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You Belong: A Focus on Cultural Awareness, Inclusivity, and Diversity in Schools to Improve Recruitment and Retention

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Consultancy Project Executive Summary

Organization:	Gardner-Webb University School of Education
Project Title:	You Belong: A Focus on Cultural Awareness, Inclusivity, and Diversity in Schools to Improve Recruitment and Retention
Candidate:	Keicha Chandler-Smith
Consultancy Coach:	Dr. Jeffery Hamilton
Defense Date:	July 8, 2020
Authorized by:	Ms. Shawn Williams

Amendment History

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
Version 1	May 27, 2020	Initial version.
Version 2	June 20, 2020	Provided clarifications and addressed errors.

Approval

This consultancy project was submitted by Keicha Chandler-Smith under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Dr. Jefferey Hamilton, Faculty Advisor
Gardner-Webb University

Date

Ms. Shawn Williams, Site Advisor
Chief of Human Resources, Richland District 2

Date

Acknowledgements

First, I would like to thank my Lord and Savior Jesus Christ for sustaining me and providing me with the opportunity to attend Gardner-Webb University. He has been my source of strength through perseverance, prayer, and purpose in this endeavor.

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Abstract

You Belong: A Focus on Cultural Awareness, Inclusivity, and Diversity in Schools to Improve Recruitment and Retention, Chandler-Smith, Keicha, 2020: Consultancy Project, Gardner-Webb University.

The educational system in the United States of America is under attack. The attack is not in physicality but is being caused by abnormally high teaching shortages. The shortage has become an area of concern nationally, including within my home state of South Carolina. Over 6,700 teachers left the profession in the year 2017 for a variety of reasons. This type of attrition is only expected to continuously increase because universities and colleges globally have reported and that less students are aspiring to be teachers year after year. Thirty-eight percent of South Carolina's teachers left their jobs in their first five years of teaching (Self, 2018). This trend cannot continue if we are to protect the education of our most prized assets, children, the future. Based on a review of over fourteen articles I discovered several factors that have led to this steady decline as well as several implementations that vastly improve retention. Some of the initiatives that improved retention in organizations were cultural aware environments, inclusivity in the workplace, and the embracing of diversity. Cultural awareness and diversity can help with recruiting and retaining teachers by adding to the school's culture in a positive way; through the embracing and appreciation of differences (Phillips, 2014). As a result of this study, instructive systems, corporations and/or organizations seeking to improve recruitment and retention may find this research beneficial when seeking to cultivate a vital human need, belonging.

Keywords: belonging, recruitment, retention, diversity, inclusivity, cultural awareness

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1 Introduction

1.1 Project Purpose

The purpose of this project is to develop a plan that will help Richland School District 2 (R2) with aspects of talent management, teacher recruitment, and retention, through implementations that will promote acceptance and a sense of belonging. The implementation will highlight three areas (1. Cultural Awareness, 2. Inclusivity, and 3. Diversity) and will provide leadership with tools and resources to capitalize on varied talents and skill sets.

Terminology and Definitions

- **Belonging.** A sense of fitting in or feeling like you are an important member of a group.
- **Cultural Awareness.** An understanding of the differences between self and people from other countries or other backgrounds, especially differences in attitudes and values.
- **Diversity.** An understanding that each individual is unique and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.
- **Inclusivity.** The practice or policy of including people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of minority groups.
- **Partnering Organization (PO).** The company that was partnered with in order to meet a need(s)
- **Richland School District 2 (R2).** A school district with more than 28,000 students, the largest and fastest growing school district in the Midlands of South Carolina
- **You Belong.** A survey inclusivity tool created by the facilitator

1.2 Associated Documents

See Appendix A (*You Belong* Surveys)

1.3 Project Plan Maintenance

There were meetings throughout the planning process with R2's Chief of Diversity and Inclusion as well as the Chief of Human Resources to discuss the desired process. From the beginning of this process, the project was regularly discussed with the key parties. As response and feedback was provided, I made changes as needed. Also, each milestone/phase of the consultancy project was reviewed and feedback was given by Dr. Jeffery Hamilton, my Gardner-Webb University Doctor of Education in Organizational Leadership (DEOL) faculty advisor, to confirm acceptable progress towards project accomplishment was being achieved.

2 Project Scope

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objectives

The vision of R2 is as follows:

Richland Two strives to be the premier school district — a learning and working environment where all partners are committed to creating, sustaining, and investing in a culture and environment of excellence and where all are afforded the opportunity to maximize their gifts and talents as they pursue their pathways to purpose ("Vision," n.d.).

The superintendent, Dr. Baron Davis, desires for Richland School District 2 to be noted among the best of the best nationally, and I intend to help accomplish this goal.

