

An All-Embracing Workforce Matters for Students



- Having at least two Black teachers by the third grade **increases Black students' likelihood of attending college by over 30¹ percent.**
- An increase in the number of Black and Hispanic educators results in **increased test scores, decreased suspensions, and absences** for Black and Hispanic students.²
- Students of color **benefit from higher teacher expectations and seeing members of their own race/ethnicity as role models** in positions of authority.³
- For White students, diverse learning communities provide exposure to multiple perspectives and can **improve their ability to solve problems, think critically, and develop creativity.**⁴
- Having teachers from multiple backgrounds may also increase White students' **sense of civic engagement while offering important cognitive, social, and emotional benefits.**⁵

1. Abigail Swisher, February 24, 2022. [Four states working to close the teacher diversity gap](#). NCTQ.

2. David Blazar and Francisco Lagos. December 2021. [Professional Staff Diversity and Student Outcomes: Extending our Understanding of Race/Ethnicity -Matching Effects in Education.](#) Annenberg, Brown University.

3. The Urban Review, Villegas, A. M., & Irvine, J. J. (2010). [Diversifying the teaching force: An examination of major arguments.](#) 42(3), 175-192.

4. Page, S. E. (2007). [The difference: How the power of diversity creates better groups, firms, schools, and societies.](#) Princeton, NJ: Princeton University Press.

5. Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). [How racially diverse schools and classrooms can benefit all students.](#) Education Digest, 82(1), 17-24. Retrieved October 24, 2018,

The HCPS Talent Pathways Initiative

Talent Pathways is a 5-year, multi-tiered, strategic initiative to support HCPS recruitment and retention goals.

This initiative includes **Grow - Your - Own** (GYO) strategies to cultivate pathways into the teaching field supporting the development of a pool of teacher candidates representative of the local community.

More information can be found on the HCPS Talent Pathways webpage!



Activities Overview

01



Identified four concrete pathways to the teaching profession: **High School; College; Conditional; Career-changer.**

02



Talent Pathways Taskforce: bi-monthly meetings with a focus on Grow Your Own strategies and talent pool expansion including Teacher Academy of Maryland (TAM) and TAM+, additional high school experiences, and innovative college experiences for potential teachers.

03



Strategic meetings to strengthen existing pathways and/or develop new opportunities: Harford Community College, Towson University; University of Maryland Eastern Shore; The Johns Hopkins University.

04



Collaborate with Harford Community College to strengthen dual-enrollment, TAM+, and other pathways into the classroom.

Talent Pathways Needs Assessment

HCPS Talent Pathways conducted a needs assessment using a 5-point framework. Finalized in July 2023, the goals of the needs assessment were to identify opportunities, processes, and barrier reduction methods that promote an educator workforce that is representative of the Harford community.



Talent Pathways Recommendations & Alignment

HCPS STRATEGIC PLAN



Prepare every student for success in postsecondary education and career.



Engage families and the community to be partners in the education of our students.



Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.



Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

Talent pathways recommended focus areas are designed to complement district-wide strategies, priorities and work already underway:



Improve training and onboarding for conditionally certified teachers.



Develop and implement school level goals for to be representative of the community.



Modify human resources and hiring practices through an all-embracing lens.



Create and incentivize opportunities for teachers, particularly teachers of color, to serve as HCPS ambassadors.



Create more accessible pathways for growth and leadership development.

Cross-Functional Implementation Cohort



The recently launched **Cross-Functional Implementation Cohort** will operate as a sub-group of the Talent Pathways Task Force.

As a complement to pre-existing initiatives and work championed by departments and staff throughout HCPS, this group is tasked with devising plans to achieve the high-impact talent pathways recommended focus areas.

1

Improve training and onboarding for conditionally certified teachers.

2

Develop and Implement school-level goals to be representative of the community.

3

Enhance the application and interview process through an all-embracing lens.

4

Expand opportunities for teachers of color to serve as HCPS ambassadors at district-related recruitment events, school visits, and on social media to encourage teacher candidates' interest in working at HCPS.

5

Create more accessible pathways for growth and leadership development.