

THE IMPACT OF CONNECTICUT LEGISLATORS ON TEACHER DIVERSITY

by

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DEDICATION

This dissertation is dedicated to every child that dreams of becoming a teacher.

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ABSTRACT

The purpose of this qualitative research study was to examine the role of Connecticut legislators in supporting the Connecticut State Department of Education, in increasing the percentage of minoritized teacher in the state to 10% by September 2021. To support the state wide goal legislators need to pass legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and eliminates barriers along the teacher pathway. This study applied the Clark and Estes (2008) gap analysis framework, a conceptual framework used to identify the gap between the current performance level and the preferred performance level of the legislators. In addition, through the lens of critical race theory there was an assessment of the historical, cultural, and structural factors established in maintaining White power and privilege in the teaching workforce. Using interviews from 16 out of 38 potential interview participants as the primary data collection instrument, supported by ten years of legislative documentation, and over 15 hours of video and audio artifact analysis, the knowledge, motivation and organizational influences of the legislators were analyzed. Based on this analysis three research-based recommendations were made, legislators need to (1) capitalize on assets, existing legislation, and diversity trainings (2) develop an impact analysis report (3) create accountability measures to assess the impact of legislative efforts. Using the (Kirkpatrick and Kirkpatrick (2006) evaluation framework, each recommendation and complementing implementation plan was evaluated to ensure progress toward meeting the goal.

CHAPTER ONE: INTRODUCTION TO THE PROBLEM OF PRACTICE

The United States has experienced significant demographic changes within the student population in public elementary and secondary schools. According to the U.S. Census Bureau (2017a), between 1996 and 2016 elementary and secondary student enrollment increased by 3.3 million students. In 1996 65% of students enrolled in elementary and secondary schools identified as White (Snyder, de Brey, & Dillow, 2018). As of 2017, approximately 48% of students enrolled in elementary and secondary schools identified as White, 15% as Black, 27% as Hispanic, 10% as Asian/Pacific Islander, Native, or multiracial (National Center for Education Statistics, 2016). As enrollment has increased, so has the racial and ethnic diversity of the student body. However, the culturally rich demographic shift in the student population is outpacing the demographic changes amongst the teaching population.

Teachers working in public elementary and secondary schools have experienced stagnant demographic growth for decades. The demographic representation of the teaching workforce does not reflect the demographic diversity of the students in classrooms. The National Center for Education Statistics (2016) reported that, of the 3.6 million teachers leading instruction in elementary and secondary classrooms, 82% identified as White. In 2016, Secretary of the U.S. Department of Education, John B. King, Jr., declared that diversifying the teaching workforce was essential in the development of an equitable educational system. While leading the federal government's educational initiatives, Secretary King sought strategic pathways for the nation to meet the demands of its diverse student population. In addition, a study conducted by Villegas, Strom, and Lucas (2012) identified 31 of the 50 states, in 2010, had created targeted policy to recruit and retain a diverse teaching workforce. Given the demographic changes within the student population, it is imperative to ensure elementary and secondary teachers reflect the

changing demographics. Therefore, there needs to be a concentrated effort to increase the percentage of minoritized teachers.

The term “minoritized” has been used as an alternative descriptor for the term “minority.” Benitez (2010) described his use of the word “minoritized as opposed to minority to refer to the process [action vs. noun] of minoritization” (p. 131). In the context of this study, minoritized teachers have been negatively impacted by structural and institutional discrimination throughout history. Benitez (2010) suggests that the term minority is a social construct developed over time, not fully representing the experiences of those individuals the term is meant to represent. Given this explanation the term “minority teacher” does not accurately recognize how the act of minoritization on teachers, exemplified by limitations to employment access or a lack of presence in the workforce, continues to be a dominant experience for those individuals who identify with a minoritized group.

Connecticut, like many other states, has a growing minoritized student population. In 2016, the Connecticut State Board of Education adopted a Five-Year Comprehensive Plan, Ensuring Equity and Excellence for All Connecticut Students, this plan sought to develop strategies committed to increasing the number of minoritized teachers in the state (Connecticut State Department of Education, 2018). As of the fall of 2017, 47% of public elementary and secondary students identified as a minoritized students. The 47% represented a 3% increase, from the previous year, in the minoritized student population, with the largest growth being amongst the Hispanic student population (Connecticut State Department of Education, 2018). Similar to national demographic gaps, Connecticut has struggled with a demographic gap between teachers and students. The Connecticut teaching workforce has not benefited from an increase in diversity amongst teachers, as it has with students. According to the Connecticut

State Department of Education (2018) Connecticut has experienced a .8% increase of minoritized teachers over the past 8 years. In 2017, the Connecticut State Department of Education (CSDE) established a goal to increase the statewide percentage of minoritized teachers from 8.3% to 10% by 2021; this would translate to maintaining the 4,393 minoritized teachers and adding 907 to the Connecticut teaching workforce between 2016 and 2021 (Connecticut State Department of Education, 2017). The teacher-student demographic gap will take significant efforts to close. Research has shown that a teaching workforce that lacks diversity has a negative impact on achievement for minoritized students and does not promote the benefits of living in a multicultural society (Ahmad & Boser, 2014; Gershenson, Hart, Hyman, & Papageorge, 2018; Gershenson, Hart, & Lindsay, 2017; Gershenson, Holt, & Papageorge, 2016; Gershenson & Papageorge, 2018; Montes, 2012; Noguera, 2009; Papageorge, 2017; Parks & Kennedy, 2007). Montes (2012) conducted a simulated study and found that students whose teachers reflected the same race experienced moderate academic gains. Furthermore, Papageorge (2017) found that exposure to at least one Black teacher in grades 3 through 5 increased a student's intent to pursue higher education by 19% overall and 29% more for Black males (Papageorge, 2017, p. 3). Researching efforts within Connecticut to gain a better understanding of this demographic imperative may provide insight on how key stakeholders can make a difference in increasing the percentage of minoritized teachers in the state.

Background of the Problem

The occupation of teacher was a highly respected and sought-after role in minoritized communities, especially when discriminatory practices limited occupational choices. However, the occupation has diminished in prestige and is not highly sought after as more opportunities have come available to minoritized community members. The lack of diversity within the

teaching workforce has increasingly become a concern across the United States as the diversity in the classroom increases. Therefore, in more recent years, policies have been implemented to increase diversity within the teaching workforce. However, prior to understanding what is being done to remedy the lack of diversity, it is imperative to understand some of the systematic initiatives that have created a majority White teaching workforce.

The exclusion of minoritized teachers within the educational workforce is represented through (1) the historical purging of minoritized groups from the teaching profession, (2) limited access to the educational opportunities needed to enter into the teaching profession, and (3) bias within hiring practices. Goldstein (2014) claims that, between 1954 and 1971, the federal Department of Health, Education, and Welfare estimated that 31,584 teaching positions held by Black teachers were eliminated under a barrage of discriminatory policies (Goldstein, 2014, p. 119). The nation has not yet recovered from the historical purging of Black teachers during this time. In addition to tactics used to purge Black teachers, tactics have been used to exclude minoritized groups from the profession. According to Quilliana, Pager, Hexel, and Midtbøen, (2017) discrimination, at the point of hiring, has remained unchanged in the past 20 years. Even when accounting for education, gender, local labor markets, and occupational groups, Black and Hispanic community members continue to experience significant racial discrimination in gaining access to jobs in the United States. Goldstein (2014) emphasizes that specific measures were taken to exclude minoritized groups from the teaching workforce. These measures included requiring standardized tests for teacher candidates, which White candidates were known to be more successful on and reassigning teachers to subjects they lacked expertise in, so that they would earn negative evaluations and, therefore, be dismissed. The efforts to exclude minoritized

groups and the continued racial discrimination in hiring practices, contributes to the lack of diversity within the teaching workforce.

The evolving job market, in addition to the discriminatory practices and purging of jobs has moved minoritized community members to seek alternate professions. This has occurred during a time when additional job opportunities have become more available to minoritized people. Boser (2014) suggests that with the evolving job market, minoritized communities are experiencing increased access and seeking opportunities beyond the teaching profession. In addition, Ingersoll and May (2011) found that the teaching profession has a low turnover rate, given the benefits of tenure and retirement within the profession. Therefore, entering the profession in certain communities can be particularly challenging if a high percentage of teachers are working in districts until retirement. Ingersoll and May (2011) further suggested that when minoritized teachers enter the profession they are highly likely to enter into schools serving a higher percentage of minoritized students; these schools have a tendency to have undesirable working conditions including a lack of instructional autonomy, limited influence within the larger school community, and lack of support. These less-than-ideal working conditions may lead to minoritized teachers leaving the profession or not seeing the profession as a viable career move.

Despite the challenges, there have been many initiatives in the past 40 years to diversify the teaching workforce. Organizations across the nation have declared ambitious goals in increasing the percentage of minoritized teachers, with a common premise that there is a positive impact on student achievement when minoritized students see their racial, ethnic, and linguistic identities reflected in their teachers (Boser, 2014; Egalite, Kisida, and Winters, 2015; U.S. Department of Education, 2017). Multiple states have enacted a variety of legislative policies to

remove barriers that minoritized teachers experience along the teacher pathways. Since 2013, multiple states have passed legislation to specifically improve the recruitment and retention of minoritized teachers. Some of the legislation includes requiring departments of education to conduct studies and develop strategies to increase the percentage of minoritized teachers, initiating pilot programs, scholarship programs, loan forgiveness, data collecting and reporting, progress reporting on statewide teacher preparation programs, alternative certification, and minority teacher loan forgiveness programs (Education Commission of the States, 2017).

Ahmad and Boser (2014) suggested that more must be done to increase teacher diversity and that the foundation of the problem might truly be a political one. Connecticut is a state that has been recognized for passing recent legislation in an effort to increase minoritized teachers. However, despite ambitious legislation, change has been incremental.

Importance of Addressing the Problem

Closing the teacher-student demographic gap is important because students of all racial and ethnic backgrounds benefit from having a diverse teaching staff. The U.S. Department of Education (2016b) recognized that the nation is stronger when diverse groups come together and that “diversity and inclusion breed innovation” (U.S. Department of Education, 2016b). There are three key reasons why addressing this problem is important: (1) minoritized teachers are role models for all students; (2) minoritized teachers help support the academic achievement for minoritized students; and (3) minoritized teachers help increase culturally responsive teaching practices which are particularly effective with diverse student populations.

The literature supports the benefits of having a diverse teaching workforce for all students, so that the teaching communities are a reflection of the diversity within society (Casey, Di Carlo, Bond, & Quintero, 2015). Minoritized teachers serve as important role models for

students (U.S. Department of Education, 2016b; Villegas et al., 2012). Minoritized teachers' ability to serve as high-quality academic role models has been shown to narrow the achievement gap between minoritized students and White students (Egalite, Kisida, & Winters, 2015). Boser (2014) agreed with the positive effect that minoritized teachers have on all students and adds that minoritized teachers, particularly those that share in the racial and ethnic identities of their students, can contribute to students feeling more welcomed in the school environment. Moore, MacGregor, and Cornelius-White (2017) studied 158 fifth grade students in the Houston Independent School District and found that there was a significant positive impact on reading and math achievement scores when Hispanic and Black students were matched with teachers that reflected their racial and ethnic identity.

As the teaching workforce lags behind in diverse representation, communities are seeing widening achievement gaps across racial and social-economical classifications. The literature has shown that a lack of diversity among teachers has a negative impact on achievement for minoritized students (Ahmad & Boser, 2014; Gershenson et al., 2016; Gershenson et al., 2017; Gershenson et al., 2018; Gershenson & Papageorge, 2018; Montes, 2012; Noguera, 2009; Papageorge, 2017; Parks & Kennedy, 2007). While researchers like Villegas et al. (2012), caution against assuming minoritized teachers are the solution to the achievement gaps experienced within the country; they do recognize closing the teacher-student demographic gap as an important component in addressing the gaps.

An additional reason for addressing the shortage of minoritized teachers is that minoritized teachers help increase culturally responsive teaching practices. Geneva Gay describes culturally responsive teaching practices as those practices a teacher uses in the classroom that leverage the cultural characteristics, experiences, and perceptions of students

(Gay, 2000). Minoritized teachers are able to leverage cultural connections. Mercado (2011) explained that Hispanic teachers, with “institutional knowledge” are uniquely positioned to help Hispanic students, especially those at risk of failure, to navigate the educational system successfully. This cultural connection is particularly influenced by the likelihood that minoritized teachers have experienced in their lifetime more similarities to minoritized students than their White counterparts (Villegas et al., 2012). Having cultural connections can increase empathy, and empathy allows a teacher to create a welcoming and emotional safe learning space for students.

Organizational Context and Mission

In the mid-1900s, Connecticut was considered a state of opportunity. This opportunity was a beacon of hope to Black people experiencing the harshest of racist conditions in the South (Close, 2015). It was in 1944 that a young Martin Luther King Jr. experienced an integrated community for the first time during his summer working in Connecticut (Close, 2015). Given the progressive approach of Connecticut throughout history, it is not a surprise that the state has been recognized as one of 31 states that has dedicated legislative policies supporting the recruitment of minoritized teachers (Villegas et al., 2012).

Legislators, those who make the states laws, have sought to increase opportunity for minoritized groups throughout the years. The Connecticut Legislative Black and Puerto Rican Caucus seeks to increase economic potential and empowerment for minoritized communities (Connecticut General Assembly, 2018b). The Commission on Equity and Opportunity is charged with improving, promoting, and increasing opportunities for minoritized communities (Connecticut General Assembly, 2018a). The caucus and committee members provide services and information throughout the state. The Education Committee of the General Assembly is

responsible for drafting, reviewing, and passing education related regulations. Within the Education Committee, with the passage of Public Act No.15-108 (2015), a taskforce was established “to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers...in public schools in the state” (Connecticut General Assembly, 2018d, para.1). This task force is named the Minority Teacher Recruitment and Retention Task Force. Minority Teacher Recruitment and Retention Task Force provides an opportunity for community members and legislators to purpose legislation to close the teacher-student demographic gap. The mission of the General Assembly, the larger organizational institution that the Education Committee works within, is to “enacts laws dealing with the collection and allocation of funds, public welfare, the environment, education, public works, civil and criminal law and other matters” (Connecticut General Assembly, 2018c).

The Connecticut State Department of Education (CSDE) is the organizational focus for this study for they are responsible for addressing “the full continuum of talent management and human capital development strategies” across 206 school districts in the state of Connecticut (EdSight, 2018). The CSDE Talent Office is one organizational branch of the CSDE that falls under the management of the Commissioner of Education, who is appointed by the governor. The CSDE Talent Office is responsible for addressing the talent management and human capital development strategies of 52,641 certified school staff in the public school system (EdSight, 2018). One of CSDE’s strategic goals is to, “Prepare, attract, and retain diverse, high-quality teachers and leaders to Connecticut’s highest-need content areas, schools, and school systems” (Connecticut State Department of Education, 2018). A key initiative within the CSDE is to address the lack of racial, ethnic, and linguistic diversity of the teacher workforce, with a focus on identified shortage areas, such as secondary science and math (Connecticut State Department

of Education, 2017). This key initiative is aligned to the mission of the organization, “to develop and deploy talent management and human capital development strategies to districts and schools state-wide so that the most effective teachers are in every school and classroom and all students are prepared for college, career and life” (Connecticut State Department of Education, 2016, para.1). The CSDE is the organization that creates mechanisms for implementation of legislation passed by the General Assembly. CSDE ensures that laws that are being passed in connection to education related issues are effectively implemented across all districts in the state.

Organizational Performance Status

Despite strategic initiatives towards recruiting and retaining minoritized teachers, CSDE is still facing a performance problem: a lack of diversity in the teaching workforce. According to the U.S. Census Bureau (2017) 19.4% of the population in Connecticut identified with a minoritized group. In the 2016-17 school year, there were 538,893 students registered in grades kindergarten through 12th grade, and 44% of the students identified with a minoritized group (EdSight, 2018). That same year, 8.3% of teachers in Connecticut identified with a minoritized group, that reflects a 0.6% increase over 10 years (EdSight, 2018). With a 35.7% demographic gap between teachers and minoritized students, the CSDE is not fulfilling its mission of ensuring that Connecticut schools have the most effective teachers to prepare students for college, career, and life (Connecticut State Department of Education, 2016). As demonstrated in the Moore et al. (2017) study and Egalite et al. (2015) research, minoritized teachers provide a positive academic benefit to minoritized students. According to the Connecticut Coalition for Achievement Now (2018) Connecticut continues to have one of the largest achievement gaps in the country, where minoritized students in Connecticut are reportedly achievement performance is three grade levels behind White students, with even wider gaps demonstrated in 8th grade

math and 4th grade reading. It is important that CSDE continues to take steps toward closing the teacher-student demographic gap. Failure to increase the percentage of minoritized teachers will have a negative impact on the preparation of Connecticut students.

Organizational Performance Goal

In 2017, CSDE established a goal to proactively work with stakeholders in the community to address the shortage of minoritized teachers. CSDE determined that by 2021, based on their efforts, there would be a 1.7% increase in the percentage of minoritized teacher, which would represent 907 new minoritized teachers in Connecticut public schools. This increase would be more than twice the increase the state experienced between 2006 and 2016. CSDE outlined a trajectory towards the goal with yearly benchmark goals to increase the statewide percentage of minoritized teachers. Figure 1 represents the benchmark goals developed by the CSDE in 2016.

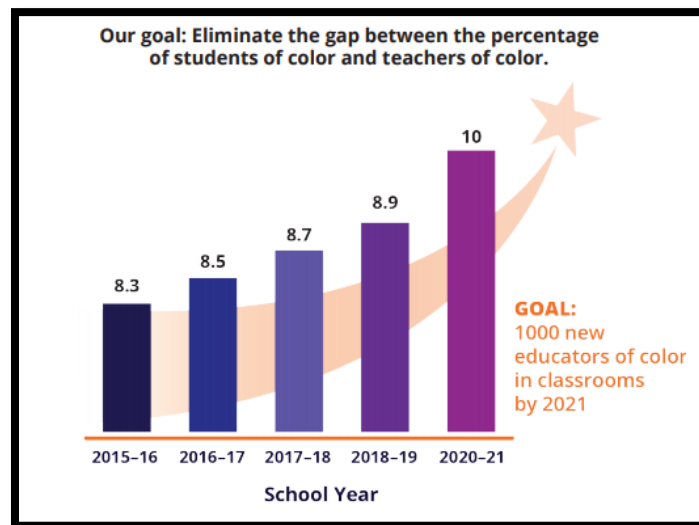


Figure 1. CSDE minoritized teacher recruitment goals (Connecticut State Department of Education, 2018)

The talent director was identified as the CSDE team member to take the lead on ensuring implementation of the strategies over the course of the five-year plan. In addition, demographic data, to assess progress toward the goal, was scheduled to be collected each year through the state's education data portal, EdSight. The organizational goal of the CSDE is to ensure 10% of the state's teaching workforces identifies with a minoritized racial and/or ethnic group by September 2021.

Description of Stakeholder Groups

Multiple stakeholder groups can be identified in supporting CSDE in reaching the 10% by September 2021. The first stakeholder group members are minoritized teachers. Dafina-Lazarus (2013) categorizes this group of teachers as racially and ethnically minoritized, which means they are often subjected to deficiencies in cultural capital, underprepared, and at risk for not reaching certification due to various barriers in navigating teacher pathways. In addition, Dafina-Lazarus (2013) insist that the pathway into teaching is often impacted by systematic, structural inequities contributing to uneven patterns of persistence and achievement. The success of minoritized teachers in navigating the teacher pathways are dependent on multiple factors: obtaining a high school diploma, obtaining a bachelor's degree from a regionally accredited institution, graduating from a state approved teacher preparation program, earning a passing score on multiple certification assessments, paying multiple application and testing fees, and being hired by a elementary or secondary school.

An additional stakeholder group identified were teacher preparation programs. The Connecticut teacher preparation programs represent the second stakeholder group. According to the CSDE (2017), the entity responsible for the approval of teacher preparation programs, each program is evaluated to ensure it meets Connecticut regulations related to teacher preparation,

Connecticut general statutes and national accreditation standards. Teacher preparation programs are not charged with meeting specific enrollment goals; however, they are expected to show growth in enrollment of minoritized candidates over time. It is imperative that teacher preparation programs implement strategies that increase the diversity of students in their programs and improve the completion rates for minoritized students.

A third stakeholder group are local elected state politicians (legislators), specifically legislators that serve on the Education Committee of the General Assembly. Moreover, some of these legislators participate in that Minority Teacher Recruitment Task Force. These legislators are responsible for drafting and approving legislation that can either support or create barriers for CSDE to meet their organizational goals. Legislators need to understand why the teacher-student demographic gap is a demographic imperative. In addition, they need to gain a better understanding of the scope of the problem so that they can help the organization develop strategies to increase and improve the recruitment, preparation and retention of minoritized teachers, as defined in section 10-155l of the general statutes.

Stakeholders' Performance Goals

There is a growing gap between the diversity of the country's student population and the teaching workforce. Connecticut is a state seeking innovative ways to address this demographic imperative in hopes of increasing the percentage of minoritized teacher to 10%. There are multiple stakeholders seeking to support CSDE in achieving this goal. Table 1 provides a summary of the CSDE mission and the related goals. In addition, Table 1 provides a summary of the stakeholders and stakeholder's goals that could be studied in supporting CSDE in meeting the larger goal of 10% by September 2021.

Table 1

Organizational Mission, Goal, and Stakeholders

Organizational Mission		
The mission of the CSDE Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools statewide so that the most effective teachers are in every school and classroom and all students are prepared for college, career, and life.		
Organizational Goal		
By September 2021, the CSDE will increase the statewide percentage of minoritized teachers to 10%.		
Stakeholders		
Minoritized Teachers	Legislators	Teacher Preparation Programs
By school year 2020-2021, 907 individuals who identify with a minoritized group will obtain their teaching certification and be hired within an elementary of secondary public school in Connecticut.	By May 2020, legislators will review, draft and approve legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and eliminates barriers impacting aspiring minoritized teachers along the teacher pathway.	By school year 2020-2021, all Connecticut teacher preparation programs will increase the enrollment and completion rate by 15 students who identify with a minoritized group.

Stakeholder Group for the Study

A complete analysis of the performance problem would have involved all stakeholder groups; however, given the scope of this study, the main focus were legislators within the Education Committee of the General Assembly and the Minority Teacher Recruitment and Retention Task Force. According to the Connecticut Commissioner of Education, it is the legislators that review, comment, approve, and deny proposed changes to “regulations and other standards concerning the approval of teacher preparation programs and teacher certification” (Wentzell, 2017, p. 1). There are multiple opportunities for the Commissioner to provide recommendations for legislation, with a focus on teachers, teacher preparation programs, or

school administration. If the legislators are not informed about the role they play within addressing the teacher-student demographic gap by diversifying the teaching workforce, it will be challenging for the CSDE to move beyond vision setting and into action toward accomplishing the organizational goal. Therefore legislators, by the end of the 2020 legislations session must pass legislation that supports programs, mandates equity in hiring, and eliminates barriers for minoritized teachers.

Purpose of the Study and Research Questions

The purpose of this study is to conduct a gap analysis to examine the knowledge, motivation, and organizational influences that impact Connecticut legislator's abilities to meet the proposed goal. The legislator's goal is in support of the CSDE meeting their goal of increasing the percentage of minoritized teachers in the state to 10% by September 2021. The research will begin by generating a list of hypothesized knowledge, motivation, and organizational influences needed by legislators to accomplish the intended goal. Each influence was analyzed to determine if the influence represented a gap or an asset in the legislator's knowledge, motivation or within the organization. While a complete gap analysis would focus on all stakeholder groups, for practical purposes the stakeholder group to be studied was legislators.

The following questions were used to guide gap analysis:

1. What knowledge and motivation do Connecticut legislators have related to their ability to pass legislation that supports programs prioritizing minoritized teachers, mandate equity in school district hiring practices, and eliminates barriers along the teacher pathway?
2. What is the interaction between the cultural and organizational context of the Education Committee and the Connecticut State Department of Education's and how do these

organizational cultures impact legislators ability to pass legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and eliminates barriers along the teacher pathway?

3. What are the recommended knowledge, motivational, and organizational influences needed for Connecticut legislators to pass legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and eliminates barriers along the teacher pathway?

Conceptual and Methodological Framework

Clark and Estes' (2008) gap analysis was the conceptual framework used to identify the gap between the current performance level and the preferred performance level of the legislators. The methodological framework of this study was a qualitative case study with descriptive statistics. By researching the knowledge, motivation and organizational influences that interfere with the legislators reaching the preferred performance level; this study was able to make research-based recommendations, which were evaluated in a comprehensive manner. Using interviews as the primary data gathering tool, supported by document and artifact analysis, the knowledge, motivation, and organizational influences of the legislators was analyzed.

Definitions

CSDE: An acronym used for the Connecticut State Department of Education.

Demographic Imperative: A term used to refer to the importance of the characteristics of a population as they relate to racial, ethnic, linguistic, age, gender, and income patterns due to domestic and international migration (Martin & Nakayama, 2010).

Diversity: A term used to express the inclusion of different types of people (such as people of different races or ethnicities) in a group or organization (Diversity, 2018)

Legislation: A term used to describe laws established by state and federal branches of government.

Legislators: A term used to describe an individual that makes laws and is an elected member of a political group, such as the Connecticut General Assembly

Minoritized: A term used to describe a racial or ethnic group of people that have been subjected to structural and institutional actions that have led to a lack of presence of the racial and ethnic group (Benitez, 2010).

Teacher-Student Demographic Gap: A numerical difference between the percentage of students of color and minoritized teachers.