- The purpose of this project is to foster a sense of belonging. This is to be done by utilizing and highlighting the gifts and talents of all and fostering an environment of inclusivity.
- To provide resources and tools that R2's leaders can utilize to embrace diversity and highlight it as a strength.
- To foster environments that are culturally aware and cognizant of the cultures and beliefs that are embodied within.
- To help the district on its pursuit of becoming a premiere school district by recruiting and retaining talented diverse teachers.

2.1.2 Success Criteria

The project is based on receiving feedback, and implementing change based on the data. The qualitative feedback will be used to capitalize on talents and show value in diversity. The success of this project will ideally be based on increases of retention and recruitment of teachers who feel valued and a sense of belonging.

2.1.3 Risks

The detailed risks connected to this project include, but are not limited to:

- 1) Hesitancy at the district level/district office – There would be no buy-in which would cause no implementation of the framework. If there is not a readiness for change at the district level it will be difficult to implement.
- 2) Building administrator reluctance– addressing or discussing culture and racial issues may cause discomfort. Such topics can cause offense at the smallest hint that they may be perceived to have culturally insensitive or racist innuendos.

3) Resistance to change. Some feel that “if it’s not broken, don’t fix it,” even when if it is broken. The thought that nothing is wrong, and things should remain as they are, can be problematic.

2.2 Outline of Student’s Objectives

2.2.1 Objectives

- Learn about the culture, passions, and talents of teachers
- Create and disseminate a survey to gather information
- Use survey data to plan professional development
- Use survey data to highlight and utilize the diverse talents within the organization
- Encourage the pilot school to formulate a diversity team/committee based on its *You Belong* survey data
- Conduct professional development to address the needs of the *You Belong* data
- Improve recruitment and retention

2.2.2 Success Criteria

Success will be measured using the *You Belong* climate survey data and district exit data to see if the pilot site received an increase or decrease in retention.

2.2.3 Risks

Lack of Readiness and Buy-In. There will need to be a convincing argument brought before the district leadership to convince principals and key stakeholders that there is a need for such a tool as *You Belong*, and that the outcome will be positive.

Poor Execution. It will be imperative to have a solid implementation and training plan to ensure reliability and that roll-out is done in a positive manner.

2.3 Definitive Scope Statement

The reason for this framework is to help R2 ensure that all teachers feel a sense of acceptance and belonging, which will improve recruitment and retention. Through implementing the *You Belong* tool, schools will become more inclusive, culturally aware, and intentional about the embracing of diversity to meet the needs of all.

3 Deliverables

3.1 To Partnering Organization

Phase I- Tasks	Date
Attend Diversity and Inclusion Webinar through <i>Ragan Training</i>	September 2018 (Contracted)
Communicate with district Chief Human Resources Officer	October 2018 (Estimated)
Phase II- Tasks	Date
Communicate with district Chief Diversity Officer	October 2019 (Estimated)
Propose <i>You Belong</i> survey	October 2019 (Estimated)
Communicate with potential site to Pilot <i>You Belong</i>	November 2019 (Estimated)
Phase III- Tasks	Date
Research R2 Exit slips to gain insight about teacher resignations	January 2020 (Estimated)
Attend Cultural Awareness Workshop	June 2020 (Contracted)
Phase IV- Tasks	Date
Implement <i>You Belong</i> in 1 pilot school	September 2020 (Estimated)
Implement district wide	September 2021 (Estimated)

4 Project Approach

4.1 Project Lifecycle Processes

The approach of this consultancy project is to provide professional development about the importance of acceptance and belonging through the *You Belong* survey tool. In order to foster this acceptance and to build vital relationships, there must be an understanding of cultural awareness, an embracing of diversity, and an intentionality of being inclusive.

4.2 Project Management Processes

<i>Phase I</i>		
Task	Risk Management	Project Changes
Communicate with R2's HR Chief Officer about needs and concerns	Low Risk - the conversation was positive and directional	Less of a focus on recruitment and more of an emphasis on retention
Communicate with R2's Chief Diversity Officer about retention and diversity	Low Risk - the conversation was impactful and guiding	Incorporate the highlighting of talents and skillsets to foster belonging
Research R2s demographic and turnover data provided by HR	Low Risk - the information was provided via email	
<i>Phase 2</i>		
Task	Risk Management	Project Changes
Spoke with the University of South Carolina's department of Diversity and Inclusion	Low Risk - the conversation was meaning and used to streamline my mission	Focus on a small subgroup/school to pilot rather than the whole district initially
Spoke with Clemson University's department of Inclusion and Equity	Low Risk - the conversation provided more insight on the importance of such initiatives and how they operate	

<i>Phase 3</i>	
Task	Date
Implement <i>You Belong</i> at the Pilot location	<i>September 2020</i>
<i>Phase 4</i>	
Task	Date
Attend USC's Equity Summit	<i>November 2020</i>
Collect End of the Year <i>You Belong</i> survey data	<i>May 2021</i>

