



State Board of Education Resolution
In Support of Measures to Increase Recruitment & Retention of Black/African-American Teachers
SR20-9

WHEREAS, only seven percent of all undergraduates receiving a degree in education identify as Black/African-American;

WHEREAS, there are considerable disparities between white and Black/African-American teacher certification candidates in rates of pass rates on the Praxis exams required for licensure in DC and alternative performance assessments that have shown smaller disparities in passing rates, such as edTPA, are not options for licensure in DC;

WHEREAS, research has shown that Black/African-American teachers are often placed in disciplinary roles in schools and are judged more harshly than their white peers in teacher evaluation processes;

WHEREAS, Black/African-American teachers face a unique set of barriers and challenges related to recruitment and retention in District schools;

WHEREAS, research has shown that having a single Black teacher in elementary school makes Black/African-American children more likely to graduate high school and significantly more likely to enroll in college;

WHEREAS, there is a large gap between Black/African-American teachers and students, with sixty-seven percent (67%) of the District of Columbia's student population identifying as African-American and only fifty-six percent (56%) of the teacher workforce identifying as African-American and a significantly larger gap in Wards 5, 6, 7 and 8;

WHEREAS, only thirteen percent (13%) of DC teachers are Black/African-American males, while roughly thirty-two percent (32%) of students are Black/African-American males;

WHEREAS, a significant loss of Black/African-American educators has occurred during the same time frame as gentrification has transformed the broader population demographics of DC;

WHEREAS, diversifying the education workforce so that every Black/African-American student in the United States could have one Black/African-American teacher would mean doubling the current number of Black/African-American teachers.





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

- SBOE prioritize further research on recruitment, retention and support of Black/African-American educators in Washington, DC.
- The Office of the State Superintendent of Education (OSSE) ensure that the Social Studies Standards Writing Group - and all future standards writing groups - include a significant share of Black/African-American educators and other educators of color.
- The OSSE publish data on the preparation programs of teachers licensed in DC and their demographic information, including at a minimum race and gender.
- The OSSE provide technical assistance to Local Education Agencies (LEAs) to aid in the creation of “Grow-Your-Own programs” to help students who have graduated from District schools to come back and teach for after obtaining their undergraduate degrees.
- LEAs provide increased transparency within schools to school staff on teacher hiring and leadership promotion processes.
- The OSSE provide LEAs with professional development opportunities and/or grants for in-LEA professional development focused on the barriers faced by educators of color within schools and on strategies for creating a positive school culture for Black/African-American educators.
- The Mayor consider opportunities for state-based loan forgiveness, service scholarships, loan repayment incentives, relocation incentives, and/or other incentives for Black/African-American educators joining the District teaching workforce and committing to stay for a period of time.

Date Adopted: June 17, 2020_____ Signed: _____