Organization of the Project

This study has been organized into five chapters. Chapter One has provided the reader with the key concepts, historical context, and terminology commonly found in a discussion about diversity in the teaching workforce. In addition, this chapter described two organizations with the study, their missions, goals, and the stakeholders involved in achieving those goals. Chapter Two provides a review of current literature, the theoretical frameworks used within the scope of the study, and the assumed knowledge, motivation and organizational influences used to frame the study. Chapter Three describes the methodology used in selecting interview participants, data collection, and the process of analysis. Chapter Four, is a narrative of the data and results assessed and analyzed. Chapter Five provides recommendations based on data and literature, for addressing the identified gaps, as well as recommendations for implementation of the recommendations and an evaluation plan of those recommendations.

CHAPTER TWO: REVIEW OF THE LITERATURE

Chapter Two reviews the historical context contributing to the teacher-student demographic gap within the United States and the barriers that aspiring minoritized teachers face in entering the profession. The literature reviewed in this study demonstrates the benefits of having minoritized teachers in the classrooms and the different types of local, state, and national programs being used to increase teacher diversity. In addition, this chapter describes the theoretical approach of cultural related theories and critical race theory, to assist in understanding the complexity of the teacher-student demographic gap. Finally, there is a review of Clark and Estes (2008) gap analysis framework and a description of the knowledge, motivation, and organization factors needed by the Connecticut legislators in order for them to pass legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and eliminates barriers adversely impact aspiring minoritized teachers along the teacher pathway.

Historical Context

To understand the demographic imperative of diversifying the teaching workforce, this section expands upon recent literature addressing a specific historical period. This historical context includes the connection between teacher diversity and the seminal Supreme Court case *Brown v. Board of Education of Topeka (1954)*. In looking at teacher demographic trends before and after *Brown v. Board of Education of Topeka (1954)* there is increased understanding of the systemic structures put in place that have impacted the current demographic trends in teacher diversity.

Before *Brown v. Board of Education*

The teaching workforce within the United States has been dominated by those who identify as White and female since the early 1800s. Goldstein (2014) suggests that the feminization of the teaching profession in part was a way to infuse cheap labor into an occupation where White men were becoming increasingly disenchanted. Goldstein (2014) continues by explaining that during 1863-1877, a new educational focal point took shape. During the Reconstruction era, more formal education pathways were developing for those member of society that had formally been enslaved. Though there was very little financial support for these educational initiatives, by 1915 there Black students were attending schools, led my Black teachers and administrators.

In southern states, until the Civil Rights Act of 1964, Black people and White people lived under de jure segregation where laws were established to separate Black and White people. Solidified in legal precedence with the 1896 *Plessy v. Ferguson* ruling. An unintended benefit of de jure segregation was that Black students continued to attend Black schools taught by Black teachers. Goldstein (2014) describes the role of a teacher was seen as a positive middle-class role in the Black community. In the northern states, de jure segregation was not part of the political landscape. However, as more Blacks from the South migrated to the North, de facto segregation took shape as northern White flight became rampant. Despite the different forms of segregation, Black students were exposed to a high level of representation of Black community members leading their classrooms, unfortunately Black schools were underfunded and under resourced (Goldstein, 2014). With the help of the National Association for the Advanced of Colored People (NAACP) many of the inequities were being challenged throughout the 1900s,

including then law student Thurgood Marshall, who had been working on challenging the unequal wage gap between Black and White teachers (Library of Congress, 2018).

Kearney (2010) believed that the role of a teacher was an important profession within the Black community as it was seen as the leading profession amongst college-educated Blacks. She adds that “in 1954, approximately 82,000 African American teachers were responsible for the education of 2 million African American public school students” (Kearney, 2010, p. 6). In 1947, the *Mendez v. Westminster* (Mendez, et al v. Westminster School District of Orange County, et al, 1946,1947) court case began the journey towards *Brown v. Board of Education of Topeka* (*Brown v. Board of Education of Topeka*, 1954). *Brown v. Board of Education of Topeka* ruled racial segregation in public schools was unconstitutional, however the teacher-student demographic gap was not part of the national political conversation. Students who attended school, were taught in racially segregated schools, by teachers and school leaders that matched their cultural identities (Ahmad & Boser, 2014; Gist, 2010; Kuo, 1998; Tillman, 2004). Goldstein (2014) suggests that, despite the necessary steps toward integration, concern started brewing about the negative impact integrated schools may have on minoritized teachers.

After Brown v. Board of Education

The impact of *Brown v. Board of Education* has had unintended consequences on the teaching profession (D'amico, Pawlewicz, Earley, & McGeehan, 2017; Delpit, 1995; Goldstein, 2014; Payne, 2004; Weinberg, 1977). In the decades following the *Brown v. Board of Education* ruling many Black schools were closed as Black students, not Black teachers, were integrated into White schools (Ahmad & Boser, 2014; Gist, 2010; Tillman, 2004). An unintended consequence of *Brown v. Board of Education* was the backlash on Black teachers who

experienced significant job loss due to these school closures and lack of access to positions in formerly all-White schools (Tillman, 2004).

Unfortunately, school districts across the country are still grappling with segregated schools. However, now the majority of the teachers in those segregated schools no longer represent the racial or ethnic identities of their students. In large part due to de facto segregation, the *Brown v. Board of Education* ruling has yet to actualize into integrated school systems. It is difficult to gather accurate enrollment data prior to 1972. Villegas et al. (2012), explain that large-scale demographic data was not collected by the U.S. Department of Education until 1972, which leaves gaps in the accuracy of diversity of students. However, when they reviewed the data from 1987–2007, when demographic data such as race and ethnicity was reported, they found little movement in the closing of the teacher-student demographic gap. Villegas et al. (2012), highlighted an increase in Hispanic teachers entering the teaching workforce during this time, which aligned with an increase of Hispanic students entering schools. However, they noted a steady decline of Black teachers. The impact of discriminatory policies and racist actions adds to the complexity of increasing minoritized teachers within the workforce.

Current Demographic Trends

Current trends forecast a slow increase of diversity within the national teaching workforce; between 2000 and 2013, there was a 2% increase in minoritized teachers across the country, with 82% of teachers in 2013 identifying as White (Achinstein & Ogawa, 2011; U.S. Department of Education, 2016a). Current trends in student demographics show a much faster increase in diversity amongst students (U.S. Department of Education, 2016b; Villegas et al., 2012). Conservative estimates suggest that by 2030, the majority of the students will identify

with minoritized racial and/or ethnic groups (U.S. Department of Education, 2016b; Villegas et al., 2012).

Villegas and Clewell (1998) accurately predicted that the teacher-student demographic gap between minoritized teachers and students would continue to get wider. This was confirmed in 2012 when the U.S. Department of Education (2012) recorded a 37.4% gap between minoritized teachers and students. Nationally, between 2003 and 2012, there was a 5% increase in minoritized teachers, with a total of 17.4% of all teachers in the United States identifying with a minoritized racial and/or ethnic group (U.S. Department of Education, 2004, 2012). During that time, minoritized student enrollment experienced a 7.6% increase, representing a total 49% enrollment by 2012 (U.S. Department of Education, 2016a). Duarte (2000) explains that much of the rapid increase is connected to an increase in Hispanic student enrollment. This is reflected in the increased immigration from Latin America and higher birth rates within the Hispanic communities. Villegas et al. (2012) noted that though a teacher-student demographic gap still persists, there has only been a slight rise in the number of minoritized teachers entering the workforce, especially with the increase of teachers identifying as Hispanic.

Barriers to Increasing Teacher Diversity

The current barriers to increasing teacher diversity are not as explicit as de jure segregation in the South. However, the current barriers are just as impactful. The achievement gap, college attainment, certification requirements, discriminatory hiring practices, and retention in the field are all contributors to the teacher-student demographic gap. These barriers, facing minoritized teacher candidates, occur at various points along the pathway to becoming a teacher. All of the barriers result in a significant loss of minoritized teaching talent along the way.

The Achievement Gap

The achievement gap, the academic gap between minoritized students and their White counterparts. The achievement gap manifests at an early age and becomes a barrier along the pathway to becoming a teacher. Imagine a young person at the start of their educational career with a dream to one day become a classroom teacher. They do not realize that their path begins during those crucial elementary and secondary school years. During those years the expectation is that students have access to the academic knowledge necessary to advance to the next stage in education. They are to learn many things which include basic content knowledge in reading, writing, and math. Research has indicated that minoritized students, despite recent growth in standardized testing scores, continue to score significantly lower than White students (Ladson-Billings, 2006; Moore et al., 2017).

The achievement gap can be connected to multiple factors. Boser (2014) suggested that the national achievement gap within elementary and secondary educational school systems, results in fewer minoritized students graduating from high school and entering college, relative to their White counterparts. Valant and Newark (2016) describe the factors contributing to the achievement gap as discrimination, injustice, student motivation, and parenting. Research conducted by (Cottrell, Newman, & Roisman, 2015) attributed the achievement gap to family income, maternal education and verbal ability/knowledge, learning materials in the home, parenting factors, child birth order and birth weight. Uhlenberg and Brown (2002) adds additional teacher and school system factors such as low expectations, intentional and unintentional racist behavior, unaccommodating instruction, inadequate teaching quality, segregated schools, ability grouping and tracking, standardized testing, and large class sizes. All of the factors contribute to the barriers a student may face in successfully progressing in their

educational experience. Talbert-Johnson (2006) explain that when minoritized students experience barriers in access to knowledge and resources, they will face extreme barriers in future educational opportunities. These educational opportunities can be seen in minoritized students entering college level teacher preparation programs.

College Enrollment, Persistence, and Graduation

Once an aspiring teacher candidate graduates from high school, they progress to the next step along the pathway in obtaining a bachelor's degree; ideally this degree is in education to continue on the pathway to becoming a teacher. Minoritized students experience barriers in enrolling in college, persisting through college, and graduating. According to a study conducted in 2006 by the National Center for Education Statistics, "80 percent of 2004 high school graduates had attended a postsecondary institution and Black students had 43 percent lower odds and Hispanic students had 25 percent lower odds of attaining an associate's or bachelor's degree, compared with White students," (Ross, et al., 2012, p. xvi). Duarte (2000) emphasizes that minoritized students are experiencing higher high school dropout rates which further exacerbates the lack of minoritized students on the path toward education programs. According to Drotos and Sebnem (2016) some of the barriers facing minoritized students throughout their college experience are financial expenses, time allocation, and lack of social and cultural capital. These barriers deplete the potential pool of candidates going into the educational field.

Enrollment in education studies has been on the decline since 2009 (National Center for Education Statistics, 2016) In addition, schools of education have struggled to attract minoritized students into their programs (Haberman, 2012; Villegas, 2007). Haberman (2012) explains that many students entering into the education field, experience attrition prior to graduation and then for those who do graduate many do not enter into the teaching profession.

Villegas (2007) explains that education programs may be successful in recruiting Hispanic students, however unfortunately the low college completion rate impacts the diversity of candidates going into the teaching workforce. Students may enroll but they are not completing the programs at the same rate as enrollment.

Certification Requirement

Cost of certification. Becoming a certified teacher comes at a high financial cost. With the rising cost of higher education, multiple professional assessments and application fees, a new teacher can find themselves with a high accumulation of educational debt prior to their first day in the classroom (Achinstein & Ogawa, 2011). Once an aspiring teacher has paid for their undergraduate degree and teacher preparation program, which in some states is a separate fee from the undergraduate degree, then they are responsible for completing all state required exams. According to the website Teacher Certification Degrees (2018) most states require teachers to pass at least three national or state specific exams. Each exam has a cost of \$150 to \$300. Once the exams are successfully completed, an aspiring teacher can expect to pay \$40 to \$200 application fees to their local state department of education. In addition, to paying \$20 to \$50 for fingerprinting and background checks proving there is no criminal history (Teacher Certification Degrees , 2018). These costs accumulate prior to starting a teaching position and can be an additional barrier to entering the profession.

National teacher exams. Nettles, Scatton, Steinberg, and Tyler (2011) developed a report for Educational Testing Services, the provider of multiple national assessments, which correlated the national achievement gap between minoritized K-12 students and their white peers persisting on teacher licensure exams taken during adulthood. Prior to *Brown v. Board of Education of Topeka* (1954) pressure was mounting about teacher salaries, local school boards

began enacting policies that linked performance on National Teacher Examination to salaries. Weinberg (1977) explains that the National Teacher Examinations were well known to benefit White teachers and result in low scores for Black teachers. Kearney (2010) claims that some of the methods used to decrease and exclude minoritized teachers following the *Brown v. Board of Education of Topeka* (1954) decision included administration of teaching assessments. Teacher testing began in the South as a way to exclude minoritized teachers. Kearney (2010) further argues that the northern states capitalized on the discriminatory treatment of minoritized teachers in the South and recruited teachers who met certification requirement, which in the North did not include testing requirements, to teach in northern schools. This migration continued into the 1990s until teacher testing became nationalized throughout the country as an additional certification requirements (Kearney, 2010). Haberman (2012) argues that content knowledge alone, as assessed on teaching exams, is necessary but is not the defining factor in becoming an effective teacher.

Discriminatory Practices

Minoritized teachers have experienced discriminatory hiring practices throughout history (Weinberg, 1977). Goldstein (2014) states “that between 1954 and 1917, the nation lost 31,584 Black teaching positions and 2,235 Black principalships, even as the total number of jobs in public education grew” (p. 119). Goldstein (2014) describes the declining percentage of Black teachers in the early 2000s in major cities, like Chicago and New Orleans was also reflected in teacher training programs with low enrollment of minoritized students. Research done by D'amico et al. (2017) found that White teaching candidates were more likely to receive a teaching job offer compared to equally qualified Black teaching candidates in a school district that had “11,980 applicants [submit] 27,330 applications for 2,380 open teaching positions in the

district” (p. 30). They study found hiring bias represented by “White principals hiring disproportionately fewer Black teachers than Black principals did” (D'amico et al., 2017, p. 30). Discriminatory practices along the teacher pathway contributes to barriers for aspiring minoritized teachers seeking to enter the profession.

Retention

Carroll and Hunt (2003) surmised from a report by the National Commission on Teacher Education and America’s Future that 46% of elementary and secondary public school teachers quit within the first five years of teaching. In some of the major urban districts, more than 50% of beginning teachers leave the profession within the first three years. Minoritized teachers experience higher rates of attrition compared to White teachers, especially within the first five years of the profession (Achinstein & Ogawa, 2011; Mabokela, 2007; Villegas et al., 2012). Ingersoll and May (2011) explained that during the 2003-04 school year, more than 45,000 minoritized teachers entered the workforce. However, in 2004-2005 about 20% more (over 56,000) left the teaching field. The leading factors in minoritized teachers leaving the profession were attributed to a lack of decision-making influence in the school and a lack of instructional autonomy (Ingersoll & May, 2011). In addition, research found that when cultural matching occurs between teachers and students, it can contribute to increasing retention among minoritized (Achinstein & Aguirre, 2008).

Benefits of Teacher Diversity

There is a large body of research that expands upon the benefits of increasing the percentage of minoritized teachers within the teaching workforce. Some of the benefits include positive impacts on student achievement, the added social and emotional support provided to students, and the development of human potential within a community. Understanding the

benefits of increasing the percentage of minoritized teachers may provide motivation toward communities enacting policies that increase the percentage of minoritized teachers in an attempt to close the teacher-student demographic gap.

Student Achievement Benefits

A school with a racially and ethnically diverse teaching staff has a positive impact on educational experiences of minoritized students (Ahmad & Boser, 2014; Gershenson et al., 2018; Gershenson & Papageorge, 2018; Papageorge, 2017, 2017; Kearney, 2010; Montes, 2012; Noguera, 2009; Parks & Kennedy, 2007; U.S. Department of Education, 2016b; Zumwalt & Craig, 2005). Papageorge (2017) explained that when students are taught by teachers that look like them, there is an increase in college aspirations, student attendance, standardized test scores and a reduction in student dropout rates. Furthermore, when minoritized students are taught by non-minoritized teachers they may experience higher exposure to low expectations for their academic achievement. Moreover, this is especially pronounced for Black students within math courses where teacher-student demographic gaps are significant (Papageorge, 2017). An additional study, done by Lindsay and Hart (2017), found that young Black male students, when taught by Black teachers, experienced a reduction in exclusionary discipline such as suspensions and expulsions. Grissom and Redding (2015) explained that White teachers who lacked the understanding of how implicit bias impacted their teaching were less likely to see minoritized students as capable of meeting academic expectations and therefore recommending a higher percentage of White students for educational gifted programs. Moore et al. (2017) found reading and math achievement levels were positively impacted when there was an increase of minoritized teachers in predominantly minoritized school communities. Furthermore, Gershenson and Papageorge (2018), based on analyzing the Federal Education Longitudinal

Study of 2002, that White teacher's tend to have low expectations of Black students, putting Black students at a disadvantage. The research has demonstrated that when minoritized students have minoritized teachers they are held to higher academic and behavior expectations resulting in stronger student achievement.

Social and Emotional Benefits

The social and emotional benefits of increasing teacher diversity can be observed in multiple areas of the educational experience. When minoritized teachers have the opportunity to serve as role models and cultural guides, students experience stronger attendance, higher rates of admission into gifted programs, increase achievement on standardized tests, and a reduction in exclusionary discipline practices (U.S. Department of Education, 2016b; Villegas et al., 2012). The role model effect has highlighted in multiple research studies, including Gershenson et al. (2018) study in Tennessee that demonstrated that Black students in grades K-3 who were randomly assigned to a Black teacher were more likely to graduate from high school and enroll in college. This analysis was in comparison to their peers in the same school who are not assigned a Black teacher (Gershenson et al., 2018). Minoritized teachers are mentors for students and contribute to students feeling more welcomed and confident within the school environment (Boser, 2014). Minoritized teachers dispel negative stereotypes about what success looks like as an adult. Mundt, Gregory, Melzi, and McWayne, (2015) explain the social importance that Hispanic teachers have in increasing Hispanic family engagement in schools. They further suggest that without Hispanic teachers, who may share culture and linguistic experiences, Hispanic families could be represented within the school communities in a negative manner. There are pervasive negative stereotypes about minoritized communities that can be countered when students of all identities see minoritized people in professional roles, such as

teaching (U.S. Department of Education, 2016b). Noguera (2009) argues the continued misrepresentation in disciplinary experiences for minoritized students may continue to rise if the percentage of minoritized teachers in the classroom does not rise. As teaching practices continue to elevate the importance of social and emotional learning in the classroom, it will be important for school communities to recognize how increasing the representation of minoritized teachers in the school will have a positive impact on the social and emotional learning experience of students.

Community Benefits

Increasing diversity in the teaching profession not only has a positive impact on students in schools, but also on the larger local communities. The United States loses billions of dollars each year on underutilized and under developed human potential (Auguste, Hancock, & Laboissiere, 2009). Increasing the professional opportunities, such as increasing access to the teaching profession for those who have been minoritized in our society, creates a positive impact on the broader community. Villegas (2007), states that teachers are additional authority figures in children's lives. If authority figures throughout the 13-year educational experience are predominantly White, children may gain a distorted perception about the role of authority in the community. Duarte (2000) insists the impact of a lack of minoritized teachers may reinforce negative stereotypes that minoritized people do not deserve leadership positions like that of a teacher in the community. All students should have a diverse representation of leadership. Just as all communities should invest in the development of all citizen, especially those who have been historically minoritized throughout history.

Programs Increasing Teacher Diversity

There have been a variety of programs over the last several decades that attempted to increase diversity within the teaching workforce. Unfortunately, most of the programs have not yet dismantled the larger impediment of systemic racism. There have been federal programs, local state programs, and teacher preparation programs. All programs recognizing the benefits of increasing minoritized teachers in the classroom.

Federal Programs

The United States Department of Education, established in 1980, is the federal agency charged with “assuring access to equal educational opportunity for every individual” (U.S. Department of Education, 2018b). During 2015–2017 there were a series of initiatives proposed by U.S. Department of Education to promote increasing diversity in teaching. The programs included: America’s College Promise, Teacher Pathways Program, and RESPECT: Best Job in the world, and Teacher Loan Forgiveness Program (U.S. Department of Education, 2016b). Riley (1998) expressed that federal programs seeking to impact educational inequality and inequity should start at the beginning of educational experiences by supporting Head Start and Title I programs. The U.S. Department of Education also could impact teacher preparation programs across the country through Title II reporting systems. Title II is part of the Higher Education Opportunity Act (Public Law 110-315) enacted on August 14, 2008, which was a reauthorizing of the Higher Education Act of 1965. Sections 205 through 208 of the Higher Education Opportunity Act are sections specifically addressing accountability for programs in the United State that prepare teachers (U.S. Department of Education, 2018b). However, much of the responsibility of developing actions toward increasing diversity based on the data gathered is within local state legislation.

Local State Programs

States across the country have created local programs to increase teacher diversity. Programs have included recruiting at local high schools that can partner with local colleges and create a pathway of academies geared toward the teaching profession (Quiocho & Rios, 2000; Schmitz, Nourse, & Ross, 2012). In the past decade, multiple states have passed legislative policies to recruit and retain minoritized teachers (Aragon, 2018). Allen, Bachler, Coble, and LaTrice Hill (2003) completed a 50-state survey of state policies directly aligned to recruiting minoritized teachers. They found that 29 out of 50 states had enacted legislative state-funded policies explicitly stating a commitment to the recruitment of minoritized teachers. The policies includes early outreach programs, scholarships, loan forgiveness, paraprofessional recruitment, partnerships with local teacher preparation programs, and data collection. In a 2018 there was an updated list of states, at that point three states that did not have policies related to recruiting minoritized teachers had been added to the list of states which enacted legislation addressing the demographic imperative (Aragon, 2018).

Teacher Preparation Programs

According to the federal Title II database during the 2015-16 academic year 441,439 aspiring teachers were enrolled in 2106 teacher preparation institutions across the United States (U.S. Department of Education, 2018a). Despite an overall decline in enrollment in traditional teacher preparation institutions, alternative routes to education preparation have been on the rise. Alternative routes to teaching attract more diverse teaching candidates when compared to the traditional schools of education (Madkins, 2011; Feistritzer, 2008; Zumwalt, 1991). However, (Madkins, 2011) explains that despite reported diverse enrollment it is unclear how the programs have impacted the number of minoritized teachers in the workforce. Multiple state education

boards are holding local teacher preparation programs accountable for increasing their enrollment of minoritized candidates (The Education Trust-New York, 2017). Therefore, one way teacher preparation programs are helping to increase the diversity within the teaching workforce is by setting goals related to enrollment, completion, placement, and retention of minoritized teachers participating in their programs (Ed Trust, 2017).

Cultural and Racial Theoretical Perspectives

Cultural Theories

There are multiple theories about culture and race; each theory provides a tool to make meaning of experiences and interactions within the educational landscape. Various cultural theories have been used to increase understanding about the impact of teacher-student demographic gaps on students and the communities where the gap is most prevalent (Achinstein & Ogawa, 2011). Delpit (1995) expanded on the theory of the culture of power within education. Swidler (1986) explained how the educational system is deeply influenced by a dominant White middle-class culture. Swidler (1986) further explained the cultural clash that occurs with the increase of a racially diverse student population. Kozlowski (2015) suggested that a racial/ethnic mismatch, between students and teachers, contributes to a gap in cultural capital when a White teacher's cultural understanding of an academic environment does not correlate to a minoritized student's cultural understanding of an academic environment, causing the student to be at a disadvantage in cultural capital. Students may resist the culture that the teachers espouse which results in "oppositional cultural theory" (Kozlowski, 2015, p. 43). Moreover, it was determined that culture mismatch theory, coupled with a teacher's cultural bias, creates an environment where the teacher's cultural standards, norms, and expectations privilege students with similar cultural experiences. These theories help make meaning of the impact of

this demographic imperative. However, it is critical race theory that will be most applicable in gaining a deeper understanding of the role policymakers play within the teacher-student demographic gap.

Critical Race Theory

Critical Race Theory (CRT) provides a lens to examine the historical, cultural, and structural factors that have been established in maintaining White power and privilege in the teaching workforce. CRT creates a space to reflect on the expression of systemic and historical racism maintained by the dominant society (Bell & Levine, 1992; Crenshaw, 1995; Delgado & Stefancic, 2013; Howard, 2010; Sleeter, Neal, & Kumashiro, 2015). Sleeter et al. (2015) propose four tenets of CRT that provide guidance in using the theoretical approach. The first tenet “interest convergence” (p. 5). Derrick Bell (1980) explained that interest convergence was when White people were only able to support racial justice when their personal interests converged with the interests of supporting racial justice. Interest convergence can be used to reflect on legislator’s ability to generate legislation that increases diversity in the teaching workforce even if the legislation does not converge with the advancement of White teachers. The second tenet is “challenge to claims of neutrality, colorblindness, and meritocracy” (p. 5). This second tenet explains the need to challenge the false representation that society in the United States is based on the idea that everyone has a equitable and equality opportunity. An example of legislators articulating this tenet in their actions is the development of legislation that challenges the use of National Teacher Exams, which claim a level of neutrality in accessing the teaching profession. The third tenet is expressing knowledge through “counter-stories by people of color” (p. 6); an example of this tenet would be providing opportunities for minoritized teachers at various points along their professional pathway to share their experiences with racism

within teacher preparation. The fourth tenant is a “commitment to social justice for everyone” (p. 6) which may be expressed in legislators seeing teacher diversity as a social justice issue. Critical Race Theory as an additional lens to study the impact legislations has on diversifying the teaching workforce, provides insight into the various dynamic at play in a complex problem.

Legislators Knowledge, Motivation and Organizational Influences

As described in detail in Chapter One, this study used the Clark and Estes (2008) gap analysis framework to analyze the potential gap in legislator’s knowledge, motivation and organizational capacity to reach the proposed goal. Clark and Estes (2008) describe the importance of having clarity on the goal so that through analysis of the knowledge, motivational and organizational capacity a gap between current level performance and desired performance can be determined. There were 12 hypothesized knowledge, motivational and organizational influences needed for legislators to meet the proposed goal, in addition to three hypothesized needs related to Critical Race Theory.