4.3 Project Support Processes

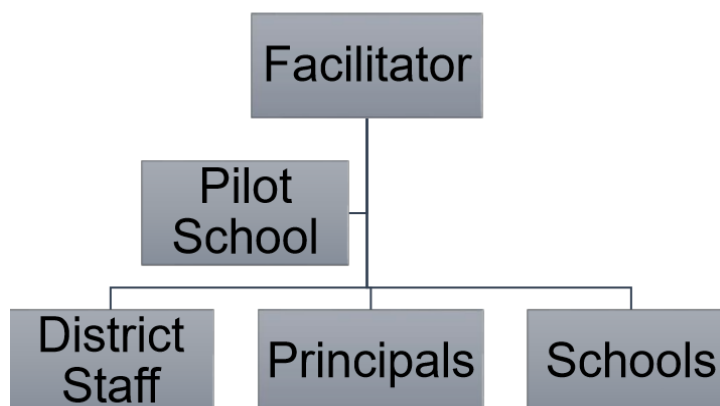
I worked closely with a variety of parties throughout the duration of this process to assure that all stages of the project were done efficiently and effectively. I also worked closely with administration/site supervisors to curtail possible challenges or risks. Once possible risks were identified, we worked to create strategies to keep these problems from occurring.

4.4 Organization

4.4.1 Project Team

There will be a team comprised of selected staff from the pilot school and me. Those needed to effectively achieve implementations throughout the phases are myself, administration of the pilot school, trailed by the district, and principals of the remaining schools in the district.

4.4.2 Mapping Between Organization and Student



5 Communications Plan

Stakeholder	Needed Information	Why	Timeframe
Chief Human Resources Director/Client Supervisor	<ul style="list-style-type: none"> • Complete details of <i>You Belong</i> plan • Needs from central office • Expected Benefits 	<ul style="list-style-type: none"> • To gain an understanding of what will be expected • Provides summary of benefits • Describes stages of work plan • To maintain potential risks • To receive pointers for continuous improvement 	Fall 2018
Chief Diversity and Multicultural Inclusion Officer	<ul style="list-style-type: none"> • Overview of <i>You Belong</i> tool • Timeline for implementation 	<ul style="list-style-type: none"> • Provides summary of benefits • Describes stages of work plan • To maintain potential risks • To receive pointers for continuous improvement 	Fall 2019
Administration at Pilot School	<ul style="list-style-type: none"> • Complete details of <i>You Belong</i> plan 	<ul style="list-style-type: none"> • To get buy in • To prepare them for implementation 	Spring 2020

6 Work Plan

6.1 Work Breakdown Structure

- I. To Support Richland School District Two in its recruitment and retention efforts through an emphasis on cultural awareness, inclusivity, and diversity
 - a. To attain this goal, I operated in partnership and communicated with the selected school on the importance of belonging and positive relationships to lessen turnover.
- II. Implement *You Belong* in all other district schools in the future
 - b. To accomplish this goal, I connected with stakeholders at the district office to gauge future implementations and projections.

6.2 Resources

Program Resources

- Annual Cost: N/A. The responsibility would be delegated to a salaried faculty member such as but not limited to an administrator, school psychologists, or school counselor. Cost would only become a factor if sites choose to hire individuals solely for this focus.
- Funding sources: Curriculum and Staff Development Budget or Grants will be utilized if the implementation is not delegated to a salaried employee.
- Staffing: Administration, certified public school teachers, and me or an appointee
- Infrastructure/Equipment Needs: Computer access to Google Forms for survey completion
- Partner Organizations: University of South Carolina

7 Milestones

Milestone Number	Title	Forecast Date
1	Met with Chief Human Resources Director of R2 to discuss challenges and needs the organization was facing	6-Sept-18
2	Created SMART goals and expected outcomes (since been modified) to address the needs of the PO	6-Sept-18
3	Developed scope of project and desired deliverables	10- April-19
4	Share proposal with partnering organization and ways they would benefits	29- April-19
5	Developed risk management plan and proposal	16- May-19
6	Developed assumptions and constraints	16- May-19
7	Detailed strategies, responsibilities, and expected outcomes of project	22- July-19
8	Established that there is not currently a financial need for the initiative's implantation as is in its current proposed state	17-July-19
9	Developed quality assurance plan	29- Nov-19
10	Reflection and Performance	30- April- 20

8 Metrics and Results

Quantitative and qualitative data was collected for this research project.

