<table>
<thead>
<tr>
<th>IN OUR STATE, WE...</th>
<th>POSSIBLE ACTIONS</th>
<th>RATING</th>
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| 1. **Collect, share and use data** to increase transparency and hold teacher preparation programs, states and districts accountable for teacher pipeline diversity and effectiveness | ▪ Publish data on LEA teacher and principal demographics and effectiveness  
▪ Publish a statewide teacher demand and supply report  
▪ Increase transparency and hold teacher prep programs accountable for effectiveness and diversity of their graduates by collecting and sharing data on outcomes | |
| 2. **Invest in recruitment strategies and alternative pathways** that broaden the teacher pipeline and increase the diversity of teachers | ▪ Require and fund teacher residencies  
▪ Fund “Grow Your Own” programs to build a diverse bench of educators in hard to staff schools/subjects  
▪ Offer financial support for teachers of color and teachers of critical subjects  
▪ Provide innovation grants to LEAs to develop and diversify their teacher pipelines | |
| 3. **Improve the quality of teacher prep programs** so that they prepare more teachers generally, and teachers of color, in particular, to earn licensure and meet student needs | ▪ Ensure teacher preparation program teaching standards and curricular requirements are rigorous, comprehensive and aligned to the state’s standards  
▪ Provide grants for teacher prep/LEA partnerships | |
| 4. **Reform licensing regulations** to reduce financial and testing bias barriers to new teachers | ▪ Ensure licensing tests capture the knowledge candidates need to support students to be college and career-ready  
▪ Allow micro-credentials to comprise certification, licensure and re-licensure criteria as an alternative  
▪ Provide financial assistance to educator candidates | |
| 5. **Increase expectations and supports for principals** to be stronger cultural leaders and supporters of teachers, particularly teachers of color | ▪ Publish LEA-level data on the diversity of the principal workforce  
▪ Invest in principal programs and strategies focused on supportive and inclusive school leadership practices  
▪ Hold principal preparation programs accountable for effectiveness of graduates by collecting and sharing outcome data  
▪ Revise accreditation, standards and evaluation to include cultural competency/identity literacy/inclusive climate indicators  
▪ Provide training to current principals around the implementation of equity and diversity strategies | |
| 6. **Improve and increase new teacher supports** so that more teachers generally, and teachers of color in particular, are set up to be successful | ▪ Require and fund schools and LEAs to provide multi-year support (at least two years) to new teachers  
▪ Set standards for mentor selection based on qualities of an effective mentor (e.g., teacher effectiveness ratings) and release time parameters | |
| 7. **Invest in the quality and use of educator diversity, effectiveness and teacher staffing data** | ▪ Require LEAs to create a data plan to improve the hiring/retention of a diverse educator workforce to get Title II funding  
▪ Introduce “teachers of color” as a shortage area in legislation  
▪ Use effectiveness data to inform licensure, tenure, compensation and dismissal decisions  
▪ Use effectiveness data to inform equitable placement of and access to highly effective teachers | |
| 8. **Support teacher career pathways and compensation** that leverage and retain the best teachers, particularly teachers of color | ▪ Create standardized teacher leader roles and associated credentials, such as a Mentor or Content Lead  
▪ Provide stipends or increased compensation for teacher leaders  
▪ Ensure teachers earn a living wage | |

**Total**

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Please contact Andy Smith or Rashidah Morgan for additional information.