Knowledge and Skills

According to Rueda (2011), it is important to examine knowledge-related influences and skills, they provide a lens with which to “highlight and pinpoint” (p. 30) differences in understanding that ultimately impact outcomes. In order for legislators to review, draft and/or approve legislation that supports programs prioritizing minoritized teacher, mandates equity in school district hiring practices, and eliminates barriers minoritized teachers experience along the pathway, each legislator must have knowledge about the impact a lack of minoritized teachers has within the state. With this knowledge, legislators can support the Connecticut State Department of Education (CSDE) increasing the statewide percentage of minoritized teachers. The knowledge-related influences that are essential for the legislators to know fall within

Krathwohl's (2010) knowledge types: factual, conceptual, procedural, and metacognitive. Mayer (2011) explains that for learners to be successful in accomplishing a task, they must possess all types of knowledge. Therefore, in order to comprehensively understand the likelihood of legislators to successfully review, draft, and approve legislation that increases the percentage of minoritized teachers, it is imperative to analyze knowledge-related influences through the various knowledge types.

Declarative knowledge. Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) describe declarative knowledge as knowledge that is factual or conceptual. Factual knowledge is the knowledge about facts in the world (Mayer, 2011), for example legislator's factual knowledge of the percentage of minoritized teachers in the state of Connecticut. Conceptual knowledge refers to a person's ability to categorize the factual knowledge and describe patterns as a way to create schemas (Mayer, 2011). An example of conceptual knowledge would be legislators' ability to review historical legislation related to minoritized teachers and understand patterns in the legislation that have impact minoritized teacher. The declarative knowledge legislators should know are the statistics on the lack of representation of minoritized teachers, the benefits of having minoritized teachers in the teaching workforce, the historical impact of past legislation, and knowledge about the barriers minoritized teachers face along the teaching pathway.

Knowledge about the lack of representation. A lack of diversity within the teaching workforce has a negative impact on minoritized students (Ahmad & Boser, 2014; Montes, 2012; Noguera, 2009; Papageorge, 2017; Parks & Kennedy, 2007; U.S. Department of Education, 2016c; Zumwalt & Craig, 2005). Legislators may lack the declarative knowledge necessary to understand the scope of the problem. Legislators should have declarative knowledge, such as the

ability to articulate that as of 2018, 91.5% of teachers in Connecticut identified as White and worked with a student population in which only 56% identified as White (Connecticut State Department of Education, 2018). A lack of declarative knowledge about the low representation of minoritized teachers would make it challenging for legislators to see a need to support programs prioritizing minoritized teacher.

Knowledge about the benefits of minoritized teachers. Legislators should know the positive impact minoritized teachers bring to the field. They serve as important role models for students and narrow the achievement gaps between minoritized students and White students (Egalite et al., 2015; U.S. Department of Education, 2016b; Villegas et al., 2012). Research conducted by Gershenson et al. (2016) found that Black teachers held higher expectations for their students' educational attainment than White teachers, impacting the educational achievement of Black students. In addition, Mercado (2011) research on the positive impact that Hispanic teachers have on Hispanic students, serving as cultural navigators, supports the benefits of increasing the number of minoritized teachers. Legislators with declarative knowledge about the benefits of minoritized teachers may be able to use this information as rationale for future legislation that increases minoritized teachers.

Knowledge about the impact of legislation. Legislators should know the impact that Connecticut legislation has had on minoritized teachers in the past 30 years. Legislators are elected into their positions on a 2-year cycle with unlimited opportunity for reelection, therefore reviewing legislative history should be a process done prior to moving new legislation forward. The benefit of the review is that they may gain a deeper understanding of the impact of past legislation and anticipate the impact of future legislation. This study will probe into the degree

of knowledge current legislators have about past legislation aimed at increasing the percentage of minoritized teachers.

Knowledge of barriers along the teacher pathway. Minoritized teachers face unique challenges along their pathway into the classroom. As Dafina-Lazarus (2013) explains, the teaching pathway is often impacted by systemic and structural inequities that contribute to uneven patterns of persistence and achievement within teacher preparation programs and within the profession. There are points along the teaching pathway that are directly impacted by state legislation: teacher preparation courses, GPA requirements, content credit requirements, certification assessments and certification assessment benchmarks. Legislators may lack the declarative knowledge about the complex process of how a person progresses along the teacher pathway. They may also not be familiar with the historical legislation that has defined the various teaching requirements.

Metacognitive knowledge. Krathwohl (2010) defines metacognitive knowledge as the knowledge to reflect on and adapt the way a person thinks and operates. Metacognitive knowledge is essential within the learning process (Ambrose et al., 2010; Krathwohl, 2010; Mayer, 2011). Mayer (2011) further explains that metacognition is a person's awareness and control of how they think. Legislators spend time thinking about ways to strengthen and/or solve challenges facing the state of Connecticut. In order for legislators to increase their metacognitive knowledge they need to think about the potential barriers along the teacher pathway that adversely impact aspiring minoritized teachers.

Knowledge about how implicit bias impacts decision making. Legislators may lack metacognitive knowledge in the area of implicit bias and how implicit bias impacts their decision-making process. Defined within the Encyclopedia of Human Services and Diversity,

implicit bias is a person's unconscious preference against members of a particular group (Nance, 2014). One of the tenets of CRT is the ability to challenge the concept of meritocracy, the idea that power is gained through ability and achievement, rather than wealth or family, or neutrality, the idea that there is an absence of favoritism (Sleeter et al., 2015). Legislators may not realize in attempting to enact legislation that they deem neutral, without reflecting on the role of implicit bias and preference toward the dominant culture, they may be decreasing the percentage of minoritized teachers rather than increasing the percentage. Legislators should be aware of and in control of their own cognitive processing and reflect on the impact of implicit bias on their decision-making process.

Procedural knowledge. Procedural knowledge is described by Krathwohl (2010) as the knowledge of how to accomplish a task and the steps or methods a person would use for displaying a particular skill. In order for legislators to increase the percentage of minoritized teachers in the state, they should know the specific steps to achieving that goal and when to apply those various steps. Ambrose et al. (2010) explains that there is a clear difference between declarative and procedural knowledge. Therefore, in addition to a legislator needing to know the facts and concepts related to the percentage of minoritized teachers and their impact on learning, they also need the procedural knowledge of how and when to apply that knowledge to bring about change via legislation.

Skills to draft and promote legislation specifically targeted at increasing the percentage of minoritized teachers. Drafting legislation is a multistep process. According to the Office of Legislative Management (2015), there is a limited time before legislative sessions begin that a legislator can file a proposed bill. In order for legislation specifically targeted at increasing the percentage of minoritized teachers to be proposed, a legislator would need to have a special

interest in the issue or be fulfilling a request from their constituents or a specific organization with their district. A legislator would need the procedural knowledge of the process and how to transition legislation through the various benchmarks of the process, such as hearings, committee reporting, referrals, filing, general debates, voting, and governor approval. In probing for the procedural knowledge of the legislators, their skill to draft and promote legislation specifically targeted at increasing the percentage of minoritized teachers can be better understood and ultimately, supported.

Table 2 presents a summary of the assumed knowledge influences needed by Connecticut legislators to meet the goal, as well as the types of knowledge connected to each knowledge influence.

Table 2

Assumed Knowledge Influences and Types

Assumed Knowledge Influence	Knowledge Type
Legislators must have knowledge about the lack of representation of minoritized teachers within the state of Connecticut.	Declarative
Legislators must have knowledge about the benefits of having minoritized teachers teaching in Connecticut classrooms.	Declarative
Legislators must understand the impact of legislation on increasing or decreasing the percentage of minoritized teachers in Connecticut.	Declarative
Legislators must have knowledge about the unique barriers minoritized teachers face along the teacher pathway.	Declarative
Legislators must have knowledge about how implicit bias impacts their decision making in regards to reviewing, drafting, and/or approving legislation.	Metacognitive
Legislators must have knowledge about the process to draft legislation that specifically targets increasing the percentage of minoritized teachers.	Procedural

The knowledge presented in Table 2 is important in order for legislators to be able to review, draft, and approve legislation that increases the percentage of minoritized teachers in the state.

Motivation

In addition to knowledge-related influences, there are also motivation-related influences needed for legislators to achieve their goal. Clark and Estes (2008) explain that motivation-related influence help understand stakeholder and organizational effectiveness. The literature on motivation-related influences suggests that engaging in an understanding of what motivates people is important in assessing progress toward a goal. Dembo and Seli (2016) describe motivation as the degree to which a person exerts effort on a task, persists despite challenges, and maintains a positive outlook on their ability to accomplish a task. Ambrose et al. (2010) explains that motivation guides a person's behavior. To gain a stronger understanding of the legislator's motivations the following motivational-related theoretical approaches will be utilized: expectancy value theory, attribution theory, and self-efficacy theory.

Expectancy value theory. Expectancy value theory is a theoretical approach that looks at specific motivational constructs. Eccles (2010) suggests that two motivational questions are foundational as an individual is deciding about engaging with a task: "Can I do the task?" and "Do I want to do the task?" (p. 1). In addition to the two foundational motivational questions, Eccles (2010) defines the value dimension as being comprised of four constructs: intrinsic interest, attainment value, utility value, and perceived costs. Each construct can be used to understand the perceived value a state legislator ascribes to reviewing drafting, and/or approving legislation to increase the percentage of minoritized teachers. Do legislators enjoy engaging in legislation aimed at teacher diversity (intrinsic interest)? Do legislators see the need to increase

the percentage of minoritized teachers as important to their self-image as legislators (attainment value)? Do legislators see accomplishing the proposed goal as creating benefits within the state, such as improving student achievement? What do legislators see as the perceived costs to engaging in legislation that focuses on teacher diversity? For the purpose of this study, the focus will be on the attainment construct of expectancy value theory.

Legislators' attainment value. Focusing on the motivational construct of attainment value, increases the understanding about if legislators see the importance of having a representative percentage of minoritized teachers within the teaching workforce. Attainment value is "the extent to which engaging in [a] task is important for one's self-concept or identity" (Dembo & Seli, 2016, p. 44). Do legislators see investing time in reviewing, drafting and/or approving legislation that increases the percentage of minoritized teachers as something that is central to their self-image? Eccles (2010) argues that there are three needs that may influence attainment value: the feeling of competence, engagement with others, and a sense of autonomy. This study seeks to gain a deeper understanding of how each need influences the attainment value of legislators.

Attribution theory. Anderman and Anderman (2012) explained that attribution theory is applied to help people understand their environment and provide an explanation about why certain events occur. Reyna (2000) further explained by citing Heider (1958) and Weiner (1985) that a facet of attribution theory is an individual believing that externally located causes are, by definition, uncontrollable by an individual. Dembo and Seli (2016) also cited Weiner (1986) by concluding that an attribution is a person's perception of what causes success or failure on a given task. They further explain that success and failure are commonly attributed to a person's

perception of their ability or their effort. Using the lens of attribution theory help gains a better understanding of the state legislators' motivations toward meeting the goal.

Legislators' attributions about increasing minoritized teachers. In order to engage in the complex process of drafting and approving legislation, legislators must see that their efforts to increasing minoritized teachers are a positive contribution to the state of Connecticut, despite perceived or potential impeding factors such as discrimination. Understanding the degree to which legislators see the issue of a low percentage of minoritized teachers as capable of change via legislation can be a predictive factor of the degree to which legislators will take action. In order to engage in the process of reviewing, drafting, and/or approving legislation, legislators should see the importance of their efforts.

Self-efficacy theory. Pajares (2010) defines self-efficacy as a person's beliefs and perceptions in their capabilities to accomplish a specific goal by performing specific tasks. He explains that a person's beliefs about their self-efficacy are formed by "four sources: experience, vicarious experience, social persuasions, and physiological reactions" (p. 2). To gain a stronger perspective on the self-efficacy of the legislators, there must be data gathered to assess if they believe they are capable of increasing the percentage of minoritized teachers.

Self-efficacy of legislators. A legislator's self-efficacy should not be confused with the expectations they have about the outcomes. Pajares (2010) believes that a person's self-efficacy can help foster the outcome a person expects. This is built on the understanding that if a person believes they can accomplish the goal, they are more likely to display behaviors that drive toward that goal. In order to engage in the process of increasing the percentage of minoritized teachers, legislators need to believe they are capable of moving legislation related to increasing minoritized teachers through the general assembly.

Table 3 presents a summary of the assumed motivational influences of the legislators, as well as the motivational constructs associated with each influence.

Table 3

Assumed Motivation Influences and Constructs

Assumed Motivation Influence	Motivation Construct
Legislators must believe that having a representative percentage of minoritized teachers within the teaching workforce is important.	Attainment Value
Legislators must believe that their individual legislative efforts can contribute to increasing the percentage of minoritized teachers, despite perceived and potential impeding factors.	Attributions
Legislators must believe they are capable of garnering support for legislation related to increasing minoritized teachers throughout the general assembly.	Self-Efficacy

The motivational influences demonstrated in Table 3 are important in order for legislators to be able to review, draft, and approve legislation that increases the percentage of minoritized teachers in the state.

Organizational Influences

In addition to the knowledge-related and motivation-related influences, organizational-related influences have a critical role in stakeholder and organizational performance (Clark & Estes, 2008). Organization-related influences can be separated into two categories: cultural models and cultural settings (Gallimore & Gallimore, 2001). In order for an organization to achieve their mission and goals, there needs to be alignment between the organization's cultural models and cultural setting. Cultural models represent the shared invisible understanding of how an organization works or the expectation on how it should work. Cultural settings are the norms that can be observed within an organization, for example, the protocol in approving legislation through the voting process within the Education Committee of the General Assembly. Both

cultural models and cultural settings may help determine whether state legislators can be successful in performing their roles within the Education Committee (Gallimore & Gallimore, 2001).

Collaboration and trust. There may be invisible cultural models within the organizational practices that either foster or erode collaboration and trust between the Education Committee and the CSDE. The CSDE is responsible for ensuring that legislation passed through the Education Committee is implemented throughout Connecticut's educational systems. The Education Committee is advised by the CSDE, in addition to advisement by other educational related special interest groups. There are examples of CSDE drafting proposed legislation related to minoritized teachers and recommending the legislation to the Education Committee to be reviewed. A member of the Education Committee would need to sponsor the recommended legislation, in order for the legislation to move forward in the legislative process. When legislation is proposed by CSDE it is imperative that trust is present between members of the Education Committee and CSDE. If trust is not present a member of the Education Committee might not volunteer to sponsor the legislation. Conversely, if the Education Committee approves legislation without the input of CSDE, when CSDE is responsible for the implementation of the legislation across the state, CSDE members might not implement the legislation with fidelity due to a lack of trust. Gaining a deeper understanding of how both organizations collaborate and build trust helps gain an understanding of how that collaboration and trust lead towards increasing the percentage of minoritized teachers in the state.

Prioritization of minoritized teachers. It is important to understand, from the perspective of legislators, whether the Education Committee prioritizes or deprioritizes increasing the percentage of minoritized teachers in the workforce. There is a wide breadth of

educational issues facing the Education Committee. To understand where increasing minoritized teachers ranks amongst the various educational issues may provide CSDE insight into how they could demonstrate how minoritized teachers are interconnected with other educational issues, such as the achievement gap. Gallimore and Gallimore (2001) explains the shared interconnectedness between cultural models. Within the context of this study, the idea of interconnectedness may provide insight into how the issue around increasing minoritized teachers is prioritized amongst legislators.

Communication between CSDE and Education Committee. In order for legislators to engage in the process of reviewing, draft and/or approve legislation there must be communication between CSDE and the Education Committee about minoritized teachers. This study will probe into procedures that are in place to share information between the two organizations about minoritized teachers. Gallimore and Gallimore (2001) explain that a cultural setting occurs when people come together and accomplish a goal. By studying the cultural settings of the organizations, information can be gathered about how legislators gain resources from CSDE to draft, review, and/or approve legislation.

Table 4 represents a summary of the organizational cultural models and settings of the general assembly's Education Committee and the CSDE, in addition to the assumed organizational influences.

Table 4

Assumed Organizational Influences and Categories

Assumed Organizational Influences	Organizational Influence Category
The culture within the Education Committee and CSDE must cultivate a culture of collaboration and trust between the two organizations.	Cultural Model Influence
The Education Committee must prioritize increasing the percentage of minoritized teachers amongst statewide educational issues.	Cultural Model Influence
The CSDE and the Education Committee must maintain communication about progress towards increasing minoritized teachers within the state.	Cultural Setting Influence

The organizational influences in Table 4 are important for legislators to be able to review, draft, and approve legislation that increases the percentage of minoritized teachers in the state.

Conclusion

Each knowledge, motivation, and organization-related influence demonstrated in Table 5 represents a hypothesized need in order for legislators serving in the Connecticut Education Committee to meet the proposed goal. Once legislators are able to pass legislation that supports programs, mandates equitable hiring practices, and eliminates barriers along the teacher pathway, then they are able to support the larger statewide goal developed by CSDE, to ensure at least 10% of teachers in the state identify with a minoritized group. Table 5 summarizes the knowledge, motivation, and organizational needs.

Table 5

Overview of Knowledge, Motivation, Organization Influences

Assumed Needs
<p>Legislators need the following knowledge</p> <p>The lack of representation of minoritized teachers within the state</p> <p>The benefits of minoritized teachers</p> <p>The impact of legislation on minoritized teachers</p> <p>The unique barriers minoritized teachers face</p>
<p>Legislators need the following to motivate them</p> <p>The belief that having a representative percentage of minoritized teachers is important.</p> <p>The belief that their efforts can contribute to an increase, despite impeding factors.</p> <p>The belief that they are capable of garnering support for legislation related to increasing minoritized teachers</p>
<p>The following organization conditions must be met between the Education Committee and CSDE</p> <p>Cultivation of a culture of collaboration and trust</p> <p>Prioritization of increasing the percentage of minoritized teachers</p> <p>Maintenance of communication about progress towards increasing minoritized teachers</p>

In conclusion, increasing the percentage of minoritized teachers in the United States has been a challenge since *Brown v. Board of Education of Topeka* (1954). Despite local, state, and national programs being implemented to remedy the problem, the gap between minoritized students and minoritized teachers widens. The state of Connecticut has actively set goals to address the demographic imperative. Connecticut's ability to meet those goals is dependent on many factors, which includes legislative policy. This study will research the knowledge, motivation, and organizational factors influencing the Connecticut legislator's ability to review, draft and/or approve legislation that supports programs prioritizing minoritized teacher, mandates equity in school district hiring practices, and/or review and eliminate potential barriers minoritized teachers face along the professional pathway.

CHAPTER THREE: METHODS

Chapter Three outlines the research design and methods used to collect and analyze data within the research study. A variety of methodological tools were used to gather the data. All data gathered was analyzed using the Clark and Estes (2008) gap analysis framework. The following questions were used to frame the data collection process, analyze hypothesized gaps in Connecticut legislator knowledge, motivation and organizational capacity, and to make recommendations toward address confirmed gaps.

1. What knowledge and motivation do Connecticut legislators have related to their ability to create legislation that supports programs prioritizing minoritized teachers, mandate equity in school district hiring practices, and eliminates barriers along the teacher pathway?
2. What is the interaction between the cultural and organizational context of the Education Committee and the Connecticut State Department of Education's and how do these organizational cultures impact legislators ability to pass legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and eliminates barriers along the teacher pathway?
3. What are the recommended knowledge, motivational, and organizational influences needed for Connecticut legislators to pass legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and eliminates barriers along the teacher pathway?

This chapter provides a description of the research methods used to collect, analyze, and interpret the data, beginning with a description of the participating stakeholders, the sampling strategy, rational in selection, and criterion for selection of the stakeholders. Furthermore, this chapter provides a description of the instruments used for data collection and the data analysis process.

Finally, there is an explanation of the credibility and trustworthiness, ethical considerations, and limitations and delimitations of the study.

Participating Stakeholders

The stakeholder population for this study was elected senators and house representatives within the Connecticut General Assembly (CGA), the legislative branch of the government. The CGA is comprised of 151 House Representatives (legislators) and 36 State Senators (legislators). All 187 legislators are elected into their positions on a 2-year cycle with unlimited opportunity for reelection. One of the responsibilities of the legislative branch of state government is to enact educational laws (Connecticut General Assembly, 2018c). To better understand the knowledge and motivation of legislators, as it relates to diversifying the teaching workforce, in addition to how legislators within their organizational context interact with the organizational context and culture of CSDE, the selection process concentrated on those legislators that participate in the Education Committee and/or the Minority Teacher Retention and Recruitment Task Force. There are 36 legislative members serving on the Education Committee and three on the Minority Teacher Retention and Recruitment Task Force. One of the three Minority Teacher Retention and Recruitment Task Force members also participates within the Education Committee. The Minority Teacher Retention and Recruitment Task Force is comprised of legislators and local community leaders that come together to study and develop strategies to increase and improve the recruitment, preparation and retention of minoritized teachers. CGA committees, such as the Education Committee, are responsible for drafting, reviewing and reporting bills and resolutions prior to the bill going before all members of the CGA (Office of Legislative Management, 2015).

Within this study, specific legislators were selected based on pre-determined characteristics. Maxwell (2013) defines the process of deliberate selection as one in which participants are selected based on their ability to provide the most relevant information in connection with one's research question as "purposeful selection" (p. 97). Johnson and Christensen (2015), describe the approach of identifying specific criteria within a population and then connecting with specific individuals who meet those criteria as "purposive sampling" (p. 264) which Maxwell (2013) explains is synonymous with purposeful selection. Purposeful selection was used in selecting the legislators for participation in this study.

Interview Selection Strategy and Rationale

The sampling strategy used for this qualitative study was be purposeful sampling, described by Johnson and Christensen (2015) as an approach that allows the researcher to select specific criteria within a potential participant group. There are 38 potential legislators that could be selected as interview participants. Clark and Estes (2008) suggest interviewing five to seven people when using the conceptual framework of gap analysis. According to Merriam and Tisdell (2015), selecting a specific sample size is dependent of the point at which the information being shared becomes redundant. Theoretical sampling, an approach described by Glaser, Strauss, and Strutzel (1968) was also used in the selection propose. Glaser et al. (1968) describe theoretical sampling as an approach where data is collected and analyzed before continuing to collect additional data. The data analysis determines the data being collect as emergent theories are beign developed.

In combining purposeful and theoretical sampling, the initial interview process started with two legislators whom previously established relationships were strong. Legislators were contacted via email and requests were made to meet at their offices at the state capital for a one

hour meeting. One hour was a limited amount of time, however the meeting length was determined based on the interview window happened during November 2018 and December 2018. These two months were prior to the start of the 2019 legislative session and during election season, in which all members of the General Assembly were up for reelection. After the first interviews, transcripts were analyzed and theories started to emerge. Additional legislators were selected to participate in interviews based on the developing emergent theories of the knowledge, motivation, and organizational-related influences of the legislators. Originally, six to eight legislators were to be selected to participate.

Interview Selection Criterion and Rationale

Criterion 1. A participant in the study must have been a member of the 2018 CGA and must have been selected to serve on the 2018 Education Committee and/or the Minority Teacher Recruitment and Retention Task Force. Participants with membership within the identified groups were responsible for reviewing, drafting, and approving legislation that could increase the percentage of minoritized teachers in the state. Their participation provided insight on the knowledge legislators had about the impact of minoritized teachers in Connecticut as well as insight on their motivation to increase the percentage of minoritized teachers.

Criterion 2. Majority of the participants had to be running for reelection within the CGA in November 2018. Those participants who run for reelection in November 2018 would have the opportunity to review, draft and/or approve legislation in the 2019 and 2020 legislative session, if they were selected to serve on the Education Committee. Those members not running for reelection would not be present for the 2019 and 2020 legislative session in which educational policy related to increasing minoritized teachers would be proposed. Exceptions were made in cases where legislators not seeking reelection, not assigned to the education Committee, or not

reelected however had significant influence on legislation related to minoritized teachers during the 2017 legislation session.

Data Collection and Instrumentation

The data collection methods and instruments used in this qualitative study were interviews, documents and artifacts. Merriam and Tisdell (2015) elaborates on the benefits of utilizing multiple data collection methods. In using multiple methods, triangulation can be utilized to provide stronger internal validity to the study. Maxwell (2013) concludes that triangulation is a process that allows for the reduction of bias, which is a risk in using one method. Using triangulation allows for a stronger understanding of the knowledge and motivation of state legislators, as it relates to minoritized teachers. In addition, these data collection methods provided insight to how the knowledge and motivation of the legislators interact with the organizational context and culture between the Education Committee and the CSDE.

Interviews

Though six to eight legislators were initially proposed in the interview selection, 16 legislators participated representing 43% of all potential participants. Each interview lasted between 30 and 90 minutes and were held in private meeting room within the state capitol or a local space within the participant's district. The interviews took place using the English as language and there was no translation needed. A semi-structured interview protocol was used to collect data. The protocol can be found in Appendix A. Merriam and Tisdell (2015) describe a semi-structured approach as one that allows the researcher to provide a structured protocol while also having the flexibility to "respond to the situation at hand" (p. 111). A semi-structured

approach provided insight into the participant's potential knowledge, motivation, and organizational-related influences based on the data provided.

The interview questions were based on Patton's (2002) categories of questions with a specific emphasis on opinions, values, knowledge, feelings, and demographics. The interview questions focused on gathering data on the knowledge legislators may or may not have about the lack of representation of minoritized teachers within the state of Connecticut. In addition, to their knowledge about the potential benefits of having minoritized teachers teaching in Connecticut. The questions asked assessed the legislator's knowledge about programs prioritizing minoritized teacher. Once the assumed declarative knowledge was assessed, there were questions about the unique barriers minoritized teachers face along the teacher pathway. Furthermore, there were questions to gauge legislator's metacognitive knowledge about how implicit bias impacts their decision making in regards to minoritized teacher legislation. Finally there were questions asked to gain insight on legislator's motivations and their understandings of the organizational cultural models and settings within the Education Committee and the CSDE. The interview script can be found in Appendix E.