This project worked to find out how, why, and when such disparities occur, and if focusing on diversity, inclusion, and cultural awareness will cause an improvement in retention. The answer is yes, improvements will be made in the retention rate with proper implementation of the *You Belong* initiative. Research indicates that people don't leave bad jobs, people leave bad bosses (note the Five-Year Turnover Rate in the table). With this initiative leaders will become more cognizant of their employees needs and become more intentional with showing them that they matter and are valued by the organization.

SC SCHOOL DISTRICTS 5-YEAR TURNOVER RATE AVERAGES (2014 - 2019)

		TURNOVER RATE, FIVE-YEAR AVERAGE
1	Hampton 2	30.2
2	Lee	24.4
3	Florence 4	24.3
4	Allendale	23.6
5	McCormick	22.8
6	Jasper	22.0
7	Clarendon 1	21.9
8	Bamberg 2	20.3
9	Fairfield	15.9
10	Barnwell 19	15.5
11	Orangeburg 5	15.4
12	Williamsburg	15.4
13	Florence 3	14.4
14	Barnwell 29	13.9
15	Marion	13.9
16	Orangeburg 3	13.7
17	Clarendon 2	13.3
18	Edgefield	13.2
19	Anderson 4	13.0
20	Lexington 4	12.8

21	Marlboro	12.7
22	Saluda	12.6
23	Hampton 1	12.3
24	Orangeburg 4	12.1
25	Dorchester 4	12.0
26	Beaufort	11.9
27	Richland 1	11.7
28	Sumter	11.7
29	Barnwell 45	11.6
30	Dillon 4	11.6
31	Charleston	10.9
32	Darlington	10.9
33	Florence 2	10.6
34	Newberry	10.6
35	Richland 2	10.5
36	Berkeley	10.4

9 Risks, Constraints, Assumptions

9.1 Risks

Risk Description	Mitigation Plan (what to do to avoid the risk occurring)	Contingency Plan (what to do if the risk occurs)	Impact (what the impact will be to the project if the risk occurs)	Likelihood of occurrence (e.g., %, or high, medium, low)
Principal buy-in	Recommend the implementation of the <i>You Belong</i> initiative. Solicit the help of the Chief Diversity Officer if needed to share the benefits of the program.	If the risk occurs, continue to reach out to the principal to see if there is anything that can be adjusted to change the decision. If this does not work the superintendent of R2 can be solicited as he has a vested interest in equity.	If the risk occurs, I will change pilot school sites.	Medium/High
Faculty/Teacher Interest levels and buy-in	Introduce the program to faculty in an electrifying manner to garner excitement about the program and discuss the purpose and the benefits of the program.	Take some prospective undecided/decided students to visit the current site and/or involve community college partners.	If the risk occurs, I would move on to another school.	Low/Medium
Scheduling	Be intentional and strategically plan for a program to be implemented to include personnel.	Meet with current ProTeam site to troubleshoot and/or meet with scheduling leadership team.	If the risk occurs, I would move on to another school.	Low/Medium

	needed and if another program/class would need to be eliminated.			
District buy-in	Recommend the implementation of the <i>You Belong</i> initiative for the one pilot school in the district. Describe the benefits of the program.	If the risk occurs, continue to reach out to the district level personnel to see if there is anything that can be done to change the decision, and ask the reasoning behind the decision and if the time frame can be adjusted	There is always the possibility that the idea is not accepted, however, I can change the approach and continue to pursue the initiative.	Medium

9.2 Constraints

- Time constraints may be an issue due to the global Corona Virus/COVID-19 Pandemic. This is not a good time for partnering organizations to do anything extra. Focusing on the essentials and the needs of students is key.
- Push-Back may exist because several people equate the word diversity with something negative when it is everything but negative. Every student, faculty and staff member not only matter, but their unique perspectives are the core of collective strength and success.
- I believe that people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, and opinions, add values and experiences to this world. Although the *You Belong* initiative is designed to be positive and impactful, it is possible not all parties may agree. Such grouping can become volatile which could result in restraints based on teachers' unwillingness to participate.

9.3 Assumptions

- As a result of this consultancy project, I assume that there is an urgent need to implement positive plans to curtail our growing teacher shortage.
- As a result of researching the demographic data and exit surveys, the candidate assumed that there is a need for strengthened relationships and cultural awareness.

- The assumption is that the district will find that this will be a good solution to recruiting and retaining certified teachers and at an economically affordable price. This initiative encourages us to be intentional about being inclusive and accepting of all.
- It is assumed that the *You Belong* initiative will make a positive difference in the future of teacher recruitment and retention for Richland School District Two and help turnover to decrease.

10 Financial Plan

There are no financial needs for this initiative in the proposed state. The *You Belong* initiative is designed in such a way that it can be implanted with an organization by persons who are already employed within. If the organization desires to hire someone to spearhead the process instead of adding on a responsibility, only then will a cost be accrued.

