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State Board of Education Resolution
In Support of Measures to Increase Recruitment & Retention of Latino, Hispanic, and
Latinx Teachers
SR20-5

WHEREAS, The State Board has commissioned and published multiple research reports showing that the District has the highest teacher attrition rate in the country;

WHEREAS, a large body of research supports testimony that the State Board has heard from DC students highlighting the adverse effect that high rates of teacher turnover has on students’ learning and social-emotional growth and therefore it is an imperative that serious efforts be made to understand how to better retain teachers in our schools;

WHEREAS, consistent research further demonstrates that having a representative teacher workforce improves student graduation rates, test scores, and provides students invaluable relationships and role models;¹

WHEREAS, increasing the diversity of the District’s teaching force will require understanding and addressing the specific barriers related to recruitment and challenges related to retention that teachers of color face and;

WHEREAS, Latino, Hispanic, and Latinx teachers face a unique set of barriers and challenges related to recruitment and retention in District schools²³;

WHEREAS, there is a large gap between Latino, Hispanic, and Latinx teachers and students, with nineteen percent (19%) of the District of Columbia’s student population identifying as Latino, Hispanic, or Latinx and only seven percent (7%) of the teacher workforce identifying as Latino, Hispanic, and Latinx and a significantly larger gap in parts of the city where Latino, Hispanic, and Latinx communities are concentrated;⁴

WHEREAS, Latino, Hispanic, and Latinx educators play a key role in increasing parental engagement in District schools, as well as connecting with our Spanish-speaking immigrant students and their myriad of challenges in and out of the classroom;

WHEREAS, Latino, Hispanic, and Latinx social workers, counselors, and school psychologists play a critical role in supporting the social-emotional and wraparound needs of the District’s similarly-identifying student populations;

¹ For example, Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.
² https://www.Latino, Hispanic, and Latinx sforeducation.org/wp-content/uploads/2020/01/Mirrors-for-Latinx-Students-Report_Jan-2020.pdf
³ Hold
⁴ For example, in Ward 1, fifty-eight percent (58%) of students are Latino, Hispanic, and Latinx as compared to fifteen percent (15%) of educators <https://osse.dc.gov/publication/dc-teacher-workforce-report>





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WHEREAS, despite the high demand for native Spanish-speaking educators, Latino, Hispanic, and Latinx immigrant teachers face multiple obstacles throughout the hiring process and during their engagement in District schools, including having to take the Praxis exam in their home country at significant extra expense regardless of prior certifications or relevant professional experience; relying on individual school leadership for sponsorship and coverage of fees associated with their work visa and visa extension applications; no working visa for teacher spouses; being compelled to perform uncompensated translation duties within their respective schools, among many other challenges and disincentives.

WHEREAS, Latino, Hispanic, and Latinx immigrant teachers have experienced exploitation by third party agents acting as liaisons between teachers and District agencies and have expressed a critical need for human resource and professional supports with things such as immigration and professional certification processes, accessing appropriate professional development opportunities, mentoring during their first year in the classroom, appropriate Impact observations,⁵ and more.

NOW, THEREFORE, BE IT RESOLVED THAT, the D.C. State Board of Education recommends that:

- The Office of the State Superintendent of Education (OSSE) conduct a full review of the teacher workforce pipeline and certification process to identify and remove barriers for Latino, Hispanic, and Latinx teacher candidates. This initiative should include responding to recommendations made by the DC Council Committee on Education⁶ to create an office that will “craft a long-term vision for bilingual education for the District in collaboration with other District agencies and support bilingual education from daycares and out of school programming, all the way to job centers, and in both existing dual language schools and schools in the planning and implementation stages, through being a repository of resources and know-how.” Such steps would help to create the infrastructure necessary to support Latino, Hispanic, and Latinx teachers. This initiative might include partnering with or outsourcing this essential service to an external agency or entity.
- Deliberate steps be taken by relevant agencies toward building recruitment, retention, and hiring teams that represent the staff diversity they seek with special attention to achieving better Latino, Hispanic, and Latinx representation in senior leadership roles;

⁵ Currently, teachers teaching in dual language programs are not assured that the Impact observer understands Spanish or know the fundamentals of instruction in a language immersion classroom.
⁶ See the Committee on Education recommendations on the Budget in the May 4, 2018 Report on the Fiscal Year 2019 Budget for the Agencies Under Its Purview
<https://static1.squarespace.com/static/528921fce4b089ab61d013d3/t/5aec855988251b8a935f2c08/1525450077676/05042018+For+Mark+Up+Education+Committee+Budget+Report.pdf>





- 74 • OSSE assist Local Education Agencies in the promotion and creation of “Grow-Your-Own
75 programs”⁷ to help District students who identify as Latino, Hispanic, and Latinx to
76 become educators and stay to teach in Spanish dual-language programs and majority Latino
77 Schools;
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- 79 • DCPS ensure that Latino, Hispanic, and Latinx teachers teaching in dual language
80 classrooms are observed for Impact by individuals who have knowledge of the language
81 being taught as well as the fundamentals of teaching a second language and that
82 uncompensated duties, such as translation services for colleagues and families, translating
83 curricula and other school materials, etc., be considered toward their Impact Collaboration
84 score;
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- 86 • OSSE take necessary steps, including recruiting experienced language teachers to act as
87 mentors, to ensure that all Latino, Hispanic, and Latinx immigrant teachers working in
88 DCPS and charter schools receive adequate training, guidance, and mentorship that
89 includes explicit teaching of American culture throughout their first year of engagement in
90 a District school and that an office be established to provide access to appropriate Spanish
91 language classroom resources ongoing professional development opportunities relevant to
92 dual language education.
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- 95 • OSSE either return to the District’s previous policy which allowed a period of three years
96 for Latino, Hispanic, and Latinx immigrant educators to acquire DC Teaching Licensure
97 while teaching in DC schools or validate multiple pathways to licensure for these
98 immigrant teachers, including honoring previously-earned post-graduate diplomas and
99 previous teaching experience.
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- 101 • OSSE Approve and administer the PCMAS in Spanish toward full licensure in place of all
102 three parts of the PRAXIS for educators teaching in Spanish.⁸
- 103
- 104 • OSSE defray fees and assume responsibility for expenses associated with the hiring and
105 certification process, including visa application and sponsorship, certification exams, etc.
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- 107 • DCPS sponsor Latino, Hispanic, and Latinx immigrant teachers so they are granted H1B
108 visas in place of J1 Visas when they are hired, provide clear pathways to prove merit toward
109 sponsorship for a green card, and assist educator spouses/partners in obtaining a working
110 visa.
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⁷ See for example <https://www.newamerica.org/education-policy/edcentral/diversifying-teacher-workforce-grow-your-own-pathways/>

⁸ Currently teachers can take the [PCMAS](#) in Spanish in place of Praxis I, but the PCMAS is a test that is substantive enough to cover all subjects included in all three Praxis exams including content, principles of learning and teaching.





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- OSSE include relevant data points on the DC School Report Card that inform potential Latino, Hispanic, and Latinx families and staff about school resources that matter to them (e.g. teacher diversity, staff language ability, relevant professional development and work on equitable parent engagement)

118 Date Adopted: __April 22, 2020_____ Signed:

A handwritten signature in blue ink, appearing to be "R. Wade", is written over a light blue horizontal line.