Documents

Documents were used as a research method to support findings in the interviews. Between 2008 and 2018 there were 2456 legislative acts passed in the state of Connecticut and four of the legislative acts directly aimed at increasing the percentage of minoritized teachers in the state (Connecticut General Assembly, 2018f). Each legislative act is public record and, according to Merriam and Tisdell (2015), these documents provide "ongoing records of society's activities." These public records are accessible on the CGA website. They provided historical context to the relationship between the legislators and CSDE as it relates to CSDE ensuring the

state's educational entities are meeting the regulations enacted by state legislatures. In addition, by analyzing past legislation additional insight was gained about the knowledge that current legislatures have about the role of legislation in increasing minoritized teachers in the state. Furthermore, in reviewing 10 years of legislative acts there was an opportunity to assess the use of language and potential implicit bias within the language that may impact future legislator motivations. The document protocol can be found in Appendix B.

Artifacts

Artifacts included videos, meeting agendas, reports presented at meetings, and meeting minutes. The Connecticut Network, which provides webcast coverage of Connecticut state government and public policy events held at the state capitol was used for all audio and video artifacts (CTG18). The Connecticut Network represents a repository of archival video dating back to 2015. From 2015 to 2016 the Minority Teacher Recruitment and Retention Task Force, which included three legislators, met seven times for a total of ten hours and five minutes. The Education Committee held 25 meetings between February of 2015 and May of 2018. The meetings averaged seven hours per meeting for approximately 175 hours of meeting time. The Education Committee met about a variety of topics that were not all related to minoritized teachers, therefore in an effort to streamline the analysis a review each meeting agenda was completed. The agendas and occasionally the minutes of each meeting were available on the CGA website. Strategic analysis of the agenda items included searching words as minority teacher, certification, and/or teacher pathway in the body of the text. Once key words were identified videos of meetings could be skimmed through relevant portions were discussed.

While viewing the recorded meetings, low-inference notes were taken in addition to interpretations on how legislators demonstrated their knowledge and motivation in connection to

the increase and impact of minoritized teachers. In addition, notes were taken and analyzed at any mention of CSDE to analyze the organizational-related influences between CSDE and the Education Committee. Merriam and Tisdell (2015) provide six elements to consider while observing: the physical setting, participants, activities and interactions, conversations, subtle factors, and one's own behavior. Though this is analysis of artifacts and not observations, many of the elements were represented in the low-inference notes. The artifact protocol can be found in Appendix C.

Data Analysis

Data collection of documents and artifacts started in August 2018 and continued through January 2019. Interview data was collected in November 2018 and December 2018. Analytical memos were written after each interview. Research thoughts, concerns, and initial conclusions were documented in relation to the conceptual framework and research questions. Each interview participant was provided a consent to participate and be recorded form. Those interviews that were recorded were transcribed and coded. Corbin and Strauss (2008) explain the coding process should be done in multiple phases. The first phase is to take raw data and apply a conceptual level to the data. The next phase of analysis, was to use open coding, where empirical codes were analyzed and a priori codes applied. An additional phase of analysis included aggregating the empirical and a priori codes into analytic/axial codes. The final phase of data analysis was in identifying pattern codes and themes that emerged in relation to the conceptual framework and research questions (Corbin & Strauss, 2008). Analysis of documents and artifacts were consistent with the concepts in the conceptual framework and research questions.

Credibility and Trustworthiness

Merriam and Tisdell (2015) explain that to assess the validity of a qualitative study a researcher seeks to investigate how the studies participants construct reality and understand the world. Therefore, to come to a more nuanced understanding of how the participants, legislators within Connecticut, understand the role and impact of minoritized teachers three different instruments were used: interviews, documents, and artifacts. Using multiple instruments increases the credibility of the study. Merriam and Tisdell (2015) further suggest that when presenting findings in a study, it is imperative to pay close attention to the collection, analysis, and interpretation of the data to increase the validity and reliability. The collection of data was completed through printed notetaking, computer notetaking and voice recording. The coding system, ATLAS. ti8 was utilized to analyze and triangulate the data.

Maxwell (2013) suggests two potential threats to the validity of a qualitative study. The first threat is “researcher bias” (p. 124), which is the personal beliefs and experiences of the researcher impacting the research process. As a registered lobbyist in the state of Connecticut and the Dean of a teacher preparation program, I have actively sought to increase awareness about the benefits of minoritized teachers, it was important to be mindful of assumptions being made about the data. In addition, I identify as a minoritized teacher who has experienced barriers in entering the teaching profession within Connecticut. Furthermore, I was a Connecticut middle school principal that actively recruited minoritized teachers to work in my school. During the course of the research process I was also appointed by the Commissioner of Education to the Minority Teacher Policy Oversight Council. In addition, during the 2019 legislative session I was invited by legislators within the Minority Teacher Recruitment and Retention Task Force to participate as a community educational leader. These roles and

experiences are part of the biases that I bring to the study. It is important to recognize that biases influence the collection, interpretation, and analysis of data.

An additional validity threat is “reactivity” (p. 124) which Maxwell (2013) defines as the influence of the researcher on the study. This may have impacted my relationship with interviewing participants. Some interview participants were aware of my advocacy efforts of increasing minoritized teachers within the state. This awareness may have influenced their response to questions I asked throughout the interview. In an attempt to be responsive to reactivity I sought to ask questions that were not leading and practiced the interview protocol to ensure my responses were neutral. An additional element that was uncovered was the potential for interview participants that did not match my gender or racial identity to respond differently. I was most aware of this while interviewing over the phone where my racial identity was not as apparent. In an attempt to be responsive to reactivity I lead each interview explaining that I was speaking to them as a researcher and doctoral student and not in my role as an educational advocate or Dean of a local teacher preparation program.

Ethics

It is important to recognize the potential ethical considerations within this qualitative study. Merriam and Tisdell (2015) explain that within the role of a researcher all the data that is collected is filtered through personal biases. A researcher therefore, must be aware of not disregarding data that does not support their assumptions. Potential biases that were considered were assumptions about the lack of responsibility I perceived legislators possessed in addressing the lack of minoritized teachers in schools, a lack of trust in the political process and in legislators following through on their verbal commitments, and a lack of trust of those in

positions of power within the general assembly and the CSDE who identify as White, being able to empathize with minoritized teachers.

In addition to personal bias, it was important to consider the ethical implication of my relationships with the organizations and with those participating in the interviews. In my professional role I work directly with the talent department within the CSDE as the Dean of a teacher preparation program. The teacher preparation program I lead has been named as one of many strategies the CSDE is utilizing to diversify the teaching workforce. CSDE communicates their work to state legislators and therefore when I spoke with legislators I reiterated that I was seeking their insight within my role as a researcher, versus my role as a leader in education preparation. Furthermore, as a registered lobbyist in the state of Connecticut it was important that I articulated that I was not seeking to promote my teacher preparation program throughout the study, as I would do when I have conversations with legislators in my role as a lobbyist. In addition, one of the legislators amongst those eligible for selection represented the community I reside in, this member participated on the Education Committee and the Minority Teacher Task Force. As a voting member of the community I was aware of the impact that voting membership may have if my local legislator was selected to be interviewed.

I addressed these ethical considerations by explaining to participants that my interest in this study stemmed from the national conversation about teacher diversity. Rubin and Rubin (2012) suggested refraining from the urge to share information that reflected my vested interest and beliefs about the topic. Therefore, I attempted to not divulge my concerns that I perceived there to be a lack of policy being established to close the teacher-student demographic gap at the legislative level. The goal was to ensure the interview participants were the agents of their

expertise and that I was looking to learn about their knowledge and what motivates them in relation to increasing minoritized teachers in the workforce.

It was imperative that I respect the participants' rights to privacy, and therefore all participants were provided informed consent. The interview consent form can be found in Appendix D. Glesne (2011) recognizes the informed consent as a document that provides participants information about the nature of the study, that their participation is voluntary, that they may stop participating at any point, and provides information to participants about any potential aspects of the study that could impact them negatively. Rubin and Rubin (2012) specifically address the difficult nature of being able to trace support or lack of support for legislative proposals. They suggested either disguise the issue or get permission to use real names. I did not use names, however I did explain to each participant that though I would make my best effort to create anonymity, staying anonymous is not a guarantee given the public nature of legislator's role across the state. I used a voice recorder during the interview, and ensured that recognizable descriptors were redacted from the transcripts. All data collected has been securely stored in a password protected digital file. In an effort to minimize the potential feeling of coercion I requested all interviews to be conducted at the Connective Legislative Building or public space within the legislator's district. There were no incentives offered for participation in the study. Upon conclusion of the study I will provide a letter of appreciation, recognizing them for their time. Finally, as an educational doctoral student at the University of Southern California, I further protected participants by participating in the universities Institutional Review Board (IRB) process. According to the Office for Protection of Research Subjects (2018) the IRB provides assurance that the research was completed in accordance with federal, institutional, and ethical requirements (USC Web Services, 2018).

Limitations and Delimitations

There were anticipated limitations to this study, for example, Merriam and Tisdell (2015) explained that using video, which was used to during artifact analysis, is a method of data collection that has limitations. Video tapping is limited to what is captured within the angle of the video camera. In addition, I could not control the truthfulness of the participant's responses. There were also delimitation choices that were made that had implications on the data, for example given the time constraints of the interviews I limited the number of questions to stay within the 60-minute time frame. In addition, I did not watch every Education Committee meeting from start to finish, and I was strategic in reading through the legislative acts to focus in on information that provide insight on the knowledge, motivations, and organizational-related influences of the legislators.

Merriam and Tisdell (2015) describe a qualitative study as an in-depth description of a larger system and for a researcher to create this in-depth description they must bound the system. This study was bound by focusing on a group of legislators meeting the specific criterion in interview selection. This study was also bound within the state of Connecticut and interviews were bound by selecting legislators who already expressed interest in educational legislation, therefore being selected to serve on the Education Committee or the Minority Teacher Recruitment and Retention Task Force. Legislators that did not participate in the Education Committee or the Minority Teacher Recruitment and Retention Task Force still vote on all proposed legislation impacting minoritized teachers, however they were not part of this study. In bounding the study, I was able to gain a better understanding of the knowledge, motivation, and organizational-related influences of the legislators most involved with increasing the diversity of the Connecticut teaching workforce.

CHAPTER FOUR: RESULTS AND FINDINGS

Chapter Four outlines the findings of the analysis and interpretation of the data collected within this qualitative study. In Chapter One, the purpose of this qualitative research, a gap analysis examining the knowledge, motivation, and organizational influences of Connecticut state legislators, was explained. Describing the importance of state legislators, as key policymakers, to review, draft and/or approve legislation that supports programs prioritizing minoritized teacher, mandates equity in school district hiring practices, and/or review and eliminate potential barriers along the teacher pathway that adversely impact aspiring minoritized teachers. This support would positively impact the teacher diversity goal established by the Connecticut State Department of Education (CSDE), to increase the racial, ethnic, and linguistic diversity of the teaching workforce to 10% by 2021. Chapter Two reviewed the historical context contributing to the teacher-student demographic gap within the United States and the barriers that aspiring minoritized teachers face in entering the profession. Chapter Three outlined the research design and methods used to collect and analyze data within the research study. Findings were generated by reviewing the data collection instruments explained in Chapter Three: interviews, documents, and artifacts. This chapter is presented in four comprehensive sections (1) knowledge findings, (2) motivational influences, (3) organizational influences, (4) critical race theoretical framework analysis.

Stakeholder Demographics

The stakeholder population interviewed for this study were publicly elected state senators and state representatives Education Committee within the Connecticut General Assembly (CGA) who were appointed to the Education Committee and/or the Minority Teacher Recruitment and Retention Task Force during the 2018 legislative session. During the 2018 legislative session 36

legislative members participated in the Education Committee and three within the Minority Teacher Recruitment and Retention Task Force, one member of Minority Teacher Recruitment and Retention Task Force did not serve on the Education Committee. Provided these parameters, 37 legislators met the criteria of the stakeholder population. Figure 2 provides demographic data of the 37 legislators that met the criteria of the stakeholder population.

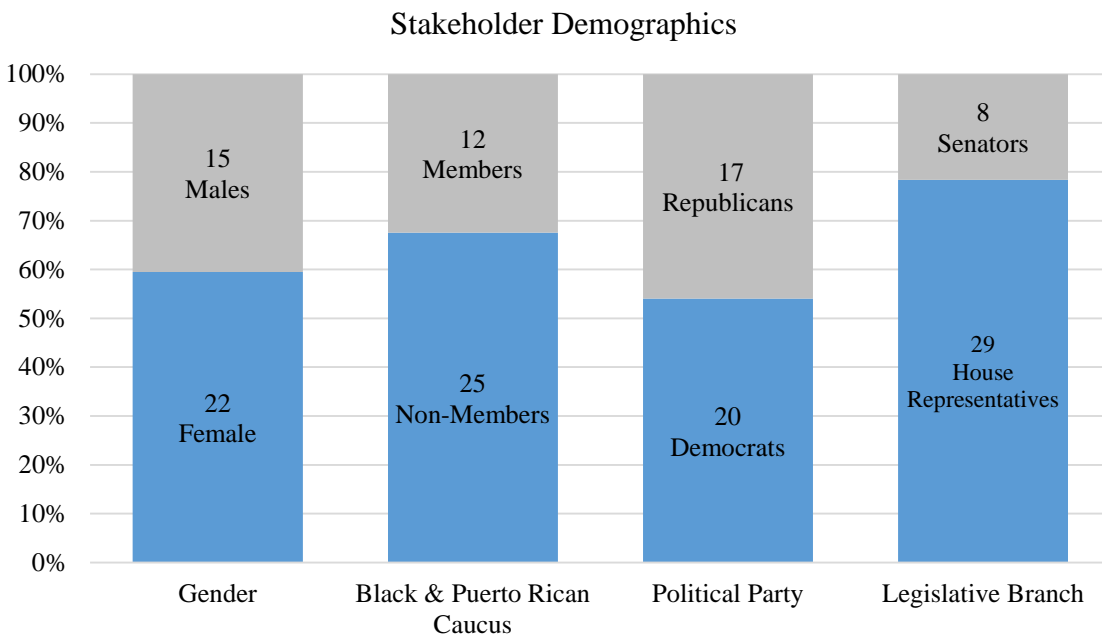


Figure 2. Demographic data of legislators who participated on the Education Committee and/or on the Minority Teacher Recruitment Task Force.

Of the 37 legislators representing the stakeholder population, 16 participated in the research study through interview participation. The 16 legislators represented 42% of the 2018 Education Committee and 100% of legislators that participated in the Minority Teacher Recruitment and Retention Task Force. Figure 3 provides demographic data of the 16 legislator’s on the Education Committee and/or on the Minority Teacher Recruitment and Retention Task Force who participated in interviews for the research study.

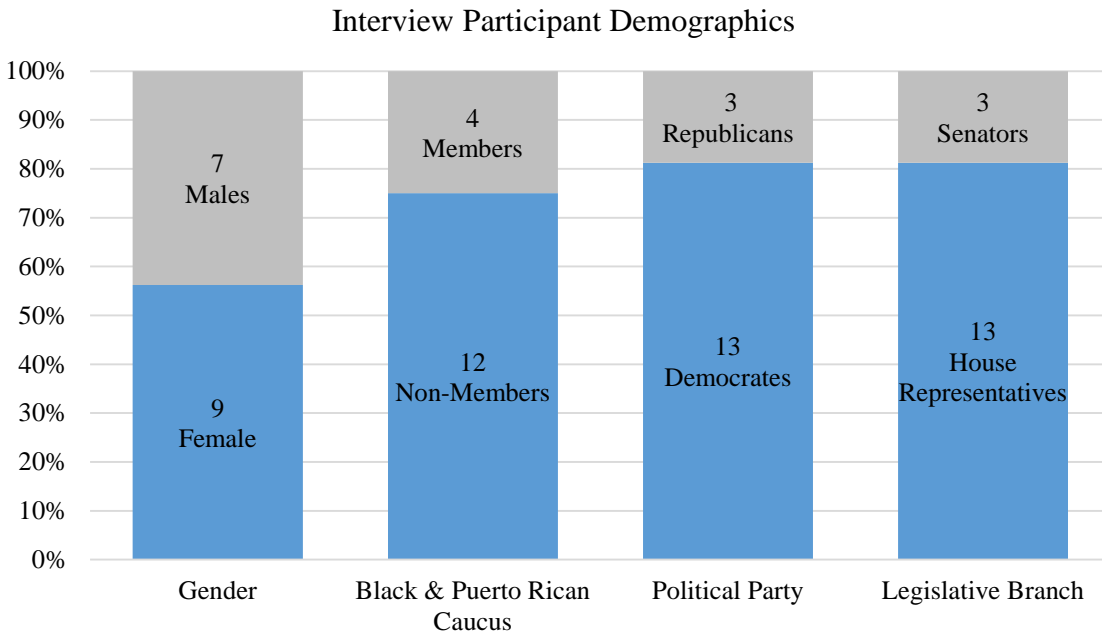


Figure 3. Demographic data of participating legislators.

In addition, to interview analysis, document analysis was utilized to further validate the research findings. Between 2008 and 2018 there were four legislative bills proposed that directly sought to increase the percentage of minoritized teachers in the state of Connecticut. All four legislative bills included the phrase “minority teacher” within the title of the bill, in addition all four were signed into law. In 2017 and 2018 the Connecticut State Department of Education (CSDE) presented two reports to the General Assembly outlining their course of action pertaining to minority teacher recruitment. These six documents have been analyzed to further assess the assumed knowledge, motivational, and organizational influences necessary for the stakeholder group, state legislators, to support CSDE in reaching the 2021 teacher-diversity goal.

In further triangulation of the data, artifact analysis was utilized. The artifacts analyzed were previously recorded video and audio of the Minority Teacher Recruitment and Retention Task Force meetings held from 2015 to 2016. In addition, analysis was conducted using the agenda items for all Education Committee meetings held from 2008 – 2018. In using multiple

methods of data gathering, the process of triangulation will allow for the reduction of bias within the analysis, according to Maxwell (2013). Furthermore, Clark and Estes (2008) explains that using multiple methods supports the gap analysis framework, which assess the validity of the assumed knowledge, motivational, and organizational influences of the stakeholders.

As described in Chapter Three, the purpose of using the gap analysis conceptual framework, provides a method to evaluate the stakeholders, legislators, ability to review, draft and/or approve legislation that supports programs prioritizing minoritized teacher, mandates equity in school district hiring practices, and/or reviews and eliminates potential barriers along the teacher pathway that adversely impact aspiring minoritized teachers. Legislator's knowledge, motivational, and organizational influences in accomplishing those steps has an impact on CSDEs ability to meet the statewide minority teacher recruitment goal of increasing the percentage of minoritized teachers from 8.3% to 10% by 2021 (CSDE Talent Office, 2017).

There were 12 knowledge, motivational, and organizational influences outlined in Chapter Two. In the event that 12 or more legislators responded to interview questions demonstrating the knowledge, motivation, or organizational influence, the assumed influence was declared an asset of the legislators. In the event that 11 or less legislators responded to interview questions demonstrating the knowledge, motivation, or organizational understanding, the assumed influence was declared a need of the legislators. The needs shaped the gap between legislator's ability to pass legislation, mandate equitable school district hiring practices, and eliminate barriers to increase minoritized teachers.

Results and Findings for Knowledge Influences

The results and findings for the assumed knowledge influences were based on Krathwohl (2010) insights pertaining to four types of knowledge: factual, conceptual, procedural, and

metacognitive. Legislators displayed a high amount of declarative knowledge (factual and conceptual) in relation to knowing about the lack of representation of minoritized teachers within the state, as well as, the benefits and barriers minoritized teachers face. In addition, legislators were aware that legislation can have an impact on the percentage of minoritized teachers in the state. Legislators had limited metacognitive knowledge in relation to seeing racial and ethnic bias as factors impacting their legislative decisions. Furthermore, while legislators demonstrated procedural knowledge about reviewing, drafting and approving legislation, they lacked the procedural knowledge of how to ensure legislation specifically targeted increasing the percentage of minoritized teachers. Table 6 demonstrates the assumed knowledge influences, based on the results from interview, document, and artifact analysis. There were four knowledge influences that demonstrate stakeholder assets and the two knowledge influences that represented stakeholder needs.

Table 6

Possible Causes for Knowledge Gap

Knowledge Categories	Assumed Knowledge Influences	Asset	Gap
Declarative	There is a lack of representation of minoritized teachers within the state.	X	
Declarative	There are specific benefits of having minoritized teachers in Connecticut.	X	
Declarative	Minoritized teachers face unique barriers along the teacher pathway.	X	
Declarative	Legislation has an impact on the percentage of minoritized teachers in the state.	X	
Metacognitive	Racial and ethnic bias impacts legislative decision making.		X
Procedural	How to draft legislation that specifically targets increasing the percentage of minoritized teachers.		X

Interview Analysis of Declarative Knowledge

Legislators demonstrated the declarative knowledge necessary to increase the percentage of minoritized teachers by passing legislation that creates equity in hiring and eliminates barriers along the teacher pathway. Declarative knowledge is factual knowledge, the understanding of basic information in the world, as well as conceptual knowledge, the ability to create schemas and make mental pattern using that factual knowledge (Ambrose et al., 2010; Mayer, 2011). The assumption was that legislators needed declarative knowledge about (1) the lack of minoritized teacher representation, (2) the benefits of minoritized teachers, (3) the barriers minoritized teachers face, and (4) the impact legislation has on the percentage of minoritized teachers in the state.

Legislators know about the lack of minoritized teacher representation. Each interview began with the following question, “What do you know about the racial and ethnic demographics of teachers and students in Connecticut?” In responding to this initial question 14 out of 16 legislators provided an answer that demonstrated knowledge of a lack of representation of minoritized teachers within the state of Connecticut. Some legislators described their knowledge using data points such as, “Over 90% of our teachers are white teaching majority black and brown students, so there's definitely a disproportionate amount. Another legislator referred directly to their knowledge about students and teachers within the districts they represent,

One of the biggest disparities is that we have students who are 80%, 90% black and brown in a school with less than 10% of teachers of color in the school. You have students who may never come into contact with a teacher with whom they identify physically or otherwise teaching them throughout their career.

Both legislators shared percentages very close to the actual state percentages, demonstrating an awareness of the teacher-diversity gap provided by CSDE. Other legislators were aware that a gap exists, despite the lack of specific percentages. This was illustrated when a legislator responded to the initial questions by stating, “I probably couldn't give you an exact number off the top of my head, but I know that number is much lower than it needs to be.” The lower number referring to the number of teachers of color in the state of Connecticut. In addition, one legislator used a physical representation of the teacher diversity gap by explaining, “I don't know the actual numbers, but I'll say out loud that one hand is right up in the air and the other is down on the ground. The gap is just enormous. Most of the teachers are White.” The legislator explaining the teacher diversity gap through identifying an abundance of White teachers, further demonstrates the larger understanding of the lack of minoritized teacher representation in the state. How the legislators came to understand this gap was through a variety of avenues: hearing from local district representatives, hearing testimony from the public during Education Committee meetings, growing up in Connecticut communities and seeing a lack of minoritized teachers in their school experience or in observing the teaching population in their children's schooling experience.

Legislators know there are benefits to having minoritized teachers. The majority of Legislators, 13 out of 16, demonstrated knowledge of the benefits of having minoritized teachers teaching in Connecticut classrooms. The benefits coalesced into three distinct categories (1) minoritized teachers are positive role models (2) minoritized teachers increase academic and socio-emotional outcomes for students and (3) minoritized teachers increase receptiveness to diversity and increase opportunities for students.

The benefit of positive role models. In Chapter Two the role model affect was a leading theme in the literature. As one legislator explained, “It's crucial that kids go to school and see people that look like them and have similar backgrounds and experiences in their life. It makes the kids' learning experience so much better.” Those legislators that referenced the role model effect described how having minoritized teachers in the classroom allows children of color in particular, an opportunity to interact with teachers who understand their culture, to see people who look like them in positions of power and authority, and to aspire to pursue teaching as a future career.

The benefit of academic and socio-emotional outcomes. Multiple legislators referenced recent research, also presented in Chapter Two, suggesting the academic benefits to minoritized students. A legislator referenced the Gershenson et al. (2017) study by stating,

John Hopkins released a recent report saying all the benefits of teachers of color.

Students of color and white students do better academically when they have diverse teachers. I am not saying white teachers can't do a good job, I am just saying it matters to have more teachers of color.

The legislator referencing the academic benefits of teachers of color for all students was a point brought up by multiple legislators. The uniqueness of the sentiments shared by this legislator was providing the perspective that increasing diversity was not correlated with White teachers being unable to have positive academic impacts. There appeared to be a yearning to ensure discussing teacher diversity was not to say White teachers were not valuable in the school system. Beyond the academic benefits, socio-emotional benefits were referred to in increase minoritized teachers. One legislator explained, “They [minoritized teachers] know what their [minoritized students] strengths are and they bring that to bear on the world. You can't measure

those with test scores, and so, I think that having a diverse group of teachers is really critical.”

This reference to socio-emotional benefits was shared amongst other legislators as well and often connected to the impact of minoritized teachers have on the overall academic and social success of students.

The benefit of increasing cultural awareness. In addition, to positive role models and the academic and emotional benefits of minoritized teachers, legislators explained that having a more diverse teaching workforce increases cultural awareness opportunities for students of all racial and ethnic backgrounds. A legislator specifically stated, “It’s important as we’re educating our young that we all understand and are receptive to diverse cultures and ethnic backgrounds.” Sentiments, such as this, demonstrate that without a diverse teaching population it would be difficult to achieve an adequate understanding and receptiveness to diverse cultures. Furthermore, legislators shared the importance of children embracing diversity and they connected children’s ability to do this with having a diverse teaching staff. One legislator declared, “I think it empowers the students and it’s not just empowerment for black and brown students it’s empowerment for the white students as well.” The “it” being referred to in this quote was a diverse teaching staff. When students see diversity amongst the teachers, this legislator explained that the diversity empowered students of all races to increase their cultural awareness.