11 Quality Assurance Plan

The “Plan, Do, Check, Act” model will be utilized to maintain quality assurance.

- **Plan:** Recognize an opportunity and plan a change.

The survey was used to determine the area(s) of concern/need(s) of the organization to address the teacher shortage challenges being faced. The four areas of major emphasis were cultural awareness, diversity, inclusion, and belonging. Steps were used to determine what could possibly be implemented to curtail the problem by increasing recruitment and improving retention. Data was studied to help determine the reasons for the increase of exits in the teaching field, and a plan was created to address the need(s) through professional development. The project proved that the *You Belong* initiative would serve as a valuable tool within our district by using it within the pilot school and making it available to other school administrators to be used by choice, and by other sites as required if there is consistent high turnover for three or more years.

- **Do:** Test the change.

Explore a variety of solutions and disaggregate data collected from *You Belong*. The gathered research indicated multiple areas of concern and possible implementations. It allowed for a variety of trends to be identified. Survey data acquired from *You Belong* is used to provide meaningful and needed professional development. I will attend the University of South Carolina in Columbia South Carolina’s equity conference in November of 2020 to continuously improve the *You Belong* initiative.

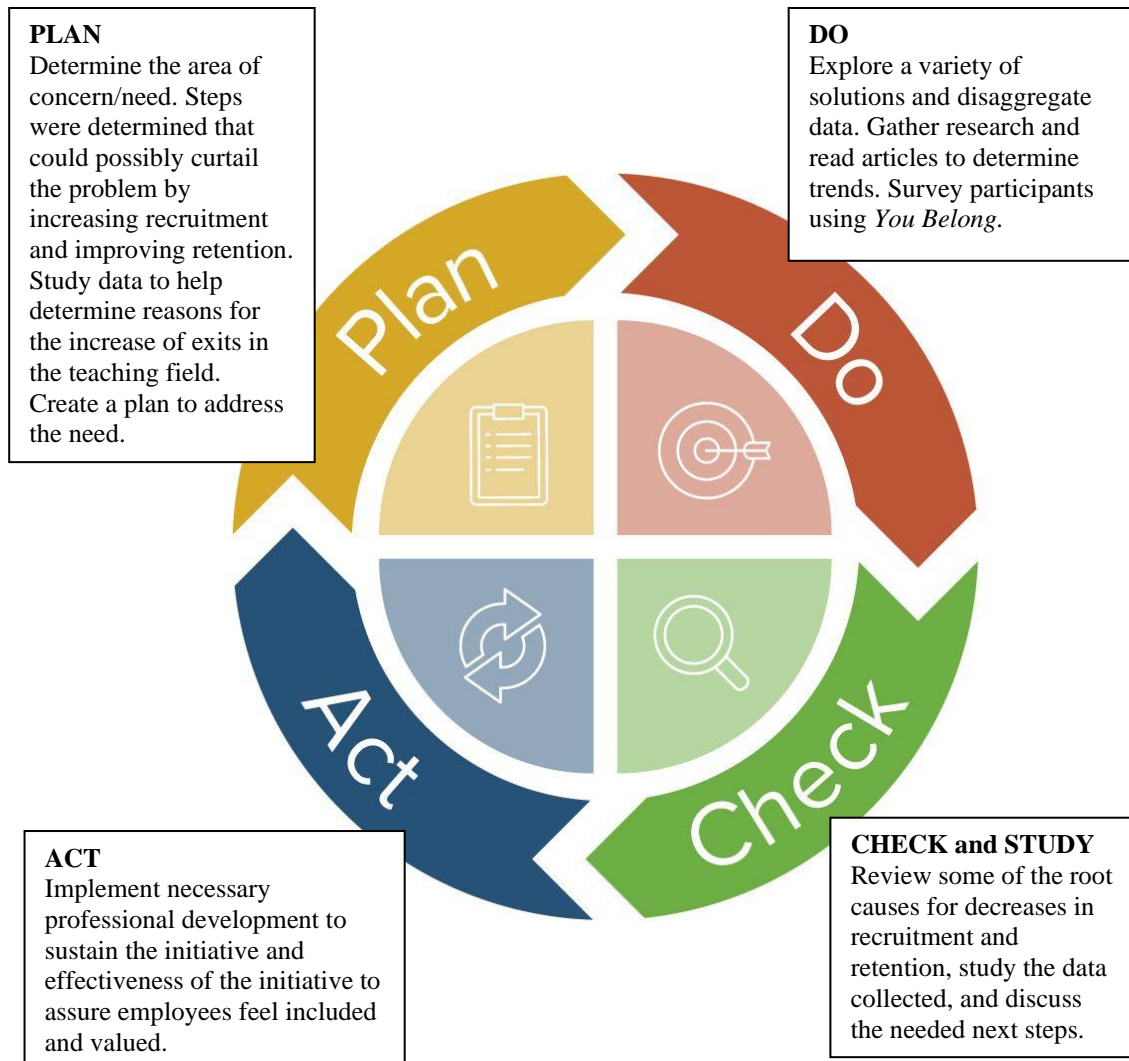
- **Check:** Review the test, analyze the results, and identify what has been learned.

