



## Doing Better for Black Educators

*Six Policy Recommendations for Improving the Recruitment and Preparation of Black Educators*

### Executive Summary

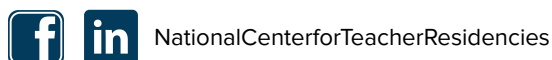
Black educators contribute significantly to student achievement among Black students. However, there aren't enough of them. One approach that appears to be solving this problem on a small scale is teacher residencies, which are community-based clinical preparation programs developed in partnership with school districts and anchored in their context. These teacher residencies are raising the bar for quality while reducing barriers to entry for teachers of color and other underrepresented groups. The [National Center for Teacher Residencies](#) (NCTR) is a national organization committed to building and developing teacher residencies as a lever to address the enduring and systemic inequities in school systems.

To accelerate the number of Black teacher residents and meet their unique needs, in 2019, NCTR established the [Black Educators Initiative](#) (BEI) to support a network of residencies that will together recruit, prepare, and retain 750 Black educators. A recent external evaluation conducted by the [Center for Public Research and Leadership](#) (CPRL) at Columbia University, *Recruitment and Retention of Black Educators: Promising Strategies at Eight U.S. Teacher Residencies*, confirmed that residencies receiving BEI support not only recruit a greater number and percentage of Black educators than other teacher preparation programs, but they are also improving graduation and hiring rates and placing Black teachers in schools where they are needed most.<sup>1</sup>

Teacher residencies are effective – but these teacher residencies alone cannot find and prepare enough Black educators to meet the needs of all students and schools. Therefore, this paper is designed to help teacher preparation programs, school districts, and states use what

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<sup>1</sup> Madhani, N., Shand, R., & Austin, K. (2022). Recruitment and Retention of Black Educators: Promising strategies at eight U.S. teacher residencies. *Center for Public Research and Leadership*. Retrieved at: <https://nctrresidencies.org/resource/recruitment-and-retention-of-black-educators-promising-strategies-at-eight-u-s-teacher-residencies/>





these BEI grantees are learning in order to improve the recruitment, preparation, and support of Black educators across the country. To develop the recommendations, NCTR reviewed a wide range of research and other publications on diversifying the educator workforce, as well as the lessons learned by BEI grantees as found in BEI annual reports, syntheses of the work of BEI communities of practice, a recent external evaluation of BEI grantees, and interviews with BEI program leaders.

These recommendations are:

1. *Make teacher preparation financially accessible.*
2. *Prioritize recruitment strategies that focus on Black educators.*
3. *Ensure that teacher preparation programs are culturally and linguistically sustaining for Black educators.*
4. *Employ affinity groups as a standard component of the teacher education experience.*
5. *Invest in and support mentors who can cultivate prospective Black educators.*
6. *Include voices of Black educators in the development of teacher education policy.*

Each recommendation includes relevant research, examples of how BEI teacher residencies are addressing this area, and specific action steps that teacher preparation programs, school districts, and states can take.

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