Legislators know about barriers minoritized teacher face. The majority of Legislators, 15 out of 16, demonstrated knowledge of about the unique barriers minoritized teachers face along the teacher pathway. The barriers were reflected in five categories: (1) the certification process, (2) socio-economic factors, (3) racism and/or implicit bias, (4) low job satisfaction, and (5) teacher unions. These categories have been ranked in order of the highest amount of comments to the least amount of comments. Only one legislators stated, “I don’t

think there are any legal barriers and I say that knowing the context.” This sentiment was an outlier amongst the majority of those interviewed.

Certification assessments as a barrier. There were 11 legislators that mentioned the role of assessments within the certification process. One of the 11 legislators proposed that if aspiring teachers could not pass the test, then that was a demonstration of something being wrong with the training they received and that they needed to get better training. This was disconfirming evidence in comparison to the other ten legislators who highlighted certification assessments as a barrier. Legislators often cited certification assessments. For example one legislator communicated the following, “My understanding is that the biggest barrier right now is the Praxis exam.” The Praxis exam appeared to represent all certification exams barriers, even though to gain certification in the state of Connecticut there are multiple other assessments under different names. One legislator went into depth about why the Praxis may be a barrier.

The Praxis! How can we tell people who may have attended under resourced schools that they can get a waiver from the Praxis if they score 1000 on their SATs, they went to under resourced schools, that is not fair. The tests are not fair and not showing if a teacher is good or not.

This legislators articulates a theme that the certification assessment process is inequitable and not providing an appropriate representation of the educational adversity one might face if they attended an under resourced school. Furthermore, they are claiming that the certification test is not an accurate demonstration of a person’s ability to teach. These opinions directly connect with the idea that if those teachers passing the test were adequately prepared then why are students who are being taught by those certified teachers experiencing achievement gaps. The achievement gaps found through elementary, secondary, and tertiary experiences appear to be

manifesting on certification exams. These views were further supported when a legislator concluded, “Often students of color have a more difficult time with the Praxis than their white counterparts. That's definitely a problem. Is that significant? Yes!” The legislator recognizes the achievement gap continuing to manifest within the certification assessment process. In addition, by seeing it as a problem there may be motivation to solve the problem. In addition, to certification assessments like the Praxis, legislators saw the following as additional barriers within the certification process: a lack of alternative certification pathways, challenges with reciprocity between states, lack of information about becoming a teacher, and a lack of degree recognition from non-regionally accredited institution.

Socio-economic status as a barrier. There were seven of the 16 legislators that reported socio-economic barriers contributing to the lack of diversity within the teaching workforce. One legislator astutely described the following:

The main barrier is the overall economic system we're dealing with right now, where in this state you're guaranteed a phenomenal education, world class, if you live in one of the many towns that are wealthy and have excellent education systems. Unfortunately and conversely, if you live in one of the big cities that deal with poverty, because of the concentrations of people of color in the cities, you have a higher chance of not getting a great education. That is your impediment for not moving up into the professional world which demands higher educational levels of attainment.

Similarly connected to the certification assessment process as a barrier, this legislator is referencing larger systemic barriers that are contributing to the low percentage of minoritized teachers. The barriers create difficulties in effectively navigating the various steps in becoming a teacher. Other comments related to socio-economic barriers included the high cost of living in

Connecticut, higher levels of poverty in the communities minoritized teachers may seek to teach in, a lack of quality educational preparedness, lower salaries in high minority school districts, limited access to appropriate bachelor's degrees, lack of job placement opportunities, and the potential for minoritized teachers to have higher levels of student loan debt.

Racism and implicit bias as a barrier. There were nine out of 16 legislators that connected racism and/or implicit bias to creating barriers faced by aspiring minoritized teachers. One legislator shared the generational impact of *Brown v. Board of Education* (1954), "After Brown versus Board of Education, all the African American teachers lost their jobs. And so I think we lost like two generations of teachers because of what happened in the wake Brown." As described in Chapter Two, *Brown v. Board of Education* (1954) did in fact have a negative impact on the diversity of the teaching profession. Given that integration was focused on students and not teachers, there has been limited effort in rectifying the unintended consequences. Furthermore, legislators shared the challenges that minoritized teachers face in navigating microaggressions, de facto segregation, and systematic racism throughout their own elementary, secondary, and tertiary educational experiences. One legislator shared,

The supports are not in place for them [minoritized teachers] and it's just like everything else in life, in this country being black and brown is traumatizing. And I think it's a traumatizing experience for them to go through the same process that their white counterparts kind of fly through with no issues.

The views expressed highlight the inequity within the process, in addition to highlighting the trauma associated with being a target of racism. Potentially implicit bias could decrease if there was diversity within those in leadership positions who make hiring decisions. Unfortunately, as a legislator shared, "Right now...you have so few superintendents of color, so few principals of

color, building leaders of color, and also teachers of color that it is most likely that your hiring committee does not include someone of color.” Provided that there are a limited number of minoritized leaders making hiring decisions, this is contributing to bias within the hiring process and there has been a lack of recruitment of minoritized teachers.

Low job satisfaction amongst teachers as a barrier. There were seven out of the 16 legislators that described low job satisfaction associated or experienced within the teaching profession as a barrier. Legislators shared that low job satisfaction may be attributed to a high percentage of minoritized students who display higher levels of behavioral and/or social challenges in the classroom, creates added stress in the work environment. In addition, one legislator shared, “African Americans who have high degrees, bachelors or master's degrees, have a lot of opportunities in a lot of fields because there's a lot of evidence that having a diverse workforce makes things better and improve things.” This legislator is highlighting that minoritized college graduates are experiencing an increase in opportunities in multiple industries that are more appealing than the teaching profession. The teaching profession is often associated with a high amount of working hours and low financial compensation. These two elements of the profession can lead to low job satisfaction. One legislator shared the following hypothesis about minoritized teachers not entering the teaching profession;

They don't make enough money. There's too much stress... There's a concrete reason as to why folks wouldn't be entering the education world. We put a lot of stress as of the last couple of years on our teachers, and I think our students are seeing that. Especially within the inner cities and the centers in which you see primarily people or children of color. I think they're seeing their teachers under that stress. Growing up, they're like, "Why the heck would I want to do that job? Come on now. My teacher spends her or his own

money buying paper for me to write on." It's little things like that, which are not so little in the grand scheme of things.

The legislator demonstrated knowledge about the possibly barriers facing minoritized teachers, in addition to the implicit messages being sent to young people how may not see teaching as a viable career option. Legislators also shared that low job satisfaction was attributed to: a lack of school based supports, lack of emphasis on retaining a diverse teaching staff, the feeling of isolation in majority White staffed school communities, high degree of stress, and the negative social perceptions of the profession.

Teacher unions as a barrier. Finally, six of the 16 legislators made reference to the teachers unions creating or maintaining barriers in diversifying the teaching workforce. One legislator shared, "The teacher unions, were content with the process by which we get certified in Connecticut." This comment is alluding to the teachers unions maintaining the status quo of the certification system, even if the current process presents barriers for aspiring minoritized teachers. Another legislator shared, "Connecticut makes everything difficult...I think the teachers unions have really hurt it. They're so threatened." This legislator is referring to teachers unions were having a negative impact on the state's ability to diversify the teaching workforce and feeling threatened by an increase of minoritized teachers and by change in general. The same legislator continued later on in the interview to share, "I don't know what's going to happen in the future, because legislators...are really tied to the teachers unions." The legislator was critical of legislators who they believed were "tied to the union" as to suggest that being "tied to the union" correlated with not passing legislation that would increase the percentage of minoritized teachers. The legislator concluded by stating, "Until they're [legislators] courageous enough to get up and fight it [the teachers union], then we'll have no Black teachers. It's not

lowering standards. It's opening a door and letting them in.” In the legislator’s final sentiments, they articulated that the teacher’s union consistent reference to a change in the certification system equating to a lowering of professional standards was a false dichotomy. Another legislator agreed with the view that teacher unions often made the argument that removing barriers would lower the teaching standards, in addition to expanding beyond the impact on only minoritized teachers. The legislator said,

The unions also will fight you on the certification process. Why are we making it easier for minority people to come in and get an easier pathway? It's not. They don't understand. I'm not saying that it's only for minority teachers. I'm saying that certification process stinks. We need to ease up on those restrictions and all that red tape and open it for everybody. Not just minority teachers.

In contrast to the legislator that directly named the impact on minoritized teachers, this legislator expressed that the overall process is not working for anyone and therefore needs to be changed. However, another legislator who mentioned the teachers unions presented a counter argument by stating, “The road blocks are really put up by the unions. And the unions are pushing the state to do it. They're protecting their turf.” This legislator is suggesting that certification process is not ideal and the teachers unions are protecting and promoting a broken certification system. Finally one legislator articulated the process that occurs in reviewing, draft, and passing legislation and the teachers unions role in the process, the legislator explained,

The commissioner can work on something, and we can agree to it, but then if the unions step in, and then they get the lobbyists to come in and be against, maybe not the bill as a whole, but certain language that's within the bill. That tends to happen a lot. A lot of

bills will be drafted with really strong language that's really good for, particularly for the minority community, but then it gets watered down at the end. It passes.

This legislator is suggesting that the teachers unions are not supporting legislation that would increase minoritized teachers into the teaching workforce. Overall, the teachers unions, when mentioned were not seen as a supportive entity in the work to diversify the teaching workforce. One legislator did state that they felt teachers should continue to organize into labor union, however that the various unions needed to "...embrace each other from all the districts. So if you look at labor and teachers in the labor unions, they really need to start working together as a state, not as, I'm representing this particular district." This idea was demonstrating the strength of the teacher unions to have a positive impact on legislation if they worked together as a team. Currently the unions are represented by districts that tend to be racially, ethnically, and linguistically segregated.

Legislators know legislation can make an impact. The majority of legislators, 12 out of 16, demonstrated knowledge of about the impact legislation can have on the percentage of minoritized teachers. One legislator cited specific legislation that may have decreased the percentage by creating barriers to entering the teaching professional for minoritized teachers, by referring to the following,

In the 1980s, we had an Education Enhancement Act. It was really to keep good teachers. Encourage the people to stay in teaching. All it did was keep the bad teachers in longer, so they could have their pensions. We've got to be able to get rid of teachers that aren't doing their job. No matter what. A teacher that walks in thinking a child is going to fail because they're in poverty, doesn't belong in the classroom. She might be able to pass a test and grade, but if she's got that belief she doesn't belong.

The Education Enhancement Act (Public Act 81-78, 1981) was put in place to incentive becoming and staying a teacher. However, this was done at a time when increasing diversity within the teaching profession was not a priority. As the legislators explains this legislation allowed teachers who they believe were not fit to be teachers the ability to stay in the profession, decreasing opportunities for more minoritized teachers to enter into the profession given the lack of job openings. The view that legislation has decreased the percentage of minoritized teachers was not shared by other legislators.

Majority (11) legislators cited recent legislation that was aimed at increasing the percentage of minoritized teachers, however there was some hesitance in connecting the legislation to having a significant impact. One legislator described Public Act 18-34, also known as the Minority Teacher Recruitment (MTR) bill by saying, “Yes, the MTR bill. It is too soon to know if it is going to make a significance difference, however I am going to make sure there is an MTR bill every year. This first one was just a start and we can do more.” This legislator projected a sense of hope for incremental change to be made through each piece of legislation directed at having a positive impact on minoritized teachers. One legislator reflected that recent legislation increased accountability in demographic data reporting,

One of the things we did in this last piece of legislation was to require more reporting in terms of hiring. We're now going to have a hiring survey, and the hiring survey's not only going to capture who did you hire, but what did your applicant pool look like? By increasing accountability in reporting demographic data publicly, this would create an incentive for districts to actively recruit and retain a more diverse teaching workforce. In addition, to increased accountability, legislators described legislation they believed could increase equity in the certification process, such as: removing identified certification barriers

adversely impacting aspiring minoritized teachers. A legislator shared, “It was hard to transfer certification, and in the process by which you'd get recognized certification in Connecticut was harder. We lessened some of those barriers.” The lessening of barriers is through the legislative acts, such as the Minority Teacher Recruitment Act. The transfer of certification is connecting to creating a more streamlined process to transfer certification through inter-state agreements. Legislators also adjusted the certification assessment cut scores via legislation and created legislation that sought to provide policy on recruitment and retention of minoritized teachers.

Interview Analysis of Metacognitive Knowledge

In order for legislators to increase the percentage of minoritized teachers by passing legislation that creates equity in hiring and eliminates barriers along the teacher pathway, metacognitive knowledge is necessary. Metacognitive knowledge, as described in Chapter Two, is the ability to reflect and adapt one’s thinking and actions based on the awareness of how one thinks (Ambrose et al., 2010; Krathwohl, 2010; Mayer, 2011). The assumption was that legislators needed metacognitive knowledge about how implicit bias impacts their legislative decision making. Analysis of interviews, documents, and artifacts demonstrated that there is a need for metacognitive knowledge.

Legislators do not know the impact of implicit bias on their legislative decision making. Legislators, nine out of 16, did not demonstrate knowledge recognizing racial and ethnic bias having an impact on legislative decision making. Common sentiments among the nine legislators who recognized racial and ethnic bias impacted legislative decision making were best captured by the following statement, “Bias is pervasive and in decisions you don't even think you're being discriminatory on.” One legislator explained, “I think racial bias plays a role in everything in this society.” While another shared, “I think there is always a bias. It's always

there. It may be in the back scenes, but it's there.” Legislators were able to name that racial and ethnic bias existed however they struggled to articulate the connection between racial and ethnic bias having an impact on their legislative decision making.

When legislators were asked, “Do you see racial and ethnic bias playing out in whether a legislator like yourself advocates for increasing teacher diversity in the state?” seven of legislators did not think implicit bias impacted their legislative decision making. This was a sharp contradiction to the nine that explained racial and ethnic bias does exist. One legislator recognized bias within a larger system by explaining, “I really think there's bias in the system. I don't think there's a question that there's bias in the system.” When asked whether there was bias in the hiring process one legislator stated, “I don't think it had to do with race or with anything of that sort. I think it just had to do with quality of the candidate.” This legislator is claiming that those that were able to become hired as teachers in Connecticut were not adversely impacted by their race, they just did not meet the expectations of what it takes to become a teacher in Connecticut. Finally, one legislator responded by stating, “I think its money.” Referring to decision are made based on how much each district is offering in salary and making the assumption that minoritized people are not going into the teaching profession because there is the perception of a lack of monetary value. Though the metacognitive knowledge needed for legislators to recognize the impact of implicit bias was somewhat validated, the analysis shows room for increased understanding of the role of implicit bias within the legislative process.

Interview Analysis of Procedural Knowledge

In order for legislators to impact the teacher diversity gap by passing legislation that creates equity in hiring and eliminates barriers along the teacher pathway, procedural knowledge is necessary. Krathwohl (2010) describes procedural knowledge as the knowledge to accomplish

a task and the methods a person would use in displaying the skills to accomplish the task. The assumption was that legislators needed procedural knowledge about how to draft legislation that specifically targets increasing the percentage of minoritized teachers.

Legislators know how to draft legislation. The process of drafting legislation in the Connecticut was described in detail in Chapter One. All 16 legislators demonstrated knowledge of how to draft legislation and eight specifically demonstrated knowledge about targeting legislation to increase the percentage of minoritized teachers. The comments were focused on a formal process of drafting legislation and an informal process of legislation.

Formal process of drafting legislation. Legislators shared that the formal process included data gathering to inform their decisions, for example one legislator explained,

We actually get the information from the schools, we have access to data, we do the research, OPM helps us gather information, Office of Policy Management, and OLR, Office of Legislative Research, so those are different ways, different avenues that we use to accumulate that data.

These sentiments explain the various organizations within state government that provide a variety of ways for data to be accumulated so that legislators are making informed legislative decisions. Other legislators shared the process of reflection as being a step in the formal process,

We'll have to go back and do another assessment of the legislation we just passed. How far did we get, where are we now, where are we seeing bottlenecks in the process? I do think that for a legislator to go forward, it's to continue to look at where the bottlenecks are.

The process of reflection is important considering that legislative committees shift every two years. If there is not a reflection of past legislation they may create unintended barriers.

Multiple legislators shared the impact of public comment, this was captured by the following description, “And we can have public hearings and bring people in and have them testify and try to pass legislation.” Public testimony is a part of each legislative act and allows for members of the public to share their personal opinions of legislation being raised. There are many formal steps in the process of passing legislation and interview responses demonstrated this knowledge from drafting a short bill statement to getting on the agenda for the session, anticipating resources necessary for implementation, soliciting expert opinions, and utilizing legislative aids to do additional research.

Informal process of drafting legislation. The informal process was recognized as an important component of the procedural process of drafting legislation. Often committees and task forces are organized to provide space for informal discussions about various legislation. However one legislator shared, “The committee winds up being more of a formal conversation. You're not really going to get the nitty gritty. Those are usually not necessarily behind closed doors, but just in a little bit more of a casual setting.” The committee meetings do have a formal process that outlines the goals of the committee, however they are in place to broaden the conversation, which often does not occur once the legislation comes up for discussion in the Senate or the House. An additional informal process included gaining support from the Black and Puerto Rican Caucus, a network of legislators who “promote and assist minorities in becoming more actively involved in the political process; and in attaining political office; and to raise the economic potential for minorities and empowerment of the minority community in the state” (Connecticut General Assembly, 2018b) In addition, speaking with school district leaders with the legislators district, gathering with other legislators that represent similar communities to align on challenges, informal conversations with committee members, gathering public support

especially support from leaders in the communities, and seeking insight on the potential of having the governor support the legislation.

Legislators do not know how to draft legislation that specifically targets increasing the percentage of minoritized teachers. Legislators demonstrated the procedural knowledge of how to draft legislation, however eight of the 16 participants demonstrated a lack of knowledge in drafting legislation directly targeted at increasing the percentage of minoritized teachers. One legislator expressed a lack of encouragement early on in the legislative process when they sought to target in on minoritized teachers. The legislator shared, “I was told early...there's a group of people who work on that issue. We don't have anything to do with it. They just do it and they tell us what they want.” The legislator expressed disappointment when explaining the situation they had experienced. Being told that they could should not take part in drafting legislation that increased the role of minoritized teachers felt like barrier to this legislator. Additionally, another legislator shared that it was difficult to concentrate on anyone issue because they felt the following,

My first term was like drinking from a fire hose, and I participated in some of the minority teacher recruitment forums, but I felt like I was still really learning...I didn't take the lead on anything in particular, and I'm totally blanking on any, right now, what we did. I know we tried to take some steps, but I don't remember what we actually were successful in passing through. I was not one of the lead people on that legislation at all.

The legislator explained the overwhelming experience of being a new member of the General Assembly and/or Education Committee. Legislators may find it difficult to draft legislation on issues they are not familiar.

Document Analysis Supporting Knowledge Findings

Document analysis further support the validated declarative knowledge findings and the needs demonstrated in metacognitive and procedural knowledge of the legislators. During the decade from 2008 to 2018 there were 2456 legislative acts passed in the state of Connecticut (Connecticut General Assembly , 2018f). During this time four of the 2456 legislative acts passed, directly addressed increasing the percentage of minoritized teachers in the state. As mentioned in the interview analysis, legislators described two processes in drafting legislation: formal and informal. The legislative acts represent the formal process of drafting, reviewing, and passing legislation.

In 2007, during a special session Public Act No. 07-3 established securing funding for the creation of the Regional Educational Service Center (RESC) Minority Recruiting Alliance. The RESC Minority Recruiting Alliance was tasked to use state allocated funding to create programs that encourage minoritized middle and secondary students to become teachers, recruit minoritized students in colleges to pursue teaching careers, and recruit and retain minoritized teachers in Connecticut schools (Public Act No. 07-3 , 2007). In 2007 92.3% (EdSight, 2018) of the Connecticut teaching workforce identified as White and this legislation demonstrates knowledge of a lack of minoritized teacher representation, by state legislators.

In 2015, Public Act No.15-108, was the next legislative act to directly address the lack of representation of minoritized teachers in Connecticut. During the gap in legislation between 2007 and 2015 there had been a .6% increase in minoritized teachers, the percentage of White teachers remained at 91%. This limited percentage increase supports the lack of procedural knowledge demonstrated by legislators to draft legislation that specifically targets increasing the percentage of minoritized teachers. Public Act No.15-108 demonstrated renewed interest in

understanding the demographic gap as well as enthusiasm to remove barriers for minoritized teachers seeking to enter the teaching workforce. Public Act No.15-108 increased access to gaining certification by adding additional areas for teachers to apply for temporary certification, decreasing the years of experience an out-of-state teacher needed to qualify for certification from three to two, and allowed a satisfactory score on an approved assessment to be used in lieu of college credits (Public Act No. 15-108 , 2015). Public Act No.16-41 removed barriers such as the use of the Praxis I as a summative exam and shifted it to be used as a diagnostic, increased the approval of alternate routes to teaching, and further increased ease of reciprocity for out-of-state teachers by eliminating the requirement that out-of-state teachers needed to be Nationally Board Certified and established a Minority Teacher Recruitment Policy Oversight Council which was charged with eliminating obstacles within the current certification process (Public Act No. 16-41, 2016). Public Act No.18-34 adopted a cut score for teacher assessments that aligned with surrounding states and formed (Public Act No. 18-34, 2018). These elements of the various legislation demonstrate the declarative knowledge legislators possessed about the lack of representation. In addition, the documents support legislator's comments about the certification process being a barrier. Finally, the drafting of Public Act No. 18-34 in 2018 directly supports the procedural knowledge some legislators demonstrated in the interviews. Legislators who were part of the 2018 Education Committee engaged in the formal process of drafting legislation that directly impacted increasing the percentage of minoritized teachers in Connecticut.

Artifact Analysis Supporting Knowledge findings

Analysis of the nine Minority Teacher Recruitment Task Force meetings from 2015 – 2016 supports the declarative knowledge assets and the assumed influence gaps demonstrated in metacognitive and procedural knowledge of the legislators. Within the 13 hours of video and

audio footage the following was discussed and accomplished: a description of each members professional responsibilities beyond the task force, an explanation as to what each member hoped to accomplish within the task force, three meetings in which local community experts presented on various topics connected to minoritized teachers, and the organization of subgroups to dive deeper into certification barriers, reciprocity between states, and exploring best practices.

Legislators demonstrated declarative knowledge in various ways, for example sharing their knowledge of the benefits of having minoritized teachers in the classroom, often times referring to the role model effect.

As discussed in Chapter Three, there were two legislators that participated in both the Minority Teacher Recruitment Task Force and the 2018 Education Committee. The artifact analysis demonstrated legislators increasing their knowledge by listening to firsthand accounts of a teacher in a local city being the only minoritized teacher at the school for majority of the 15 years the teacher had been working. The artifact analysis also demonstrated accountability measures being implemented, such as legislators holding organizations such as the RESC Minority Recruiting Alliance accountable to demonstrate the impact their programs have had since the allocation of state funds in 2007 (Public Act No. 07-3). While Public Act No. 15-108 demonstrated an attempt to increase financial supports for school districts to help increase minority teacher recruitment, the Minority Teacher Recruitment and Retention Task Force found the RESC Minority Recruiting Alliance was unable to provide sufficient data as to how many minority teachers had entered the teaching workforce and discussed measures to increase accountability for programs. In addition, welcoming researchers to present about the obstacles faced by aspiring minoritized teachers. Firsthand accounts, such as these, help increase the knowledge of legislators. This subset of legislators demonstrated the metacognitive and

procedural knowledge that was deemed non-validated amongst the larger interviewed population.

Synthesis of Knowledge Findings

Legislators participating in this study demonstrated declarative knowledge about there being a lack of minoritized teachers in the state and the benefits in increasing the percentage of minoritized teachers. Furthermore, legislators demonstrated knowledge about the barriers minoritized teachers face along the teaching pathway. This knowledge is essential for legislators to eliminate potential barriers that adversely impact aspiring minoritized teachers. The gap in reported metacognitive knowledge connected to how racial and ethnic bias impacts legislative decision making, may impact their ability to mandate equity in school district hiring practices or anticipate additional barriers. In addition, where there is clear reported procedural knowledge about the legislative process there was a lack of knowledge about how to draft legislation that specifically targets increasing the percentage of minoritized teachers. Additional analysis to gain a deeper understanding of the perceived barriers in drafting targeted legislation and analysis on how the lack of knowledge about the impact of implicit bias on legislation is recommended.

Results and Findings for Motivational Causes

The results and findings for the assumed motivational causes were gathered using the following data collection instruments: interviews, documents, and artifacts. Analysis of these data instruments provided insight to what Dembo and Seli (2016) describe as motivational causes. Using this lens in analyzing the data assisted in understanding the legislator's motivation to exert effort on a particular task, their persistence despite perceived and/or actual challenges, and their ability to maintain a positive outlook in accomplishing a given task. To analyze the motivation of the legislators within this study, three theoretical frameworks were utilized. The

three frameworks, described in detail in Chapter Two, were expectancy value (Dembo & Seli, 2016; Eccles, 2010), attribution theory (Anderman & Anderman, 2012; Dembo & Seli, 2016; Reyna, 2000), and self-efficacy theory (Pajares, 2010). Of the three assumed motivational influences, two demonstrated a gap and one assumed motivational influence was represented an asset. Table 7 demonstrates the assumed motivational influences and whether they were assets or gaps.

Table 7

Assumed Motivational Influences Validated and Not Validated

Motivational Category	Assumed Motivational Influences	Asset	Gap
Attainment Value	Legislators believe it is important to have representative percentage of minoritized teachers within the teaching workforce.		X
Attribution Theory	Legislators believe that their legislative efforts can contribute to increasing the percentage of minoritized teachers, despite perceived and potential impeding factors.		X
Self-Efficacy	Legislators believe they are capable of moving legislation related to increasing minoritized teachers through the general assembly.	X	

Interview Analysis of Motivational Influences

In order for legislators to increase the percentage of minoritized teachers in the state by passing legislation that creates equity in hiring and eliminates barriers along the teacher pathway they must be motivated to exert effort to close the teacher diversity gap. The assumption was that legislators needed to believe in the importance of having a representative percentage of minoritized teachers in the workforce, that their legislative efforts could contribute to increasing

the percentage despite barriers, and the belief that as legislators they were capable of getting legislation passed.