The root causes for decreases in recruitment and retention were examined, studied, and data collected. The survey data was then utilized to determine the next needed steps and topics for professional development to help foster a sense of belonging for all within the organization.

- **Act:** Take action based on what was learned in the study step.

After implementing the necessary professional developments to sustain the initiative within the organization, its effectiveness will be determined. The goal was to assure employees feel included, valued, and have a true sense of belonging. Pre and post data will be analyzed to determine if the goals and initiatives of the project were met and to make any necessary changes needed to improve the *You Belong* initiative.


Utilizing PDCA will encourage constant improvement of people and progressions as it pertains to the *You Belong* initiative. This measure will allow the team and I to test possible solutions in a controlled pilot environment to assure efficacy prior to rolling it out to the entire district.



Appendix A

You Belong Surveys

You Belong (Survey 1- Pre)




You Belong

For diversity and inclusion efforts to succeed, it's important to look beyond demographics, using data to uncover what makes a culture truly inclusive. The data gathered will be a guide for creating an environment of inclusiveness in the workplace where all employees can thrive and know that "You belong".

What is your gender specification

- ☐ Female
- ☐ Male
- ☐ Non-binary
- ☐ Agender
- ☐ Prefer not to say
- ☐ Other: _____



What is your racial or ethnic gender (select all that apply)

- ☐ African-American/Black
- ☐ East Indian
- ☐ Hispanic/Latino
- ☐ Middle Eastern
- ☐ American Indian/Alaskan Native
- ☐ Pacific Islander
- ☐ South Asian
- ☐ Asian
- ☐ White
- ☐ None of the Above
- ☐ Other: _____

Is English your first language?

- ☐ Yes
- ☐ No

What language(s) do you speak other than English?

Your answer _____

Do you identify with any of the following religions?

- ☐ Christianity
- ☐ Judaism
- ☐ Islam
- ☐ Buddhism
- ☐ Protestantism
- ☐ Catholicism
- ☐ Hinduism
- ☐ Native American
- ☐ Inter/Non-denominational
- ☐ Jehovah's Witness
- ☐ Non-Religious
- ☐ Prefer not to answer
- ☐ Other: _____

Are you a parent or guardian of children?

☐ Yes

☐ No

Are you a caretaker of adults?

☐ Yes

☐ No

Have you ever served active duty in the U.S. Armed Forces (includes activation from the Reserves or National Guard)?

☐ Yes

☐ No

If you answered yes, which branch(es)

Your answer _____

Do you have non-school related experience in science, technology, engineering, or math (STEM)

☐ Yes

☐ No

What are you passionate about? (check all that apply)

- ☐ Baking
- ☐ Cooking/Catering
- ☐ Interior Decorating
- ☐ Electrical
- ☐ Plumbing
- ☐ Singing
- ☐ Landscaping/Gardening
- ☐ Event Planning
- ☐ Painting
- ☐ Musical Instrument(s)
- ☐ Celebrations
- ☐ History

I feel like I belong within my organization

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Submit

You Belong (Survey 2- Post)

You Belong

Companies want to have a culture where every employee feels like they can thrive, but it's hard to address problems when you don't know they exist. Without a way to measure inclusion, management tends to rely on their own subjective perceptions of the culture at their organization—with varied level of accuracy.

But inclusion isn't totally unquantifiable. If you want to know whether your employees' experience aligns with your company's vision and beliefs—you can just ask., because it's important that you know and feel that "You Belong".

I feel like I belong within my organization?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

I can voice a contrary opinion without fear of negative consequences.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

When I speak up at work, my opinion is valued

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Promotion decisions are fair at my organization (team leader, teacher of the year, committee chairs, etc)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

My job performance is evaluated fairly.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

My company believes that people can always greatly improve their talents and abilities.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

I often worry that I don't have things in common with others at my company.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

I feel like my colleagues understand who I really am.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

I feel respected and valued by my teammates at my company.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

I feel respected and valued by my administration.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Strongly Disagree

The information and resources I need to do my job effectively are readily available.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

