaints, but constructive opinions on overall issues. As participants lose interest after long periods, sessions should not exceed 90 minutes. The facilitator should begin to close the session 15 minutes before the end, summarizing all key points of the session with the assistance of the recorder. Lastly, the facilitator should remind the participants of the confidentiality of the session and thank them for participating (Department of Defense, 2017).

Another organization that practices a similar practice is National Public Radio (NPR). NPR uses listening sessions to develop a culture of critique and feedback, workshop ideas, get to know one another, share best practices, explore themes for prioritization of topics, dissect stories, or highlight things that work and what is not working right (Macadam, A., 2016). Dixon mentioned a level of implicit bias that Teachers of Color are susceptible to from their white peers and supervisors when they attempt to contribute ideas within the profession(2019). Creating spaces that allow Hispanic and Latinx voices to be heard and accepted in SEZP strengthens retention efforts within the schools. We surmised that based on SEZP-level and SEZP school-level leaders' emphasis on having a voice and assurance that the Hispanic/Latinx educators have a voice, surveys could be a starting point, but confidential sensing or collaborative listening sessions supplement surveys that SEZP leaders can begin to implement improvement measures based on what is discussed.

### ***Special skills should be financially rewarded***

We recommend that school leaders offer stipends for educators for multilingual teachers similar to how often special education teachers have a higher base salary than educators without

specialties. Studies have shown that teachers who leave the career field do so for competitive salaries. Minimal increases in salary only reflect minimal improvement in retention for educators of color (Farinde et al., 2016). Currently, autonomy within SEZP allows principals to offer stipends to teachers for any additional responsibilities they choose to compensate. We recommend that SEZP-level leaders set standard criteria for stipends for multilingual educators across Zone schools both to recognize the extra work that multilingual educators are asked to do and to ensure that schools are not in direct competition for multilingual educators if one school offers such stipends and another does not. Stipends should be forecasted in annual school and zone-level budgets to support this effort. Additionally, Dixon (2019) recommended that transparency in teacher pay scales for additional skills in the classroom would increase teacher retention.

Further, the Zone can consider salary scales that directly reflect multilingual abilities. Projected salary increases over time will encourage employed educators to remain in the profession and could influence college graduates to seek careers in the education field (Farinde et al., 2016). Further supporting this consideration of an enhanced salary scale for multilingual educators is the notion that members in the Hispanic/Latinx community historically frown upon jobs in the education field because the salary is not as competitive as careers in law, medical, or engineering fields that offer more financial security (Irizarry & Donaldson, 2012). Additionally, the Latinx and Hispanic population is traditionally devoted to family, and members are often tasked with providing financial support for their families, as was echoed by teachers in our focus groups. Enhanced salaries can help teachers meet these familial obligations.

**Summary of Recommendations**

Based on direct input from Latinx and Hispanic-identifying teachers in SEZP schools and consultation with research, we believe that the Zone should implement the following recommendations to better support the retention of this target population. First, at the Zone-level, leaders should bring the concept of improvement science to the table, allowing all stakeholders to identify the root cause of the teacher diversity disproportionality and develop iterative approaches to design and test solutions. This approach will help leaders at all levels see their responsibility in this realm and build skills for approaching future complex problems. Through this improvement science approach, Zone-leaders can create opportunities for leaders to collaborate in networked improvement communities to collectively develop solutions and share practices leading to improvements. Further, the Zone should develop a clearer communication strategy regarding licensure support they provide to ensure that teachers can keep teaching as they obtain the necessary teaching licenses.

At a school level, leaders should continue utilizing research-based strategies, such as affirming cultural identity, supporting teacher decision-making influence, and building a network of Latinx and Hispanic-identifying educators in their schools. Further, they should explore the concept of teacher autonomy in their schools, perhaps as an improvement science problem of practice. We specifically recommend exploring what autonomy looks like and how teachers view autonomy in their school, as autonomy has been shown to directly impact the job satisfaction of teachers of color (Ingersoll et al., 2019). If leaders work to identify ways to increase Latinx and Hispanic-identifying teacher autonomy, they can improve their retention.