Legislators lack the belief teacher diversity is important. Eccles (2010) explains attainment value as the feeling of competence, engagement with others, and a sense of autonomy to influence a situation. Of the 16 legislators that participated in the interview process, nine shared sentiments demonstrating their belief that having a representative percentage of minoritized teachers within the teaching workforce was important. One legislators captured the sentiments of the seven of legislators who demonstrated a belief that having a representative percentage of minoritized teachers within the teaching workforce was important, by stating “This is important. It is important that we have teachers of color in our schools.” Placing importance on an issue demonstrates a level of competency and engagement with that issue.

However, what was more prevalent in the comments was how the lack of competency impacts their motivation. For example, one legislator shared, “I can feel that it's important, and I can recognize there's something different that students feel, that I found when they have a connection with somebody, but I don't know how to measure it.” The legislator is reflecting on the complexity of gathering data to assess how having a minoritized teacher in the classroom makes students feel. In order to pass legislation data is used to support an initiative, the legislature is naming the difficulty in demonstrating the importance of representation without adequate data.

When asked “where do you think teacher diversity ranks amongst all the educational issues for your constituents?” one legislator responded by saying, “Probably low, but not because it's not important. Probably because folks wouldn't know how to talk about it.” Similarly to the absence of data there is also an absence of language in discussing teacher diversity. The

legislator is referring to a hesitancy to discuss complicated issues associated with teacher diversity due to a lack of knowledge about how to talk about what some find uncomfortable. If legislators are not feeling competent in their ability to impact legislation to increase the percentage of minoritized teachers in the state that can impact their engagement with the issue.

Some of the comments shared demonstrated how legislators' engaged with others, or hoped to engage on the importance of increasing minoritized teachers. One legislator expressed the importance of engagement with other to make change by explaining,

I don't think that we can just say it's black and brown legislators that support minority teacher recruitment, and its white legislators that don't. I think it goes both ways, and I think it's about exposure, it's about experience, it's about lived experience, shared experience, what kind of racial relationships you have.

This legislator is sharing a potential for tension between racial and ethnic identity groups and is attempting to demonstrate the issue of representation is important to all members of the community, no matter their racial and/ethnic identity markers. On the contrary another legislator shared increasing the percentage of minoritized teachers was, "a pillar of the Black and Puerto Rican caucus, which is very motivating." This statement recognizing the impact of the efforts of a racial and ethnically focused legislative group on legislative efforts focused on teacher diversity. If the issue is seen as an issue for all legislators despite racial and ethnic identity markers that may increase engagement. However one legislator concluded, "We're always gonna say it's an important issue, but we won't have enough to actually move the ball, until we've got very specific and direct asks that we're responding to." The legislator is articulating a potential barrier to passing legislation as being the lack of specificity. An increase in specificity as to how

legislation with have a direct impact on the percentage of minoritized teachers may increase the belief across all legislators that minoritized teacher representation is important.

Legislators lack the belief that their legislative efforts make an impact. In order for legislators to be motivated to draft and approve legislation to increase minoritized teachers, they must believe that their efforts, despite perceived and potential impeding factors, make a difference. Attribution theory provides an understanding of a person's perception of what causes success or failure and the effort exerted to persevere despite perceived and potential impeding factors (Dembo & Seli, 2016; Weiner, 1986). Success and failure are commonly attributed to a person's perception of their ability to accomplish a task or meet a goal. In order for a person, like a legislator, to be motivated to increase minoritized teachers, they must understand the environment they are working within. In addition, understanding that externally located causes are, by definition, uncontrollable by an individual (Heider, 1958; Reyna, 2000; Weiner, 1985).

The results of the study found that 11 of the 16 legislators demonstrated the belief that their legislative efforts are having an impact despite potential barriers, such as bias within hiring practices, minoritized teachers lacking content knowledge, financial accessibility, and testing proficiency. Those who demonstrated a higher belief in their efforts making an impact expressed evidence in the bills that were passed in the last legislative session. However, there were sentiments that while they believed they could make an impact, the impact was limited. A legislator stated, "I don't know if we really touched the surface at all in what we've done with our legislation." In addition, another legislator shared, "One thing, I know every year we pass a minority teacher recruitment bill. Invariably, it ends up being weak, or a study in this area." The legislator's opinion is that a "study" in an area is not having the direct impact on increasing minoritized teachers in the state. There appears to be enthusiasm initially in the policies outlined

within the legislation and then over time those policies are impacted and broken down to have less of an impact.

In seeking to have legislators expand on the barriers to their efforts some expressed difficulty in legislating the intangible. One legislator shared, “The biggest hurdle. How do you legislate how somebody feels? Or how do you legislate what somebody should do? Because it might make me feel good to legislate a minority teacher recruitment bill, but what does that really do?” This legislator shared a barrier to having an impact is building personal investment in the issue. If legislators have viewpoints that do not see teacher diversity as an important issue, they find they cannot enact legislation that is going to change someone’s mind. Similar sentiments were shared by another legislator who used an example to illustrate the complexity of legislating the intangible.

I don't know that you can legislate it, is buy-in. I think there was a 2015 Harvard study that compared six different communities in Massachusetts that were working on minority teacher recruitment. What it showed is one of the main factors for success in terms of recruitment and retention was whether the district bought into the priority ...Buy-in was a really integral piece of this whole equation. I don't know as a legislator that you can legislate it.

This legislator is reflecting on the importance of gaining collective investment by school districts to truly make an impact. In addition, the legislator is naming a barrier in legislation as legislators cannot legislate how people feel about teacher diversity, therefore creating a disconnect with what is being legislated and what gets implemented. Understanding the degree to which legislators believe their legislative efforts have an impact provides insight into the degree to which legislators will take action. In order to engage in the process of reviewing, drafting,

and/or approving legislation, their needs to be an increase in legislators seeing the importance of their efforts.

Legislator believe in their ability to pass legislation related to increasing minoritized teachers. Legislator's ability to pass legislation, that increases the percentage of minoritized teachers, is impacted by the degree to which they believe in their capabilities to accomplish that goal. Pajares (2010) explains that a person's beliefs about their self-efficacy are formed by "four sources: experience, vicarious experience, social persuasions, and physiological reactions" (p. 2). These sources impact a legislator's belief in their capabilities to increase the percentage of minoritized teachers. Interview results demonstrated that 16 out of 16 legislators articulated the belief that they felt capable of moving legislation through the general assembly. One legislator pointed out the following,

The Education Commissioner doesn't have the platform we have, and so legislators become critical because we can get the word out in ways that others can't. We can get the people to pay attention. We can choose to be antagonists in terms of what's going on. We can push on the Governor in ways that a Commissioner of Education can't. ...The Governor can't fire me. He's not actually my boss...Legislators become particularly important because I don't know any other person or group that can do what we can do."

This legislator recognizes the power and privilege of being an elected member of the state. The Commissioner of Education is appointed by the governor and therefore, as the legislator describes, is in a way beholden to the views of the governor. If the governor finds increasing the percentage of minoritized teachers in the state an important issue then the Commissioner of Education will move forward with recommended policy in that area. The legislator quoted in this interview displayed a high level of self-efficacy in their ability to pass legislation. In

addition, one legislator shared that their legislative influence comes when they “engage with people who don't get the importance of the legislators and make it important and to use the influence I have to kind of force the issue.” The legislator further expanded on how they leveraged the people power to increase the priority of an issue. The legislator added, “You use that to force issues on the agenda. You use that to force them to give you something that they think is not important to shut you up, that you then turn into something important.” Through increasing constituents understanding of an issue, the legislator increases their self-efficacy. Another legislator gained self-efficacy when legislation was broadly supported, the legislator explained, “I saw this in particular with the bill that we passed, it was very well regarded on both sides of the aisle and with everyone from all various backgrounds.” This legislator is referring to the need to have both republican legislators and democratic legislators needing to be supportive of a bill. This kind of support increases the self-efficacy of legislators. Based on this analysis, it is clear that when a piece of legislation is widely regarded the motivation of legislators sponsoring the bill and seeking to support the bill increases.

Legislators work within the formal and informal structures to pass legislation. Those interviewed reported they were motivated to pass legislation, however legislation specifically targeted at increasing minoritized teacher representation is where self-efficacy diminished. Only eight out of 16 legislators reported having the ability to pass specific legislation that had a positive impact on increasing the percentage of minoritized teachers. The lack of self-efficacy could be attributed to what one legislator described as the “racialization of politics.” For example in describing the importance of minoritized legislators to align on certain issues, the legislators shared the following,

We are constantly fighting and advocating for resources and for bills that make things easier for minority teacher recruitment. ...Not all the time are we successful, of course, to get the word across, because, like in the house it takes 76 votes. In the Senate, I think, it's about 20-22 votes, in order to get something through. That's the difficult part. You may get some individuals that agree with you from communities that are not of color, but then you have those that don't agree, and trying to get them to see the wider picture sometimes is difficult.

This legislator describes the importance of wide support for legislation. When legislation is not deemed a priority across multiple communities they represent it decreases their sense of self-efficacy in passing that legislation. If increasing the percentage of minoritized teachers is seen as an important issue only amongst those representing high minoritized communities it was reported that it might be difficult to influence the beliefs of those representing predominantly white communities to see the value in increasing the percentage of minoritized teachers. In order to engage in the process of increasing the percentage of minoritized teachers, legislators need to believe they are capable of moving legislation through the general assembly which the results have found they all believe they can, the next step is to increase their self-efficacy to move legislation specifically connected to increasing minoritized teachers through the general assembly.

Document Analysis Supporting Motivational Findings

Legislators are increasingly demonstrating motivation to increase minoritized teachers. This is demonstrated in the interview findings as well as the increase in legislation passed in most recent years. In the last 10 years there has been four legislative acts passed, that have directly related to increasing the percentage of minoritized teachers. All four pieces of

legislation passed between 2015 and 2018. Motivation appears to increase as more legislators buy-in to an issue. Analysis of Public Act 15-108, Public Act 16-41, Special Act 16-10, and Public Act 18-34 demonstrate motivational influences by reviewing the voting record of the house and senate on each bill related to minoritized teachers.

In order for a bill to become law 51% of House Representatives and Senators must vote “Yea” on the bill. In 2007 House Bill 8003, which provided funds to start pilot programs to assist in recruiting minoritized teachers, became Public Act No. 07-3 and received 32 out of 33 “Yea” votes and one “Nay” vote in the Senate and 138 out of 138 “Yea” votes in the House. Not until 2015 did another bill actively target minoritized teachers, Senate Bill-1098, which removed multiple barriers and increased accountability around minoritized teacher recruitment. Senate Bill-1098 became Public Act 15-108 and received 36 out of 36 “Yea” votes in the Senate and 145 out of 145 “Yea” votes in the House. Senate Bill-379, the legislation that created the Minority Teacher Recruitment Task Force, eventually became Public Act 16-41 receiving 36 out of 36 “Yea” votes in the Senate and 145 out of 145 “Yea” votes in the House. In 2016, House Bill-5470, which sought to pilot a program for high school students interested in pursuing a college degree in education, became Special Act 16-10 received 36 out of 36 “Yea” votes in the Senate and 141 out of 144 “Yea” votes and 3 “Nay” votes in the House. Finally in 2018, Senate Bill 455, the most comprehensive minority recruitment act to date in the state, became Public Act 18-34, receiving 35 out of 35 “Yea” votes in the Senate and 146 out of 146 “Yea” votes in the House. This document analysis demonstrates legislator’s motivational influences once the preliminary steps of garnering support on the EC and/or a specific task force takes place. It is essential to increase motivation within the earlier steps of the legislative process when, as

interviews shared, the issue might be a bit more vague. Once a bill leaves committee, as was the case with the four bills analyzed, motivation accelerated.

Artifact Analysis Supporting Motivational Findings

Analysis of the Minority Teacher Recruitment and Retention Task Force meeting artifacts support those legislators who reported a strong belief that increase the percentage of minoritized teachers in the teaching workforce was important to the legislators who participated in the Minority Teacher Recruitment and Retention Task Force. One example was during the first meeting the chairman of the meeting demonstrated motivation to exert effort on a particular task (attainment value). The task being to study and develop strategies to increase and improve the recruitment, preparation, and retention of minoritized teachers in the state's public schools. Following the initial meeting, held in November of 2015, subsequent meetings were held to gather data on the perceived and actual challenges in increasing the percentage of minoritized teachers. The leading majority of the presentations focused on certification assessment. Legislators represented on the Minority Teacher Recruitment and Retention Task Force did demonstrate a belief that their efforts could contribute to increasing the percentage of minoritized teachers despite the certification assessments being considered an impeding factors. This was demonstrated when they drafted Public Act No. 16-41 which removed one of the certification assessment barriers, the Praxis I, as a summative exam and shifted it to be used as a diagnostic. Finally, where interview data demonstrated an assets in the self-efficacy in legislator's ability to draft, review, and pass legislation, during throughout the artifact analysis there appeared to be less self-efficacy. This was demonstrated in a meeting in November of 2016 where members of the Minority Teacher Recruitment and Retention Task Force were asking for clarity about additional barriers impacting minoritized teachers and finding that the larger societal impacts of

discrimination, achievement gaps in schooling experiences, and lack of funding made it difficult to maintain a positive outlook on accomplishing task of passing legislation that would have positive impact on minoritized teachers.

Synthesis of Motivational Findings

Legislators demonstrated motivation to draft, review, and successfully pass legislation on a variety of topics. However the belief, that having a representative percentage of minoritized teachers within the teaching workforce is important, was limited. There was a recognition that the issue had some importance but increasing the percentage of minoritized teachers was not as important as other issues, such as gaining additional financial resources for school districts. In addition, legislators did not report a substantial belief that their legislative efforts can contribute to increasing the percentage of minoritized teachers, despite perceived and potential impeding factors, this connects with the perception that though there is high self-efficacy in passing legislation, passing legislation that will increase teacher diversity was limited.

Results and Findings for Organizational Causes

Analysis of the data instruments provide insight to what (Gallimore & Gallimore, 2001) describe as the cultural models and cultural settings of an organization. There were two organizations within this study. Analysis of the cultural models of the Educational Committee provide an understanding of how the Education Committee interacts with the CSDE. In addition, analysis of the cultural settings, within the EC, assisted in gaining an understanding of the protocol in drafting, reviewing, and approving legislation. Table 8 demonstrates the assumed organizational influences within the Education Committee and the CSDE. Based on the results from interviews, document, and artifact analysis, two assumed organizational influences were

determined to be assets and one organizational influence represented a gap in the organization's ability to meet the proposed goals.

Table 8

Assumed Organizational Influences Validated and Not Validated

Organizational Categories	Assumed Organizational Influences	Asset	Gap
Cultural Model	The culture model between the Education Committee and CSDE is collaborative and trusting.	X	
Cultural Model	Increasing the percentage of minoritized teachers is a priority within the Education Committee		X
Cultural Setting	There is communication between the Education Committee and CSDE about minoritized teachers.	X	

Interview Analysis of Organizational Findings

In order for legislators to impact the teacher diversity gap by passing legislation that creates equity in hiring and eliminates barriers along the teacher pathway the organizations within the study would need cultural models that prioritize teacher diversity and have establish lines of communications that are collaborative and trustful. Gallimore and Gallimore (2001) explain that cultural models represent an invisible interconnectedness between elements of the organization that highlight how an organization works. In addition to the cultural models of the organizations, it is imperative to understand the cultural setting, those invisible norms established within an organization. In this study the cultural setting analyzed was the communication structures between the Education Committee and the CSDE. Cultural models and settings must be in place for legislators to effectively perform their role to enact policy and for CSDE to effectively perform their role in implementing the policy. The assumption was that there was a cultural setting in which the Education Committee communicated with the CSDE about

increasing the percentage of minoritized teachers. In addition, the assumption was that there was a cultural of collaboration and trust between the two organizations. Furthermore, within the cultural model of the Education Committee, there was an assumption that increasing minoritized teachers, would need to be seen as a priority amongst all statewide educational issues.

An organizational cultural model that does not prioritize teacher diversity. Analysis of the cultural model of the Education Committee provided insight into how much teacher diversity was prioritized amongst participating legislators. According to the interview findings, seven of the 16 legislators on the Education Committee reported prioritizing increasing the percentage of minoritized teachers within the state. The majority of the participating legislators shared the following sentiments, “The number one priority is ensuring we have enough funding to teach in our schools.” As legislators spend large amounts of the legislative session advocating for increased educational funding or maintenance of the current educational funding structures, issues like teacher diversity can go unheard. As one legislator expressed, “We spent an unbelievable amount of time trying to fix the money problem. Things like diversity are there, and they're probably next in line of importance.” This legislator is naming that the issue of teacher diversity is important, just not on the number one priority. One suggested it was easier to discuss money then diversity. Talking about diversity was a complex and at times uncomfortable topic that this legislator explained other legislators try to not engaged in conversation around. There was also sentiments about teacher diversity being a priority for those legislators who represented more racially, ethnically, and linguistically diverse communities. One legislator shared, “I represent a largely white community. For me this is not a priority. I shouldn't say not for me. For my district I don't think I've ever had anybody [bring it up] to me.” This legislator reports that where teacher diversity might be something they personal find

important, the constituents in the community they represent do not find it important, therefore this impacts where teacher diversity would fall on the list of educational priorities for those community members this legislator represents. Another legislator explained, “The Black and Latino caucus is the group that’s really focused on getting more teachers of color in the classroom. So it’s not a huge priority. It’s not like I’ve said, oh, this is a thing I’m doing as a legislator.” This legislator is providing the context that since the Black and Latino caucus has prioritize teacher diversity, they do not need to prioritize teacher diversity. Conversely, a member of the Black and Puerto Rican caucus did say, “I’m going to make sure we have an MTR bill every session.” This statement demonstrated how this legislator elevates the priority of increasing the percentage of minoritized teachers in the workforce by openly committing to draft, review and passing legislation connected to the issue. To meet the statewide goals around teacher diversity it will be imperative for the Education Committee to prioritize the issue.

An organizational culture of collaboration and trust. Interview findings demonstrated that cultural models within the organizational practices fostered collaboration and trust between the Education Committee and the CSDE. In fact, 14 out of 16 legislators describe the culture between them as one that cultivates collaboration and trust. One legislator proclaimed,

Obviously we always work hand in hand. They come to the committee, they submit their bills, they discuss with us and the leadership of the committee nonstop. The importance of what they want to do statewide. There is back and forth.

This statement demonstrated the assumption that the Education Committee and the CSDE work together throughout the legislative process. In addition, the CSDE playing an important role in informing the legislators on the Education Committee as to how policy implementation is

manifesting throughout the state. These sentiments were echoed amongst multiple legislators.

Another legislator reported,

I have a very good relationship with SDE...I tend to be someone who communicates with them a bit more often than others do, and that lends a certain level of trust... Because of the makeup of our legislature. We're not subject matter experts in a lot of this stuff, so we have to rely upon those who are.

This statement eludes to the diversity of knowledge about education from the legislators appointed to the Education Committee. The CSDE, especially for legislators that do not have a professional educational background is crucial in sharing information so that legislators are making informed decisions.

Legislators shared that the collaboration and trust is particularly strong with the current commissioner of education, Dianna Wentzell. Sharing comments such as, "This commissioner we have is very open-minded. Really willing to work with the legislature" and "We collaborate very well with the current administration however that could change depending on who the next commissioner of education is." In addition, to the feeling of collaboration and trust with Commissioner Wentzell, legislators shared the Commissioners commitment to diversifying the teaching workforce. A legislator explained, "What I can say is this Department of Education run by Commissioner Wentzell has been keenly focused on it [teacher diversity]. They have worked very hard to actually move the needle here. They've made quantifiable movements forward."

This statement demonstrates the communication between the CSDE and Education Department as the legislator within the Education Committee is aware of the progress CSDE has made in implementing policies focused on teacher diversity. Another legislator expressed that collaboration and trust, "depends on who the commissioner is." As the governor's change over

time so do the Education Commissioners, a legislator could have four different education commissioners throughout their tenure in the general assembly. One legislator reported a counterclaim to the collaboration and trust between the two organizations. This legislator reported collaboration and trust was dependent on the community one represented,

[collaboration and trust] is limited, and part of it is I believed...We end up relying more on Superintendents, teachers, administrators, in our districts. I don't think that's true for suburban legislators. I think they feel like [CSDE] is a natural place that they go. For us, we want to hear from our folks first, about what the challenges are.

This legislator suggested collaboration with CSDE looks different depending on the district one represents. In the suburban districts, where as previously shared the issue of teacher diversity might not be a priority, the legislators may depend more on information directly from CSDE. However, as the legislator shared in the previous comments, those who represent urban city collaborate more with the school district organizations. Overall, the interview findings demonstrate that members of the Education Committee do trust the intentions of those within the CSDE. The level of collaboration assists the CSDE in ensuring implementation of legislation across the state.

An organizational cultural setting that provides open lines of communication. All 16 legislators interviewed reported there being communication between the Education Committee and the CSDE specifically about minoritized teachers. The cultural setting between the two organizations is one that has formal and informal protocol to ensure communication is continuous. One legislator captured both the formal and informal in the following statement,

The state Department of Ed has a legislative liaison. Every department has a legislative liaison...And they come before the committee, the commissioner comes before the

committee. So for the most part the commissioner and the liaison all meet with the committee members at least once during the session.

First, the legislator explained the formal process of having the “legislative liaison” serving as a bridge between both organizations. The same legislators continued by adding the following,

You can ask for meetings. I have regular contact with the legislative liaison. I mean, they're there at all the committee hearings and the committee meetings and you can talk in the hallway, you can call, text, crazy times of day and night. There's a lot if you choose to access that communication, so there's a lot of communication.

This statement represents the more informal communication strategy. If a legislator chooses to gain additional information or make sure to share more information with CSDE they can engage more informally with legislative liaison.

Another legislator shared that CSDE communicates with legislators on the Education Committee in a variety of ways, such as,

We have working groups, we have round tables, they are part of the sub committees, they weigh in around policy, around procedures, what ...we say needs to be done versus what they say can or can't be done, and we have to find a way to make it happen. So they are definitely at the table because at the end of the day they're calling the shots.

The legislator is explaining the importance of CSDE in informing legislators what can and cannot be implemented statewide. This legislator recognizes that legislation might be passed at the state level, however it is the CSDE that holds people accountable to implementation. The legislator continued by adding,

As far as pushback, it's important for them to be at the table because it helps us to get through the process a lot more speedily and effectively. ...it's negotiating, it's breaking

the chains, it's changing the culture, and when you're talking about doing those kind of things you definitely have to have all agencies that touch the issue at the table, because if you don't you're going to hit a brick wall at some point.

The legislator is referring to potential pushback directly connected to increasing the percentage of minoritized teachers in the state. When pushback or conflict arises the legislator is explaining that the CSDE, with all of their additional insight on the issue, helps moves through the conflict. As Gallimore and Gallimore (2001) explained, a cultural setting occurs when people in an organization come together and accomplish a task. The findings in the interview analysis demonstrate how the Education Committee and the CSDE collaborate and develop systems and structures of communication to draft, review, and/or approve legislation about minoritized teachers, despite increasing the percentage of minoritized teachers in the state not being the top priority amongst educational issues within the Education Committee.

Document Analysis Supporting Organizational Findings

There are two key documents that support the organizational assets of collaboration and systems and structures of communication between the Education Committee and the CSDE. In 2017 and 2018, in accordance with Public Act 16-41 *An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force*, the Minority Teacher Recruitment (MTR) Policy Oversight Council was developed. The MTR Policy Oversight Council was led by the deputy commissioner of education within the CSDE and was responsible for submitting an annual Minority Teacher Recruitment Report to the Education Committee. The first report was submitted June 30, 2017 and demonstrated communication by providing members of the Education Committee with a background report on teacher diversity in the state of Connecticut. In addition, the report clarified the expectations outlined within Public Act 16-41, provided

detailed findings and recommendations from the MTR Policy Oversight Council, provided survey results of students participating in state funded programs, and provided two results-based report cards on two MTR programs. The MTR Policy Oversight Council proceeded to research the challenges of the teacher-student demographic gap within the state and current programs within the state trying to increase the percentage of minoritized teachers. The MTR Policy Oversight Council then made recommendations to inform future legislation that could be implemented based on their robust research. The findings and recommendations were then sent to the chairs and ranking members of the Education Committee toward the end of the 2017 legislative session. Communication and collaboration of this nature impacted future legislation, such as Public Act 18-34, which adopted a cut score for teacher assessments that aligned with surrounding states. Simultaneously while the Education Committee was working on Public Act 18-34 the MTR Policy Oversight Council, still led by leadership from the CSDE, was preparing their annual report to show progress in recruiting and retaining minoritized teachers. The updated report, Minority Teacher Recruitment Recommendations, was presented to the chairs and ranking members of the Education Committee on August, 8, 2018. Both reports represent a high level of communication and collaboration between the CSDE and Education Committee between 2016 and 2018.

Artifact Analysis Supporting Organizational Findings

Analysis of the Minority Teacher Recruitment and Retention Task Force meetings support the organizational asset findings that there is a culture of collaboration and systems of communication in place the Education Committee and the CSDE. In attendance at each meeting was at least one legislator from the Education Committee and one staff member from the CSDE. During the December 16, 2015 meeting CSDE presented an update on the “minority teacher

recruitment” efforts across various school districts in the state. Analysis of the 13 hours of video/audio of the 9 meetings held between 2015 – 2017 demonstrated clear lines of communication between legislators within the Education Committee and staff at CSDE directly about increasing minoritized teachers. One counter example where collaboration and trust there was a gap of communication with during the November 10, 2016 meeting where a member from the Education Committee shared with a member from CSDE that there was a lack of communication around a new program being implemented in connected to increasing minoritized teacher in the state. There appeared to be a lack of transparency in the process of new program approvals and members of the CSDE committed to circulating information in the future and apologized for the lack of transparency.

