

BHS HIRING COMMITTEE, FALL 2015

CHAIRS: Deborah Holman, Dr. Christopher Vick

MEMBERS: Keith Lezama, Malcolm Cawthorn, Gary Shiffman, Melanee Alexander, Mary Burchenal, Jenee Ramos, Dan Arroyo, Jeanette Lindor, Sarah Orlov, Amy Bayer, Josh Paris

GOAL - to increase hiring of faculty of color by:

- Opening the pipeline of and building relationships with potential candidates of color
- Increasing the number of candidates interviewed and hired
- Holding each other accountable for meeting targets

PURPOSE – to redefine and renew current BHS efforts to increase hiring of faculty of color; to have some distilled work/thinking to build from and share with PSB

NEXT – Deb and Chris take existing efforts and ideas to PSB and new HR director; short term actions for 2016 spring hiring season (FY16); long term actions for winter budget season (for FY17)

Principles Guiding Our Work

-As our country, and school by extension, become increasingly diverse, it is of critical importance to find and retain a staff that mirrors the heterogeneity of the population we serve. To this end, we are actively seeking to achieve a more racially diverse pool of applicants for teaching positions at Brookline High School. We understand that without intentional action, we will not be able to meet this objective. Thus, we will take affirmative steps in order to increase the teachers of color hired and retained at Brookline High School.

-In the school improvement plan, of the three “drivers of change” at BHS (structure, instruction, culture), we consider this as part of the structure and culture drivers.

-All students benefit from being taught by a faculty that represents the population in the world at large, into which pupils will be graduating.

-We continue to hold high teacher quality as the paramount goal. We repudiate any notion that candidates of color are less likely to be highly qualified than their white counterparts. Further, we reject the notion that attracting and hiring more teachers of color will result in lower teacher quality.

-Our work is enabled by active collaboration with the Human Resources Department of the Public Schools of Brookline. We will develop a recruitment and retention strategy which aligns with the district’s core values, particularly as they relate to educational equity, excellence in teaching, and high achievement for all.

-With the requisite support, our school leadership will foster applicant pools that are diverse. We will hold ourselves accountable, as an institution, for this expectation.

-Attainment of our objectives will require a thorough analysis of existing hiring practices, processes, and beliefs. It will also require removal of the hiring practices, processes, and beliefs, which preclude us from attracting and retaining teachers of color.

-We will work intensely to forge and strengthen relationships with partner organizations that can be supportive in our work of attracting more Black, Latino, Asian, and Native American teachers.

-Collaboratively, we will set goals and benchmarks regarding increasing the pool of diverse applicants and hires. Similarly, we will evaluate our results with an eye towards increasing the number of underrepresented candidates with each successive year.

-We will hold ourselves accountable as an institution for our success in bringing in more minority applicants. Supervisors, in particular, will be provided with support in identifying and reaching out to potential applicants.

-We will empower our current teachers to act as emissaries of Brookline High School and use them to help us identify and reach out to minority applicants.

1. Research

Make use of quantitative as well as qualitative data that shows the efficacy of teachers of color for minority students AND their white counterparts. There exist a substantive body of academic research speaking to the benefits minority and white students derive from teachers of color. The articles, *America's Leaky Pipeline for Teachers of Color* and *Why Schools Need More Teachers of Color-For White Students*, by Farah Ahmad and Melinda Anderson, respectively, speak to the efficacy of teachers of color.

Data from Brookline High School illustrating the benefits of a diverse teaching team will be collected, analyzed and disseminated.

2. Where are the teachers of color?

Immediate/Year One Partners

- The Institute for Recruitment of Teachers
- Massachusetts Department for Diversity in Education
- National Society of Black Engineers (NSBE)
- METCO Inc. (more specifically, the METCO waiting list)
- Local graduate chapters of Delta Sigma Theta, Alpha Kappa Alpha, Omega Psi Phi, and Alpha Phi Alpha
- Emmanuel College
- Simmons College
- Lesley University
- The University of Massachusetts at Boston
- Boston University

- Boston College
- Northeastern University
- Bridgewater University
- WEB Graduate Society of Harvard University
- HGSE Fellows Program
- Jubilee Christian Church
- Morning Star Baptist Church
- Greater Boston Morehouse College Alumni Association
- Spelman College Boston Area Alumni Association
- Brookline Asian American Family Network

4. Longer term partnerships

Year Two Partners

- Howard University
- Morgan State University
- Bowie State University
- North Carolina A&T
- Bennett College
- Johnson C. Smith
- Morehouse College
- Spelman College
- Clark Atlanta University
- Clemson University's Call me MISTER Program

5. Brookline's unique selling points for teachers of color

- Strategic plan goals focused on educational equity
- School Improvement Plan focused on educational equity
- Materials fee program
- Culture of high achievement
- Significant academic freedom
- Robust METCO Program
- AALSP, Calculus Project
- Multiple opportunities to work with a strong cohort of students of color
- Vouchers available to pursue classes towards advanced degrees

6. Action Steps

Immediate/Year One

- In collaboration with Human Resources, set reasonable and stretch benchmarks for the number of applicants of color
- Establish a "hiring for future needs" practice: Identify anticipated teaching vacancies from 2016 – 2022 due to BHS enrollment growth and determine when and how highly-qualified candidates could be hired early. Establish and maintain relationships with potential applicants before positions are posted.
- Create, for wide distribution, marketing materials espousing the benefits of working in Brookline, particularly aimed at people of color.
- Identify and engage in immediate collaboration with high value partner groups/institutions

- Hold a recruiting event at BHS to attract local candidates and introduce them to BHS
- We will evaluate our department, program, and school-wide results annually. We will evaluate with an eye towards increasing the number of underrepresented candidates with each successive year.
- Research and consider models of “growing our own” teachers: An internship model? An in-house teacher residency – licensure model? A partnership with local colleges/universities?
- To prepare for Year Two action steps, include budget requests for FY17

Year Two

- Continue and maintain year one efforts and actions.
- Design and execute “road trips” to DC/Maryland, Georgia, and North Carolina. During these “road trips”, recruiters from BHS would meet with graduating seniors and juniors at aforementioned HBCU’s and encourage them to apply to BHS
- Invite deans of various HBCU education departments to come to Brookline for a two-day info session and pitch.
- Research and consider models of “growing our own” teachers: An internship model? An in-house teacher residency – licensure model? A partnership with local colleges/universities?

Year Three

- Continue and maintain year one and year two efforts and actions.