Additionally, both Zone-level and school-level leaders should consider retention strategies that their Latinx and Hispanic-identifying educators directly named as impacting their desire to stay

at their schools. These include providing support for professional opportunities that they ask to take part in; creating environments that are culturally sensitive and supportive through cultural sensitivity training for all; confirming that their voices are heard and opinions are respected by utilizing surveys and sensing sessions; and financial recognition for bilingual and multilingual abilities.

### **Conclusion**

SEZP schools noticed a disproportionate population between their Hispanic/Latinx students and teacher demographics, triggering a need to determine what policies and strategies were in place to support the retention of the Hispanic/Latinx educator workforce. Supported by literature, SEZP understood that the academic performance of their Hispanic/Latinx students was linked to creating a supportive teacher network that shared cultural similarities with their students.

Through evidence-based research from literature and two separate focus groups with SEZP leaders and educators, we learned that policies and strategies necessary to retain SEZP teachers are similar to strategies that promote the retention of all teachers of color. SEZP Hispanic/Latinx educators specified the importance of having an environment where they can be their true selves and SEZP zone leaders stated their foundation is based on creating spaces that support cultural identity. The autonomy highlighted by SEZP leaders through their mission is intended to create an opportunity for Hispanic and Latinx educators to be their true selves and support their students who share similar cultural identities. Evident in the course of this project is that autonomy and accountability measures at the Zone level also create areas of inconsistency. For example, some schools may provide stipends within SEZP for bilingual and multilingual teachers whereas others may not. SEZP teachers identified the desire for stipends to support the additional skills they provide inside and outside the classroom to support their student's academic performance. Research



suggested that transparent compensation measures for additional skills contribute to teacher retention.

Teachers and leaders within SEZP cited collaboration through building networks of Latinx and Hispanic educators to promote retention of this population and something both focus groups felt was necessary to continue practicing. Additionally, teachers in SEZP want access to professional development opportunities that are appealing to them as well as opportunities to mentor students, helping them to navigate obstacles they face within the classroom. Teacher voice through feedback was important to both SEZP teachers and noted as important to SEZP leaders as well. Creating trusted spaces that promote open dialogue to further improve processes within SEZP was noted as an important factor in Hispanic and Latinx retention in SEZP schools. Creating an environment that promotes teacher voice allows teachers to feel a part of the decision-making process when they see their ideas being implemented.

We recognize that our project is limited to data collected from only a small group of SEZP leaders and a small group of SEZP Hispanic and Latinx-identifying educators. More insight is necessary from the larger population of SEZP teachers who do not identify as Hispanic/Latinx to compare the needs of this group and our target population and recognize where discrepancies in support needed exist. Further, SEZP should collect regular data and feedback from the Latinx and Hispanic-identifying teacher population to determine additional strategies that should be implemented to support the retention of SEZP Hispanic and Latinx educators. Teachers in SEZP are genuinely happy about the work they are able to do for and with their students. SEZP implementation of improvement science to further explore accountability and autonomy and

facilitate leader collaboration will be integral in the retention of Hispanic and Latinx educators within SEZP schools going forward.

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1. When you think about factors that contribute to your wanting to stay at your current school, what comes to mind as important?
  - a. Some of these might be the same for any teacher. In what ways, if at all, does your racial or ethnic identity color that perspective of what makes you want to stay here?
2. This is the same kind of question but just flipped. When you think about factors that might contribute to your wanting to leave your current school, what comes to mind as important?
  - a. Some of these might be the same for any teacher. In what ways, if at all, does your racial or ethnic identity color that perspective of what makes you want to leave here?
3. Survey data in the X survey suggested \_\_\_\_\_ [either about this subgroup or differences identified]. Does this resonate with you? How so? If not, why not?
4. The SEZP leaders and school leaders identified X as a strategy they are intentionally employing to retain Latinx and Hispanic-identifying teachers. Have you seen this strategy in action?
  - a. Do you think this strategy will be effective? Why or why not?
  - b. Could the implementation of this strategy be improved in any way?
  - c. Are there other strategies that you have seen at your school or the SEZP level that may contribute to retaining Latinx and Hispanic-identifying teachers?
5. If the leaders of the SEZP were to ask you what could improve the experience of Latinx and Hispanic-identifying teachers in SEZP schools, what would you suggest?
  - a. Anything you would say to do that is not currently happening?
  - b. Anything you would say to stop doing that is currently happening?

c. Anything that is happening that there should be more of?