Synthesis of Organizational Findings

The organizational assets included a collaborative and trusting cultural model between the Education Committee and CSDE. In addition, a cultural setting that had clearly established communication norms between both organizations. The cultural model within the Education Committee in declaring increasing the percentage of minoritized teachers as a priority within the Education Committee was determined to be a gap and therefore recommendations as to increasing the priority of teacher diversity will be necessary.

Results and Findings of Critical Race Theoretical Framework

As described in Chapter Three the conceptual framework, Critical Race Theory (CRT) provides a lens to examine the historical, cultural, and structural factors in place that maintain White supremacy. Of the four CRT tenets proposed by Sleeter et al. (2015), three were used in further analyze the legislator’s knowledge, motivation, and organizational capacity to diversify the teaching workforce. Table 9 demonstrates the assumed tenets associated with critical race

theory. Based on the results from interviews, document, and artifact analysis, all three assumed critical race influences were determined to be gaps.

Table 9

Assumed Critical Race Theory Influences Validated and Not Validated

Critical Race Tenets	Assumed Critical Race Theory Influences	Asset	Gap
Recognition of Racism	Legislators describe racism as a central, permanent and pervasive part of society		X
Counter-storytelling	Legislators share stories about minoritized teachers that counter the white supremacy narrative		X
Interest-Convergence	Legislators challenge the systems (i.e. certification process) that hide White self-interest, White power, and White privilege		X

Lack of Recognition of Racism

Sleeter et al. (2015) describe the second tenant of CRT as “challenge to claims of neutrality, colorblindness, and meritocracy” (p. 5). In order to challenge these ideas a legislator would need to recognize that racism is pervasive. When asked about the role that racism and implicit bias play in increasing or decreasing the diversity of the teaching workforce, nine of the 16 legislators were able to describe racism as a central, permanent or pervasive part of society. One legislator said “You've got people, you do have racism and you do have discrimination.” Another legislator shared how racism and discrimination impacts policy making by stating,

People often will think that if you're a person of color you understand racism, you understand the invisibility of racism and how it's everywhere and the systemic nature of racism, but that doesn't mean you understand how to talk about it, how to work it into the policy making that you do.

This legislator is speaking to the complexity of challenging racism and explaining that it can't be assumed that minoritized legislators are to be left with the burden of recognizing the

pervasiveness of racism. The legislator is challenging all legislators to recognize that racism is a central, permanent or pervasive part of society. The same legislator continued to explain how often the idea of being racist can distract from the critical conversations that need to be had to pass legislation.

That's a major problem, I mean both in education and in our country. No one wants to be a racist so what it means is you do everything to avoid being a racist when the conversations not about whether you're a racist or not... The conversation is about the systems of racism and what happens. You don't have to...be a racist to operate in a completely racist way.

As the legislator explains, perpetuating systems of racism does not correlate to being a racist. However, when a system, such as the certification system, is deemed systemically racist the majority White legislators, according to this legislator, becomes defensive as they do not want to be seen defending racist practices. In further illuminating the impact of racism on minoritized teachers one legislator explained,

Systemic racism [is] within education systems, so to even get to the point where you might be in college and then once you're in college perspectives on race and how invisible the issue of race and yet present it is, I think are extreme barriers to teachers of color ever showing up in the classroom.

This legislator is addressing the pervasiveness of racism within the education system having a large impact on minoritized teachers entering the teaching profession.

Seven of the 16 legislators shared that they did not see racism as a factor in the lack of diversity within the teaching workforce. When asked if racial or bias play a role in whether legislatures advocate for increasing the percentage of minoritized teachers one legislators shared,

Well, I don't [believe racism or implicit bias play a role]. There may be problems with that [racism and bias], but I don't believe that. I think that we, in Connecticut, understand that we need to help each other and collaborate and be focused on student achievement and while we're talking here about racial diversity, I wish we were colorblind.

This legislator embraces the notion of colorblindness and does not believe that racism is impacting the legislative system. In order to make significant policy change that directly impacts minoritized teachers a legislator would need to understand the role of racism in our society and how the pervasiveness of racism impacts their ability to draft legislation that counters acts systems impacted by racism.

Counter-stories

An additional tenet of CRT is expressing knowledge through “counter-stories by people of color” (Sleeter et al., 2015, p. 6). Counter-stories about minoritized teachers, countering the white supremacy narrative were shared by 11 of the 16 legislators. One example highlighted the power of a counter-story, the legislator shared,

Last year when we were talking about the Minority Teacher Bill. I had a teacher come in here from Puerto Rico, who has been in Connecticut for 5 years. Now she has a doctorate's degree from Puerto Rico. You're thinking any Board of Education in the state of Connecticut, come on, you can be a bilingual. No. She had to jump through hoops because she was missing certain classes that, I guess it's one of the criteria here in the state of Connecticut, which to me makes no sense whatsoever. But, she had to meet that, she had to go back to school, and she had to do her certification here, which is a whole big process itself. Did she actually end up in a classroom as a bilingual teacher? No, she didn't. Because she said, I'm not gonna do all this. She said, I have a doctorate's degree.

The university I went to in Puerto Rico is certified in the United States. What is the big deal?

Counter stories, like the one the legislator shared about the teacher from Puerto Rico provide insight into the challenges of the current system in becoming a teacher. A United States citizen from Puerto Rico enters Connecticut with a doctoral degree and is told to go back to school because she does not meet specific criteria outlined in a dated process, highlights the inequitable process. In addition to the story shared by the legislator, there was testimony presented at the Minority Teacher Recruitment and Retention Task Force meetings by minoritized teachers at various stages of the teacher pathway sharing their experiences with systematic oppressive structures creating barriers within their teacher preparation process.

Challenging the Dominant Ideology

An additional tenet of CRT is what Sleeter et al. (2015) described as “interest convergence” (p. 5). Bell (1980) describes interest convergence as the interest of those who have been minoritized in achieving racial equity only happens when it converges with the interest of White people. Seven of the 16 legislators expressed challenging the dominant ideology which was expressed through the challenging the current certification process. However, points were made about the difficulty in tampering with the status quo,

It's a comfortable thing for white professionals to say the thing, and then not do the thing. "I believe in this...See, I've got it here. I've written it down, that means I believe in it. And now, watch me do nothing about it. "That's the feeling that I've had about good, well-meaning, people. They'll put it on the paper for you, but they won't actually take the step. They won't say, we are going to commit actual resources to this.

The legislator is explaining that White legislators may know it is important to discuss the importance of having diversity within the teaching workforce but because they do not feel it is directly impacting their interests, they may not spend much time or resources ensuring action is taken. In addition, as described early one of the barriers in diversifying the teaching profession as reported by participating legislators were the teachers union. Currently the teacher unions are predominantly staffed by White professionals and the majority of the Connecticut teacher union members are also White. If they have experienced success within the current teacher preparation process, they may not have the urgency to upgrade that process to be more equitable. Counter to understanding the dominant ideology is not in-service of those who have been minoritized are those legislators that believe the dominant ideology is not one impacted by racism. For example one legislator shared,

I'm always the person that takes race out of the thing, if you are the best qualified person, ...I don't wanna know what ethnic race, I don't wanna know. That should come off the paper. We are hurting people by asking that question, in theory, you know?

The assumption that this legislator is making that recognizing race is hurting people creates a challenge to challenging the dominant ideology. In order for legislators to challenge the dominant ideology they must first come to increase their knowledge of White supremacy and the impact it has on increasing the percentage of minoritized teachers within the state.

Synthesis of Critical Race Theory Findings

Participating legislators demonstrated limited recognition of racism as a central, permanent, and pervasive part of society. In addition, multiple legislators shared a personal narrative about a minoritized teacher that may have had an impact on their educational experience or the educational experience of someone they knew. There was limited connection

with the narrative being one that directly countered white supremacy. Furthermore, it was demonstrated that even though the current teacher pathway was particularly challenging to minoritized teachers, there was a lack of acknowledgement that the process to become a teacher may be one that is advantageous to White teachers.

Summary of Research Results and Findings

Based on the findings, legislators reported having acquired the knowledge about the demographic imperative impacting the Connecticut teaching workforce and the organizational structures are in place to have an impact on diversifying the teaching workforce. The findings have demonstrated there is a gap within the motivation of legislators and the recognition of how racism and implicit bias is impacting their ability to create legislation that supports programs prioritizing minoritized teacher, mandates equity in school district hiring practices, and/or reviews and eliminates potential barriers along the teacher pathway that adversely impact aspiring minoritized teachers. In order for legislators to diversify the teaching workforce, they will need to leverage their declarative knowledge about the lack of representation, the benefits of minoritized teachers, the barriers minoritized teachers face, and their knowledge about the impact the legislative process could have on teacher diversity. Furthermore, they need to leverage the communication systems established between the CSDE and Education Committee about minoritized teachers. Legislators also need to increase their knowledge about how racial and ethnic bias impacts their legislative decision making. Increase their procedural knowledge about how to draft legislation that specifically target complex issue such as increasing the percentage of minoritized teachers. There needs to be an increase in the number of legislators that believe having a representative percentage of minoritized teachers within the teaching workforce is important. In addition, more legislators need to believe that their legislative efforts

can contribute to increasing the percentage of minoritized teachers, despite perceived and potential impeding factors. Furthermore, they need to prioritize teacher diversity amongst the other statewide issues within the Education Committee. Finally, by recognizing how racism impacts this issue, lifting up narratives of minoritized teachers, and seeking to challenge the dominant ideology of White supremacy within the teacher pathway, legislators can have a significant impact on the diversity of the Connecticut teaching workforce.

CHAPTER FIVE: RECOMMENDATIONS, IMPLEMENTATION AND EVALUATION

Chapter Five presents the recommendations, based on the findings articulated in Chapter Four. This gap analysis study sought to understand the knowledge, motivation, and organizational influences necessary for legislators to pass legislation that supports programs prioritizing minoritized teacher, mandates equity in school district hiring practices, and eliminates potential barriers adversely impacting aspiring minoritized teachers from entering the teaching profession. In accomplishing this goal, legislators could provide support to CSDE in meeting their statewide goal of increasing the percentage of minoritized teachers from 8.3% to 10% by September 2021.

In order to determine if the assumed knowledge, motivational, and organizational causes presented a gap in the legislator's ability to meet the goal, data was collected and analyzed from interviews, documents, and artifacts. The findings of the data analysis, described in detail in Chapter Four, demonstrated that of the 12 assumed knowledge, motivational, and organizational influences, five of the assumptions were confirmed gaps and seven were confirmed assets. Therefore, the recommended recommendations represented in this chapter, leverage the assets and address the gaps.

In addition to Clark and Estes' (2008) gap analysis framework, critical race theory was used as an additional lens to examine the historical, cultural, and structural factors established in maintaining systemic and historical racism imposed by the dominant society (Crenshaw, 1995; Bell & Levine, 1992; Delgado & Stefancic, 2013; Howard, 2010; Sleeter et al., 2015). The hypothesis was that, contributing to the assumed knowledge, motivational, and organizational gaps, there was a lack of recognition of racism by legislators, the absence of counter-storytelling within the organization, and interest convergence amongst a predominantly White legislative

body. Based on the findings in Chapter Four, all three critical race theory assumptions were confirmed and therefore represented additional gaps in three of the analyzed tenets of critical race theory.

Summary of Gaps and Assets

The recommendations in this chapter are based on the gaps legislators demonstrated within knowledge, motivation, organizational, and critical race theory, summarized in Table 10.

Table 10

Knowledge, Motivation, Organizational, and Critical Race Theory Gaps

Knowledge Gaps

Legislators lack the metacognitive knowledge that racial and ethnic bias impacts legislative decision making.

Legislators lack the procedural knowledge to draft legislation that specifically targets increasing the percentage of minoritized teachers.

Motivational Gaps

Legislators lack the belief that it is important to have a representative percentage of minoritized teachers within the teaching workforce.

Legislators lack the belief that their legislative efforts can contribute to increasing the percentage of minoritized teachers, despite perceived and potential impeding factors.

Organizational Gaps

The organizational cultural model of the Education Committee does not prioritize increasing the percentage of minoritized teachers.

Critical Race Theory Gaps

Legislators do not recognize racism as a central, permanent and pervasive part of society

Legislators do not share stories about minoritized teachers that counter the white supremacy narrative

Legislators do not challenge the systems (e. g. certification process) that hide White self-interest, White power, and White privilege

The knowledge, motivation, organizational, and critical race theory gaps represent an in-depth analysis of data gathered from 16 interviews, reviewing legislation over the course of a

decade, analyzing meeting agendas, and analysis of audio and visual recordings of two years of meetings. There are intersecting themes across the eight knowledge, motivation, organization, and critical race theory gaps. Table 11 represents a synthesis of the eight gaps.

Table 11

Synthesized Gaps

Assumed Influence Categories	Synthesized Gaps
Knowledge and Critical Race Theory	Legislators do not recognize racism as a central, permanent and pervasive part of society and the impact that racial and ethnic bias has on their legislative decision making
Motivation and Organization	Legislators lack motivation in attributing importance to teacher diversity so that teacher diversity can be prioritized within the organizational cultural model of the Education Committee.
Motivation and Critical Race Theory	Legislators lack the motivation to challenge systems of oppression because they believe their legislative efforts do not make a significant difference in removing all the perceived barriers in becoming a teacher.
Knowledge	Legislators lack the procedural knowledge to draft legislation that specifically targets increasing the percentage of minoritized teachers.

Based on the gap analysis, eight of the gaps were synthesized into four to be addressed by the proposed recommendations. One gap, legislators do not share stories about minoritized teachers that counter the white supremacy narrative, was not included in the synthesis. This gap can be addressed in isolation by ensuring that within the proposed recommendations there is an opportunity for minoritized teachers to share their stories that counter the white supremacy narrative. There is opportunity to address this gap in the first synthesized gap in relation to the recognition of racism.

In addition to the gaps the legislators demonstrated knowledge, motivation, organization, and critical race theory assets. Table 12 represents a summary of the assets.

Table 12

Knowledge, Motivation and Organizational Assets

Knowledge Assets

Legislators have the declarative knowledge about the lack of representation of minoritized teachers within the state.

Legislators have the declarative knowledge that there are specific benefits of having minoritized teachers within the state.

Legislators have the declarative knowledge that minoritized teachers face unique barriers in becoming a teacher within the state.

Legislators have the declarative knowledge that passing legislation can have an impact on the percentage of minoritized teachers in the state.

Motivational Assets

Legislators believe they are capable of passing legislation related to increasing minoritized teachers.

Organizational Assets

The organizational culture model between the Education Committee and the Connecticut State Department of Education is collaborative and trusting.

The organizational culture setting provides opportunities for communication between the Education Committee and the Connecticut State Department of Education in regards to minoritized teachers.

Similar to the intersection of the knowledge, motivation, organization, and critical race theory gaps, there was an opportunity to synthesize the six assets into three key assets. This synthesis is represented in Table 13.

Table 13

Synthesized Assets

Assumed Influence Categories	Synthesized Assets
Knowledge	Legislators know that there is a lack representation of minoritized teachers in the state and that minoritized teachers face unique barriers and that passing legislation can impact the percentage of minoritized teachers in the state.
Motivation	Legislators believe they are capable of passing legislation related to increasing minoritized teachers.
Organization	The Education Committee and the Connecticut State Department of Education have established organizational cultures that promote communication, collaboration, and trust.

The three key assets can be leveraged in addressing the gaps in legislator's knowledge, motivation, and their organizational setting. In addition, these assets can be leveraged in addressing the gaps demonstrated in the legislator's responses to the three tenets of critical race theory.

In addressing the gaps and leveraging the assets legislators will be able to accomplish the intended goal of passing legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices and eliminates entry barriers to the profession. Upon accomplishing this goal, legislators can directly impact the CSDE's statewide goal to increase the percentage of minoritized teachers by September 2021 to 10%.

Proposed Recommendations

In order for the legislators within the Education Committee and the Minority Teacher Recruitment and Retention Task Force to accomplish their goal in service of the CSDE goal, the following recommendations are proposed:

1. Capitalize on assets, existing legislation, and diversity trainings;

2. Develop an impact analysis report;
3. Create accountability measures to assess the impact of legislative efforts

The proposed recommendations will also address the gaps demonstrated in three of the tenets associated with critical race theory.

Recommendation 1: Capitalize on Assets, Existing Legislation, and Mandated Diversity Training

Legislators have much to celebrate when it comes to efforts that have been made to increase the percentage of minoritized teachers within the state. The results of this study demonstrated a number of assets that can be leveraged. The assets include legislator's declarative knowledge about the lack of representation of minoritized teachers in the state and that minoritized teachers face unique barriers and that passing legislation can impact the percentage of minoritized teachers in the state. This declarative knowledge can be leveraged with a review of recent legislation connected to increasing the percentage of minoritized teachers, such as Public Act 15-108, Public Act 16-41, Special Act 16-10, and Public Act 18-34. In addition, future legislators can leverage the belief articulated by participating legislators, that they are capable of passing legislation related to increasing minoritized teachers. In leveraging these assets and the past legislation, current legislators can increase their procedural knowledge in drafting legislation that specifically targets increasing the percentage of minoritized teachers.

In addition to addressing the procedural gap, legislators can capitalize on the knowledge, motivational, and organizational assets as well as mandated diversity trainings within the General Assembly to address two gaps. As previously mentioned, legislators lack the recognition that racism is a central, permanent and pervasive part of society that was determined in the research findings. The asset currently within the legislator capacity is annual diversity

training. Diversity training could be a tool in increasing legislative awareness about the impact of racism. In addition, diversity training can support legislators in seeing that racial and ethnic bias is having an impact on their legislative decision making. According to Public Act 01-53 (Connecticut General Assembly, 2001) and described in a report presented by the Office of Legislative Research (Norman-Eady, 2002) all members of the general assembly, which includes those legislators that participate in the Education Committee must be provided a minimum of three hours of diversity training each year. It is expected that the training includes “standards for working with and serving persons from diverse populations and strategies for addressing differences that may arise from diverse working environments” (Norman-Eady, 2002). Legislators should request that the training support their ability to reflect on how their biases impact their legislative decision in addition to ensuring the diversity trainings highlight the pervasiveness of racism within society.

The final gap to be addressed by capitalizing on assets, existing legislation, and diversity training is the lack of motivation of legislators to challenge systems of oppression and increasing their belief that their legislative efforts can make a difference despite the potential barriers. In collaboration with the CSDE there is an opportunity to review past legislation and regulations to determine if legislation has been upholding systems of oppression. In leveraging declarative knowledge about the lack of representation and the unique barriers minoritized teachers face. Legislators can engage in discussions with CSDE, leveraging established trust between the Education Committee and CSDE. This collaboration can assist in determining the impact of former certification regulations, established in 1998. This collaboration can be an opportunity to upgrade the certification regulations, which have presented unique barriers for minoritized teachers.

Recommendation 2: Develop an Impact Analysis Report

Impact analysis reporting is used to assess the pros and cons of a specific action or set of actions and to demonstrate the extent to which change occurs over time (WebFinance Inc., 2018). Legislators need to commission the development of an impact report. This report would seek to determine how legislative action, associated with increasing the percentage of minoritized teachers in the past five years, has impacted the state of Connecticut. In developing the impact analysis report, at least two of the gaps presented in this research study would be addressed.

The first gap to be addressed, through the development of an impact analysis report, is increasing legislator motivation. This would allow teacher diversity to increase in priority level within the organizational cultural model of the Education Committee. According to the data findings discussed in Chapter Four, educational funding with the largest competing priority within the Education Committee. An impact analysis report could present the financial benefits of a diverse teaching workforce. It would be beneficial to demonstrate how teacher diversity could positively impact the financial landscape of a district.

According to those legislators that participated in the study, the importance of teacher diversity shifted depending on the diversity of the constituents in the community the legislators represented. Those legislators, that represented more racially and ethnically diverse communities, found their constituents tended to prioritize teacher diversity more than legislators who represented predominantly White communities. An impact analysis reports could demonstrate the research presented in Chapter Two outlining the positive impact on student achievement for students of all racial and ethnic identities in having a diverse teaching staff. If families with school aged students were aware of the benefits to their child's academic

experiences, when students are exposed to a diverse teaching faculty, they may be more interested in seeing their state legislator advocating for increasing the percentage of minoritized teachers within their districts.

The second gap that the development of an impact analysis report would address is in increasing the procedural knowledge of drafting legislation that specifically targets increasing the percentage of minoritized teachers. The impact report could demonstrate a step-by-step process outlining how to generate specific legislation directly aligned to increasing the percentage of minoritized teacher in the state. The impact report could demonstrate this information by reviewing past legislation that passed during a time when current members of the Education Committee were not in office or not assigned to the Education Committee. Legislators need to increase their competence, engagement, and a sense of autonomy in reviewing, drafting and/or approving legislation that increases the percentage of minoritized teachers. An impact analysis report will increase their motivation to see that having a representative percentage of minoritized teachers within the teaching workforce is important and central to their self-image as a legislator. An impact analysis report would be an important tool in increasing their competence in the subject matter.

Recommendation 3: Create Accountability Measures

There is historical precedence of legislation being passed that has created accountability measures to be implemented by the CSDE. Of the six legislative acts passed since 2007, five included accountability measures. Public Act No.07-3 included language that required the Regional Educational Service Center to report directly to the Education Committee no later than January 1, 2008 on the results of the Minority Recruiting Alliance study, the guidelines for the pilot programs being developed, and the establishment and operation of any pilot program

connected to minoritized teacher recruitment. Public Act No. 15-108 (2015) increased accountability by mandating the Office of Higher Education to report on teacher candidate demographics in teacher preparation programs leading to professional certification. The report was expected to include teacher candidate enrollment by subgroups, such as race, ethnicity and gender, with respect to the recruitment, preparation and retention of minoritized teachers. Public Act No. 16-41 (2016) created accountability by establishing the Minority Teacher Recruitment Policy Oversight Council within the CSDE. In addition, requiring the CSDE to annually conduct and report the results of a survey of students participating in minority teacher recruitment programs offered by the Regional Educational Service Center or at a public institution of higher education in the state to the joint standing committee of the General Assembly starting January 1, 2017. Finally, Public Act No. 18-34 (2018) created additional accountability measures directly focused at outlining the expectations of the Minority Teacher Recruitment Policy Oversight Council. These expectations included, increasing knowledge of the demographic teacher-student gap, monitoring and evaluating innovative recruiting and retention ideas, removing barriers, supporting programs, and increasing accountability of local and regional boards of education's efforts to prioritize recruitment and develop innovative strategies to attract and retain minoritized teachers within their districts. Providing this level of historical context is within the capacity of the legislators to create accountability measures to assess the impact of their legislative efforts.

Legislators should create legislation that includes expectations of the annual diversity training including training on recognizing racism as a central, permanent and pervasive part of society and the impact that racial and ethnic bias is having on their legislative decision making. Furthermore, legislators should commission a study to determine the direct impact that their legislation has had on the increase of minoritized teachers within the state. Legislators could be

motivated to increase the importance of teacher diversity if they were exposed to the impact of their legislative efforts. To determine impact, they would need to create accountability measures. Accountability measures, such as certification assessments for teachers, have demonstrated how systems of oppression, such as high stakes testing that does not take into account educational inequities, can be challenged if legislators are shown how their legislative efforts have positively impacted the percentage of minoritized teacher in the teaching workforce. When legislators are able to see they are having a positive impact despite the potential barriers they may be more motivated to continue to create legislation that removes barriers. Finally, legislators need to create systems to hold themselves accountable to supporting programs that prioritize minoritized teachers, mandating equitable hiring, and eliminating barriers for minoritized teachers.

Summary of Recommendations

Upon addressing the gaps with the suggested recommendations, legislators will be empowered to proceed toward accomplishing the intended goal. In capitalizing on assets, existing legislation, and diversity trainings legislators will be able to pass legislation that eliminates entry barriers to the profession. In the development of an impact analysis report legislators will be informed of programs that have contributed to the increase of minoritized teachers and efforts being made so they can pass legislation that supports programs prioritizing minoritized teacher. Finally, by creating accountability measures to assess the impact of legislative efforts, legislators will be able to pass legislation that mandates equity in school district hiring practices because they will recognize the impact of systematic oppression and feel an increased sense of responsibility to eliminate systematic oppression.

Implementation Strategy

In order for these recommendations to be implemented there are a set of conditions necessary (i.e. personnel, funding, time allocation). The implementation strategy must be designed to meet the demands of the 2020 legislative session. This is the legislative session that aligns with supporting the CSDE's September 2021 goal of 10%. In order for legislators to support this goal and future minoritized teacher recruitment and retention goals, there needs to be an opportunity to build momentum during the months when the General Assembly is not in session. These months would be September 2019 – January 2020. The 2020 Legislative Session is scheduled to begin February 2020 and end May 2020. If the proposed recommendations were implemented within the proposed window of time and the percentage of minoritized teachers increased at a higher rate from 2020 – 2021 than the increase from 2019-2020 or previous years, this could be connected to the implementation of the proposed recommendations.

Recommendation 1: Implementation Strategy

The first recommendation in addressing the gaps presented in this research study, is for legislators to capitalize on knowledge, motivation and organizational assets, capitalize existing legislation, and capitalize on diversity training. This recommendation would address three of the four knowledge, motivation, organization, and critical race theory gaps.

Addressing the lack of procedural knowledge. Research findings indicated that participating legislators lack the procedural knowledge to draft legislation that specifically targets increasing the percentage of minoritized teachers. If legislators capitalized on already established knowledge, motivational, and organizational assets and were made aware of the procedural process taken to draft legislation that specifically targeted increasing the percentage of minoritized teachers, this could increase their procedural knowledge. Summarized in Table

14 are the action steps, personnel, and timeline needed to capitalizing on established knowledge, motivational, and organizational assets.