My company hires people from diverse backgrounds.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Grade Level	Total in Grade	Asian	Black or African-American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Pacific Islander	White	Unclassified
-2	135 92 / 43	7 4 / 3	75 53 / 22	20 12 / 8	0 0 / 0	9 5 / 4	0 0 / 0	24 18 / 6	0 0 / 0
-1	744 398 / 346	15 5 / 10	449 253 / 196	143 73 / 70	1 0 / 1	53 23 / 30	1 0 / 1	82 44 / 38	0 0 / 0
0	1870 939 / 931	49 29 / 20	1063 536 / 527	259 128 / 131	1 0 / 1	115 55 / 60	6 3 / 3	377 188 / 189	0 0 / 0
1	1915 965 / 950	47 16 / 31	1089 556 / 533	258 127 / 131	5 4 / 1	119 64 / 55	1 1 / 0	395 196 / 199	1 1 / 0
2	2014 984 / 1030	66 31 / 35	1174 583 / 591	249 124 / 125	3 2 / 1	112 53 / 59	2 1 / 1	408 190 / 218	0 0 / 0
3	2080 1089 / 991	53 32 / 21	1231 639 / 592	240 131 / 109	4 3 / 1	132 75 / 57	3 2 / 1	417 207 / 210	0 0 / 0
4	2123 1084 / 1039	52 31 / 21	1249 629 / 620	283 143 / 140	3 1 / 2	109 63 / 46	3 2 / 1	423 215 / 208	1 0 / 1
5	2175 1099 / 1076	46 21 / 25	1351 685 / 666	254 124 / 130	3 1 / 2	104 51 / 53	3 1 / 2	414 216 / 198	0 0 / 0
6	2254 1120 / 1134	51 30 / 21	1400 688 / 712	236 112 / 124	4 3 / 1	116 69 / 47	4 1 / 3	442 217 / 225	1 0 / 1
7	2390 1241 / 1149	61 36 / 25	1453 739 / 714	291 148 / 143	1 0 / 1	125 56 / 69	6 4 / 2	453 258 / 195	0 0 / 0
8	2213 1083 / 1130	65 38 / 27	1335 651 / 684	249 121 / 128	8 3 / 5	107 48 / 59	4 1 / 3	444 221 / 223	1 0 / 1
9	2402 1204 / 1198	66 37 / 29	1462 737 / 725	275 130 / 145	2 2 / 0	115 61 / 54	11 6 / 5	471 231 / 240	0 0 / 0
10	2128 1127 / 1001	69 34 / 35	1336 694 / 642	190 97 / 93	6 2 / 4	84 47 / 37	4 0 / 4	439 253 / 186	0 0 / 0
11	1863 943 / 920	61 30 / 31	1136 557 / 579	168 90 / 78	2 2 / 0	67 39 / 28	8 6 / 2	421 219 / 202	0 0 / 0
12	2016 1008 / 1008	75 41 / 34	1244 589 / 655	178 91 / 87	2 1 / 1	59 36 / 23	4 4 / 0	454 246 / 208	0 0 / 0
13	169 87 / 82	0 0 / 0	62 43 / 19	9 3 / 6	0 0 / 0	3 2 / 1	0 0 / 0	11 3 / 8	84 36 / 48
Total	28491 14463 / 14028	783 415 / 368	17109 8632 / 8477	3302 1654 / 1648	45 24 / 21	1429 747 / 682	60 32 / 28	5675 2922 / 2753	88 37 / 51

Appendix B

Professional Literature Review

An Emphasis on Cultural Awareness and Diversity to Improve Teacher

Recruitment and Retention: A Literature Review

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Department of Education, Gardner-Webb University

DEOL 752: Innovation and Transformation

Dr. Jones

Dr. Hamilton

May 1, 2020

Abstract

The United States of America's public education system is experiencing a traumatic upheaval. Nationally public schools, including schools in the state of South Carolina, are being adversely impacted due to teacher shortages. Teachers are resigning from the profession in record numbers. In 2017 the state of South Carolina had 6,705 teachers to leave the profession. The shortage is only expected to increase as South Carolina's colleges and universities globally continue to graduate fewer aspiring teachers year after year. All 50 states began this school year with a teacher shortage. Thirty-eight percent of South Carolina's teachers left their jobs in their first five years of teaching (Self, 2018). Based on a collective review of fourteen articles, there are several implementations that could positively impact the shortage of public-school teachers: the incorporation of cultural awareness, inclusivity in the workplace, and increases in diversity within schools were three that were thought to be highly impactful. Cultural awareness and diversity can help with recruiting and retaining teachers by adding to the school's culture in a positive way, through the embracing and appreciation of differences (Phillips, 2014).

The Impact of Cultural Awareness on Teacher Recruitment and Retention

A solid framework for structuring, leveraging, and maintaining cultural competence begins with the concept that everyone needs intercultural competence development. Data shows that several teachers of color feel a disconnect within their environment and undervalued. Minority teachers are leaving the profession at higher rates than other teachers, according to several studies with the main reason for the turnover being noted as working conditions (Cross et al, 1990). Even the most veteran faculty members should participate in helping the school organization to build capacity in this area (Marcel, 2020). Teachers seek schools, remain, and flourish in environments where they feel valued and respected despite their differences. Establishing and sustaining cultural awareness in an organization is a journey, not a destination (Partelow, 2017). To successfully and positively impact an organization and improve schools in such a manner where teachers will want to remain, there must be an intentional shift in the thinking of all stakeholders. There must be an understanding established that informs all members of the organization that culture represents more than nationality. There must be an understanding that cultures often encompass groups or communities, sharing mutual influences, values, norms, and behaviors (Marcel, 2020).

Culturally aware schools and organizations establish environments that aid in improving employee retention by reducing employee turnover through inclusive approaches which in turn boosts overall morale (Eton Institute, 2017). Culturally aware schools and organizations must be intentional about providing training to all. The professional development training should teach: **self-knowledge** and the ability to

identify with others, **self-regulation/management that allows one to be able** to manage feelings and emotions appropriately, **interpersonal sensitivity** to accurately assess others' verbal and nonverbal cues, **cultural sensitivity** to respond appropriately to attitudes or feelings, expression of empathy to others, **using flexibility to** respect others' opinions and ideas, and encouragement to seek out opportunities to interact with individuals from different cultures than your own (Moschetto, 2017). **By honing these skills and implementing this level of training** everyone in the organization will feel valued. This positive team culture will improve recruitment and increase the retention of teachers because data has shown that the vast majority of people don't leave bad jobs, they leave bad people.

Inclusivity in the Workplace

Inclusivity requires a feeling of belonging. Inclusivity is the perception that someone belongs to a group greater than yourself and you are an *accepted* and *essential* member of that group. Teachers who experience a sense of belonging to their school feel that they are part of, and integral to, a community, a significant part of a collective whole, and that their contribution is vital to the team's success (Eton Institute, 2017). Teachers experience belonging when their team and other faculty members actively seek out their perspective and viewpoint, considers their contribution equally alongside the contributions of others, and assimilates their vision into decision-making and problem-solving (Partelow et al., 2017). This aides in driving innovation into practices, products, and services. When teachers experience a sense of belonging, they feel interpersonally safe and supported at work. They are confident that they can bring forth innovative ideas without being disgraced or excluded. When there is inclusivity there will be collaborative

efforts from the team to help others to achieve their goals (Moschetto, 2017). Teachers who experience a sense of belonging have friends at work and share personal information with team members which causes an increase in retention.

For persons to adapt and feel comfortable in new environments and feel safe, there needs to be a created or natural atmosphere of inclusivity (Mercer, 2018). It is important that there is constant flow of communication with teachers about needs and expectations to foster this initiative and to provide a greater sense of belonging.

Increases in Diversity

Public schools are suffering from a well-publicized diversity problem. Minority students make up nearly half of all public-school students, yet minority teachers comprise just 18 percent of the teacher workforce (Quintero et al., 2016). There is evidence that minority teachers leave the education profession at higher rates than white teachers. Some report feeling isolated and misunderstood in schools where they are alone or one of only a handful of teachers of color (Partelow et al., 2017). Increasing the number of teachers of color is not only a matter of a philosophical commitment to diversity in career opportunities; it is multipurposed. Teachers of color provide real-life examples to minority students of future teaching career paths. It is also thought that by increasing the number of current teachers of color it may be instrumental toward future impacts and increases of future teachers of color. There are effective teachers of many races, but it has been proven that teachers of color have demonstrated higher levels of success in increasing academic achievement when engaging students of similar backgrounds (Bireda & Chait, 2011).

Increases in diversity in schools and organizations is necessary and allows teachers to feel that their variances are nurtured and appreciated, not just tolerated. In schools where diversity is embraced teachers are encouraged to perform, not conform, and uniqueness is cherished (Moschetto, 2017). To have a welcoming workplace where everyone's differences and strengths are accepted, and their involvement is encouraged is a dream; but that dream cannot be achieved in a homogeneous setting. There is a need for diversity in teams, organizations and society as a whole—if we are to change, grow and innovate (Phillips, 2014).

Summary

Each of the articles spoke about the intentional efforts that organizations should but forth to retain and recruit teachers through a showing of genuine care and the fostering of respectful and professional relationships. Cultural awareness, inclusivity, and diversity benefit all, and works to eliminate issues of discrimination while improving recruitment and retention. Focusing on such implementations has the potential to improve the U.S. education system for all students as they see more and more teachers of color in their classrooms throughout their educational careers. Students will experience teachers who are smart, capable, and respected by society. When organizations are inclusive, diverse, and culturally aware, their employees feel valued and respected. There must be a willingness to understand what does not work, and efforts implemented to improve the teaching career for all.

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