Table 14

Proposed Implementation Strategy for Capitalizing on Assets

Action Step	Personnel	Timeline
Review current teacher and student demographic data.	Minority Teachers Recruitment Policy Oversight Council	Prior to start of legislative session (September 2019 – January 2020)
Review legislation related to increasing minoritized teachers, passed in previous legislative session	Members of the Minority Teacher Recruitment Task Force All Members of the Education Committee	Prior to start of legislative session (September 2019 – January 2020)
Review communication structures between the Education Committee and CSDE to ensure continued collaboration and trust.	Legislative liaison for CSDE	Prior to start of legislative session (September 2019 – January 2020)

Addressing the lack of motivation. Research findings indicated that participating legislators lack the motivation to challenge systems of oppression because they believe their legislative efforts do not make a significant difference in removing all the perceived barriers minoritized teachers face. If legislators capitalized on existing legislation by being made aware of how targeted legislation during 2007 – 2018 challenged systems of oppression by removing barriers within the process of becoming a teacher, this would increase their motivation to continue drafting similar. Summarized in Table 15 are the action steps, personnel, and timeline needed to capitalizing on existing legislation.

Table 15

Proposed Implementation Strategy for Capitalizing on Existing Legislation

Action Step	Personnel	Timeline
Create an infographic describing the historical impact of legislation on teacher diversity during 2007 – 2018.	The Office of Legislative Research	Prior to start of legislative session (September 2019 – January 2020)
Email infographics to all members of relevant committees, task forces, commissions (example: Education, Appropriations, Labor & Public Employees Committees and Commission of Equity & Opportunity)	Chair of Minority Teacher Recruitment Policy Oversight Council	During legislative session (February 2020 – May 2020)
Submit infographic to public record at relevant public testimony within the legislative sessions	Member of the Minority Teacher Recruitment Task Force	During legislative session (February 2020 – May 2020)

Addressing the gap in recognizing the impact of racism and bias. Research findings indicated that majority of the participating legislators did not recognize racism as a central, permanent and pervasive part of society and the impact that racial and ethnic bias has on their legislative decision making. If legislators were informed, during the annual diversity training, of the role of racism and bias within their work as legislators, then they would be able to address this gap. Summarized in Table 16 are the action steps, personnel, and timeline needed to capitalizing on diversity trainings.

Table 16

Proposed Implementation Strategy for Capitalizing on Diversity Training

Action Step	Personnel	Timeline
Identify when the 2020 legislative session diversity training will be provided	Chair of Minority Teacher Recruitment Task Force	Prior to start of legislative session (September 2019 – January 2020)
Evaluate diversity training session plan to determine if it addresses recognizing racism as a central, permanent and pervasive part of society and understanding the impact of implicit bias on legislative decision making	Member of the Minority Teacher Recruitment Task Force Connecticut Commission on Human Rights and Opportunities (CHRO)	Prior to start of legislative session (September 2019 – January 2020)
Create an infographic outlining common understandings of implicit bias and how implicit bias impacts the decision making process	Connecticut Commission on Human Rights and Opportunities (CHRO)	Prior to start of legislative session (September 2019 – January 2020)
Email infographics to all members of relevant committees, task forces, commissions (example: Education, Appropriations, Labor & Public Employees Committees and Commission of Equity & Opportunity)	Chair of Minority Teacher Recruitment Policy Oversight Council	During legislative session (February 2020 – May 2020)

Recommendation 2: Implementation Strategy

The second recommendation in addressing the gaps, is for legislators to develop an impact analysis report to determine the financial and academic assets generated from increasing the percentage of minoritized teachers within their specific region of the state. This recommendation would support legislators in prioritizing teacher diversity and believe in the importance of having a diverse teaching workforce in the state. Developing an impact analysis report addresses two of the four knowledge, motivation, organization, and critical race theory gaps.

Addressing the gap in motivation. Research findings indicated that participating legislators lack motivation in attributing a high level of importance to teacher diversity, therefore

deprioritizing teacher diversity within the organizational cultural model of the Education Committee. If legislators developed an impact analysis report demonstrating the economic benefits of increasing the percentage of minoritized teachers, motivation of legislators may increase given that they would be able to demonstrate to their constituents those economic benefits. Participating legislators indicated that the biggest priority amongst all educational issues was ensuring districts were not losing educational funding support and ideally gaining additional funding support. Summarized in Table 17 are the action steps, personnel, and timeline needed in developing an impact analysis report to address motivational gap.

Table 17

Proposed Implementation Strategy for Impact Analysis Report to Address Motivational Gap

Action Step	Personnel	Timeline
Legislators request data be provided on the economic impact of diversity in the workplace.	Labor & Public Employee Committees and/or Commission of Equity & Opportunity	Prior to start of legislative session (September 2019 – January 2020)
Commission an analysis of the economic impact on a community that has a diverse teaching workforce	Minority Teacher Recruitment Task Force	Prior to start of legislative session (September 2019 – January 2020)
Create an infographic highlighting the economic impact of a lack of diversity.	Connecticut Department of Education	Prior to start of legislative session (September 2019 – January 2020)
Develop a plan to disseminate information to the general assembly	Minority Teacher Recruitment and Retention Task Force	During legislative session (February 2020)

Addressing the gap in procedural knowledge. Research findings indicated that participating legislators lack the procedural knowledge to draft legislation that specifically targets increasing the percentage of minoritized teachers. If legislators developed an impact analysis report, demonstrating the procedural process legislators previously took to establish target legislation, this gap would be addressed. Summarized in Table 18 are the action steps,

personnel, and timeline needed to develop an impact analysis report to address the procedural knowledge gap.

Table 18

Proposed Implementation Strategy for Impact Analysis Report to Address Knowledge Gap

Action Step	Personnel	Timeline
Request data about the strategic process taken prior to the passing of previous Minority Teacher Recruitment legislation	Requested by Chair of Minority Recruitment Task Force Data provided The Office of Legislative Research	Prior to start of legislative session (September 2019 – January 2020)
Include in annual report historical data demonstrating the procedural process taken to pass legislation directly focused on minoritized teachers.	Minority Teacher Recruitment Policy Oversight Council	Prior to start of legislative session (September 2019 – January 2020)
Create an infographic highlighting the procedural process of passing legislation and the impact that targeted legislation had on minoritized teachers.	Data provided The Office of Legislative Research	Prior to start of legislative session (September 2019 – January 2020)
Develop plan to disseminate information to the general assembly	Minority Teacher Recruitment and Retention Task Force	During legislative session (February 2020 – May 2020)

Recommendation 3: Implementation Strategy

The third recommendation in addressing the gaps presented in this research study, is for legislators to create an accountability measure to assess the impact of their legislative efforts.

The development of an accountability measure would address three of the four knowledge, motivation, organization, and critical race theory gaps.

Addressing the gap in recognizing the impact of racism and bias. Research findings indicated that majority of the participating legislators did not recognize racism as a central, permanent and pervasive part of society and the impact that racial and ethnic bias has on their legislative decision making. If legislators created a way to hold themselves accountability to

reflecting on how racism and implicit bias impacts their legislative efforts, they would address this critical race theory gap. Summarized in Table 19 are the action steps, personnel, and timeline needed to address the gaps.

Table 19

Proposed Implementation Strategy to Address the Critical Race Theory Gap

Action Step	Personnel	Timeline
Develop a set of criteria to assess if specific legislation aimed to increase minoritized teachers in the state is discriminatory.	Legal Counsel Connecticut Commission on Human Rights and Opportunities (CHRO)	During legislative session (February 2020 – May 2020)

Addressing the gap in motivation. Research findings indicated that the majority of participating legislators lacked the motivation in attributing importance to teacher diversity so that teacher diversity could be prioritized within the organizational cultural model of the Education Committee. If legislators created accountability measures to assess the impact of each educational priority they would be provided data that demonstrates the need to increase the priority of teacher diversity within their district. Summarized in Table 20 are the action steps, personnel, and timeline needed to developing an impact analysis report to address the motivational gap.

Table 20

*Proposed Implementation Strategy for Creating Accountability Measures to Address**Motivational Gap*

Action Step	Personnel	Timeline
Create a system that determines the impact (high, medium, low) on the public's social and/or economic well-being.	The Office of Legislative Research	Prior to start of legislative session (September 2019 – January 2020)
Use system to determine the impact level of legislation specifically aligned to teacher diversity.	The Office of Legislative Research	Prior to start of legislative session (September 2019 – January 2020)

Addressing the gap to challenge systems of oppression. Research findings indicated that the majority of participating legislators lacked the motivation to challenge systems of oppression because they believe their legislative efforts do not make a significant difference in removing all the perceived barriers in becoming a teacher. If legislators created accountability measures that demonstrate the impact of their legislative efforts, specific to challenging oppressive systems connected to barriers in entering the teaching profession, their motivation would increase in this area. Summarized in Table 21 are the action steps, personnel, and timeline needed to developing an impact analysis report to address the motivational gap.

Table 21

Proposed Implementation Strategy for Challenging Systems of Oppression

Action Step	Personnel	Timeline
Analyze legislation within the last five years that has removed barriers impacting the percentage of minoritized teachers.	Minority Teacher Recruitment and Retention Task Force	Prior to start of legislative session (September 2019 – January 2020)
Review the most recent legislation connected to minoritized teachers	Minority Teacher Recruitment and Retention Task Force	During legislative session (February 2020 – May 2020)
Identify each action that must be taken for an individual to become a teacher in the state of Connecticut	Connecticut State Department of Education Talent Office	Prior to start of legislative session (September 2019 – January 2020)
Review each action with a critical lens to determine if there are actions that are promoting the dominant culture and systemically oppressive	Connecticut State Department of Education Talent Office	Prior to start of legislative session (September 2019 – January 2020)
Create a standardized system to review future legislation through the lens of removing systemically oppressive barriers.	Connecticut State Department of Education Talent Office Minority Teacher Recruitment and Retention Task Force	Prior to start of legislative session (September 2019 – January 2020)

Evaluation Plan

The purpose of evaluating the proposed recommendations and implementation strategies is to determine the potential effectiveness of each recommendation in addressing the identified gaps and therefore supporting legislator's ability to pass legislation that prioritizes programs supporting minoritized teachers, mandates equitable hiring practices, and eliminates entry barriers into the profession. Kirkpatrick and Kirkpatrick's (2006) evaluation framework is used to assess the proposed recommendations and implementation strategies. Kirkpatrick and Kirkpatrick's (2006) explained the evaluation process, as one that provides justification for the allocation of personnel and/or financial resources to a particular initiative. In addition, the evaluation process provides clarity about committing additional time and resources.

Furthermore, the evaluation process provides an opportunity to gain insight on ways to improve initiatives to address legislators the knowledge, motivational, and organizational gaps.

Kirkpatrick and Kirkpatrick's (2006) propose four levels of evaluation: reaction, learning, behavior, and results. Recommendations for evaluation of each recommendation will be made in conjunction with each level of the Kirkpatrick and Kirkpatrick's (2006) evaluation framework.

Level 1: Evaluation of Reactions

Evaluation at the reaction level measures the degree to which a participant finds the recommendation favorable. According to Kirkpatrick and Kirkpatrick's (2006), "if participants do not react favorably, they probably will not be motivated to learn." (Kirkpatrick & Kirkpatrick, 2006, p. 22). To determine legislators' satisfaction with capitalizing on their assets they need to have a forum in which they are informed of their assets and the positive impact of previous legislation. This could intersect with gauging the legislator's satisfaction of the creation of accountability measures to assess the impact of legislative efforts. The Education Committee could be informed at the start of the legislative session by legislative aids that research has been provided that demonstrated in 2018 legislators demonstrated awareness of the lack of representation of minoritized teachers in the state, that minoritized teachers face unique barriers and that passing legislation can impact the percentage of minoritized teachers in the state. In addition, they could be informed that legislators have demonstrated the belief that they are capable of passing legislation related to increasing minoritized teachers. Finally they can be informed that during 2018 the Education Committee and the Connecticut State Department of Education had established an organizational culture of communication, collaboration, and trust. Once legislators are informed of this information a Likert scale survey could be administered to

determine if current legislators, based on this information feel positive about leveraging those assets and previous legislation to pass new legislation.

To assess satisfaction with the diversity training is a more complex process, as outlined in the proposed implementation plan, the diversity training would need to be evaluated on the inclusion of implicit bias training, the impact of implicit bias on legislative decision making, and the recognition of racism as a central, permanent and pervasive part of society. Upon ensuring these elements are incorporated into the diversity training, only then could a similar Likert scale survey aligned to the proposed recommendation be used to evaluate the satisfaction of legislators.

To assess legislator’s satisfaction with the development of an impact analysis report a satisfaction survey could be used. A sample survey assessing the reactions to both the impact analysis report and the accountability measures is demonstrated in Figure 4.

Please indicate the extent to which you agree or disagree with the statements below:					
The impact analysis report provided me useful information in drafting legislation that supports programs prioritizing minoritized teacher.					
1 Strongly Disagree	2 Disagree	3 Somewhat disagree	4 Somewhat Agree	5 Agree	6 Strongly Agree
The impact analysis report provided me useful information in drafting legislation that mandates equity in school district hiring practices.					
1 Strongly Disagree	2 Disagree	3 Somewhat disagree	4 Somewhat Agree	5 Agree	6 Strongly Agree
The impact analysis report provided me useful information in drafting legislation that eliminates entry barriers to the profession.					
1 Strongly Disagree	2 Disagree	3 Somewhat disagree	4 Somewhat Agree	5 Agree	6 Strongly Agree

Figure 4. Sample Likert scale survey to assess satisfaction with impact analysis report.

A survey, like the one represented in Figure 4, can be administered at the end of each legislative session and provide those commissioned to create the impact analysis report with data

as to how to best structure the report in a way that majority of legislators on the Education Committee respond positively.

Level 2: Evaluation of Learning

Evaluation at the learning level measures the degree to which a participant increases their knowledge and/or increases their skill in a particular area (Kirkpatrick and Kirkpatrick's, 2006). As described in Table 4, legislators have a depth of declarative knowledge in relation to the lack of teacher diversity in the state. In order to change the attitudes that legislators have toward teacher diversity, they need to be made aware of the assets knowledge, motivation, and organizational capacity they already have within the legislature. Furthermore, they must attend a diversity training that seeks to ensure participants are able to recognize the pervasiveness of racism and the impact of bias on their decision making. The knowledge can be assessed through an assessment at the end of the diversity training. The learning can also be evaluated with administering a pre-test to gauge the knowledge and skills of the legislators prior to informing them about their assets, reviewing existing legislation, and attending diversity training and then providing a post test would evaluate the learning acquired within this recommendation. To assess if developing an impact analysis report increased the knowledge of legislator's the following actions can be taken. A review the meeting minutes and/or watching Education Committee meetings on CT-Network. In reviewing the meetings there would be an opportunity to determine if knowledge was acquired if legislators refer to and/or use data provided by the impact analysis report. To assess if creating accountability measures to assess the impact of legislative efforts increases legislator's knowledge about teacher diversity it would be important to use a pre and post survey to evaluate if legislative patterns adjust when legislators are held accountable in a systematic manner to their legislative efforts.

Level 3: Evaluation of Behavior

Evaluation at the behavior level measures the extent to which legislative behavior changes as a result of the recommendations being implemented. Kirkpatrick and Kirkpatrick's (2006) explain that for behavior to change people must (1) desire to change their behavior (2) know what they need to do in order to change and how to change (3) be working in the right climate (4) be rewarded for changing the behavior (Kirkpatrick & Kirkpatrick, 2006, p. 23). Further research is analyzing each element of the behavior level would be useful. To measure if behavior has changed there would need to be a pre and post interview of the chairs of the Minority Teacher Recruitment Task Force, in addition to the Chairs of the Education Committee. Within that interview there would need to be questions that assessed to what extent the legislators leveraged their declarative knowledge of the teacher diversity challenge and their knowledge of past legislation aimed at increasing the number of minoritized teachers in the state. To measure the extent to which the development of an impact analysis report changes the behavior of legislators would be difficult to assess given that there are many elements that go into legislative decision making. This is similar to measuring the extent to which the creation of accountability measures change the behavior of legislators. One method that could be used to evaluate a change in behavior is to analyze the legislative voting history and/or commentary of an individual legislator that was not in favor of past minority recruitment legislation. Then analyze the voting history and/or commentary of the same individual after being exposed to the impact analysis report and being held to accountability measures. If there is a noticeable change in voting behavior or commentary about minoritized teachers this can be attributed to the proposed recommendations.

Level 4: Evaluation of Results

Evaluation at the results level would measure if the legislators, through the addressing of the identified gaps were able to meet their goal of passing legislation that supported programs that prioritized minoritized teachers, mandated equitable hiring practices, and removed barriers. Kirkpatrick and Kirkpatrick's (2006) describe this final level as the most difficult to evaluate if there is not a tangible goal. In addition, they recommend allowing ample time for results to be achieved. To assess if capitalizing on assets, existing legislation, and diversity trainings had an impact toward reaching the stakeholder goal the following must happen by the end of the 2020 legislative session. Legislators must pass legislation specifically addressing the support of programs prioritizing minoritized teachers. In addition, legislators must pass legislation that mandates equitable hiring practices be used though the state's school districts. Finally, legislators must pass legislation that eliminates barriers that minoritized teachers encounter along their path toward becoming teachers in the state. Development of an impact analysis report and the creation of accountability measures to assess the impact of legislative efforts, will address the defined gaps. In addition, support legislators in attaining the intended goal. In return the percentage of minoritized teachers in the state will increase at a higher rate than in past years.

Summary of Evaluation Plan

Kirkpatrick and Kirkpatrick's (2006) provide an adequate framework to evaluate the impact of the proposed recommendations. Table 22 provides a summary of the actions recommended at each level to evaluate the satisfaction, knowledge gained, behavior change, and impact of each recommendation.

Table 22

Summary of Evaluation of Proposed Recommendations

Recommendation	Reaction	Learning	Behavior	Impact
Capitalize on assets, existing legislation, and diversity trainings	The use of a Likert scale survey, uniquely aligned to each proposed recommendation could determine legislator's satisfaction with each of the recommendations.	The use of a pre-test to assess the knowledge and skills of the legislators prior to informing them about their assets, reviewing existing legislation, and attending diversity training and then providing a post test would evaluate the learning of the legislators.	A pre and post interview could be used to evaluate change in behavior	Legislators must pass legislation specifically addressing the support of programs prioritizing minoritized teachers, mandates equitable hiring practices, and eliminates barriers that minoritized teachers encounter along their path toward becoming teachers in the state.
Develop an impact analysis report		In reviewing the meeting minutes and/or watching Education Committee meetings on CT-Network, there can be evidence of knowledge acquired if legislators refer to and/or use data provided by the impact analysis report.	Analyze the voting and commentary history of a legislator prior to exposure to the report and accountability measure and then after.	The percentage of minoritized teachers in the state will increase at a higher rate than in past years.
Create accountability measures to assess the impact of legislative efforts		The use of a pre and post survey to evaluate if legislative patterns adjust when legislators are held accountable in a systematic manner to their legislative efforts.		

Limitations and Delimitations

The anticipated limitations of this study were in reviewing video artifacts, the limited time for each interview and the changing administration in November 2019. These limitations were described in detail in Chapter three. However during the study, additional limitations were discovered and important enough to mention in this section. Interviews were being conducted prior to the legislative session during election season. The intended number of formal interviews was six to eight, however what was unexpected was that enthusiasm of participation and connections an interviewee would make with another legislator. In the end there were sixteen interviews conducted. An additional limitation was that the co-chairs of the Education Committee were no longer going to serve on the Education Committee in any capacity and there would be new leadership in the upcoming 2019 legislative session. An additional limitation that presented was the announcement that the Commissioner of Education and the Director of the CSDE Talent Office would be leaving the CSDE in the summer of 2019. Both individuals played key roles in supporting the collaborative and trustful organizational culture established between the Education Committee and the CSDE. The limitations were taken into account within the recommendations and therefore the recommendations presented must meet the needs of a new General Assembly and the CSDE.

This study was bounded within the state of Connecticut and interviews were done with legislators having membership within the 2018 Education Committee or the Minority Teacher Task Force. Legislators that did not participate in these two groups still voted on all proposed legislation impacting minoritized teachers, however they were not part of this study. The recommendations were focused on legislators participating in the Education Committee, however the recommendations could be expanded to the larger General Assembly.

Future Research

The possibilities for future research in evaluating the impact of state and/or federal law makers in diversifying a particular workforce sector are extensive. This research could include a study researching how legislators are held accountable for passing legislations. In addition, further research could include a study on the role of implicit bias in legislative decision making.

Future research directly connected to the impact Connecticut legislators have on teacher diversity could include evaluating the implementation of Minority Teacher Recruitment legislation throughout the state. In addition, future research in analyzing the role of state and/or federal elected officials on diversity initiatives is abundant and could include a multistate comparative study of legislation aiming to increase the percentage of minoritized teachers in the state.

Additional recommendations beyond the scope of the assumed influences were gathered while analyzing the data from the interviews, documents, and artifacts. These recommendations included: (1) Passing legislation that supports programs that prioritize minoritized teachers by allocating additional funding to districts that have demonstrated a continuous increase in minority teacher recruitment. (2) Passing legislation that mandates equity in school district hiring practices by increasing accountability of school districts hiring practices and hiring patterns of minoritized teachers. (3) Passing legislation that reviews potential barriers along the teacher pathway that adversely impact aspiring minoritized teachers by gathering knowledge about national reform efforts in diversifying the teaching workforce, mandates cultural competency training for legislators on the education committee, and mandates increasing the percentage of minoritized teachers to remain a priority for CSDE until a representative percentage of diversity is achieved. (4) Create legislation that eliminates potential barriers along

the teacher pathway that adversely impact aspiring minoritized teachers by upgrading current certification process and increasing financial supports for minoritized teachers. All recommendations and future research provide an opportunity for innovative approaches to address this demographic-imperative.

Conclusion

There is a lack of racial and ethnic diversity within the Connecticut teaching workforce, resulting in a significant racial and ethnic demographic gap between teachers and students in public elementary and secondary schools. In 2016, the Connecticut State Department of Education (CSDE) committed to increasing the number of minoritized teachers employed in Connecticut's public schools from 8.3% to 10% by September 2021. In order for CSDE to meet this organizational goal there would need to be 200 new minoritized teachers added to the teaching workforce, in addition to the retention of those minoritized teachers already teaching throughout the state. The research presented in this study represented the knowledge, motivation, and organizational capacity of elected state legislators appointed to the Connecticut General Assembly's Education Committee and/or the Minority Teacher Recruitment and Retention Task Force. The intended stakeholder goal was to determine the ability for legislators to draft, review, and pass legislation that supports programs prioritizing minoritized teachers, mandates equity in school district hiring practices, and/or reviews and eliminates potential barriers adversely impacting aspiring minoritized teachers from entering the teaching profession. This gap analysis study sought to understand the knowledge, motivation, and organizational influences necessary for legislators to accomplish this goal. In accomplishing this goal, legislators could provide support to CSDE in meeting the 2021 statewide goal of increasing the racial and ethnic diversity of the teaching workforce in the state of Connecticut.

Connecticut legislators have much to be proud of in terms of the legislative initiatives taken to tackle a national dilemma, the teacher-student demographic gap. There are multiple perspectives to analyze the problem: the candidates seeking to enter the teaching field, hiring in school districts, the working climates of schools, district human resource departments, superintendents, school boards, city and state departments of education. However, if we are truly going to make the impact that is needed there will need to be policies and laws in place to unpack and dismantle discriminatory systems of the past. Citizens are elected every two years into Connecticut legislative positions, their job is to create and upgrade laws to reflect the collective values of the various communities across the state. Connecticut legislators have an opportunity to continue in efforts started in 2007. To create new laws and pass legislation that support programs prioritizing minoritized teachers throughout the state. Connecticut legislators have an opportunity to hold multiple state agencies accountable and mandate equity in school district hiring practices. Connecticut legislators have an opportunity to eliminate barriers that have been shown to adversely impact aspiring minoritized teachers from entering the teaching profession. Within all these opportunities comes a responsibility. The responsibility to go above and beyond 10% diversity, for in attaining that goal the gap has not been closed. Attaining the goal is the first step in demonstrating the momentum needed to send a bold message to the next generation. The message being that students of all ages deserve to see the diversity of themselves represented in the teachers facilitating their learning. By attaining the goal, Connecticut can demonstrate to the nation that legislators are part of the solution.

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APPENDIX A

Interview Protocol for Knowledge, Motivation, Organizational-Related Influencers

Knowledge Type	Assumed Knowledge Influence	A-priori code	Interview Questions
Attainment Value	Legislators need to see the importance of having a representative percentage of minoritized teachers within the teaching workforce.	Increasing the percentage of minoritized teacher is important	How important to you, if at all, is advocating for increased numbers of minoritized teachers?
Attributions	Legislators need to see that their efforts are contributing to increasing minoritized teachers, despite perceived/potential impeding factors, such as bias within hiring practices, minoritized teachers lacking content knowledge, financial accessibility, and testing proficiency.	Legislators can make an impact despite barriers	You named potential barriers are (insert what they said to barrier question) what do you see is your role as a legislator to address/remove these barriers?
Self-Efficacy	Legislators need to believe they are capable of moving legislation through the general assembly to become a law that has a positive impact on increasing the percentage of minoritized teachers.	Believing in their ability to make change	<p>1. Tell me about a time you successfully got a bill passed.</p> <p>a. Why do you believe that was such a successful process?</p> <p>b. What makes the process challenging?</p> <p>2. If you were to review, draft and/or approve legislation that you believe would have a positive impact on increasing the percentage of minoritized teachers how would you advocate for that legislation?</p>

Motivation Construct	Assumed Motivation Influence	A-priori code	Interview questions used to assess the assumed influences
Attainment Value	Legislators need to see the importance of having a representative percentage of minoritized educators within the teaching workforce.	Increasing the percentage of minoritized teacher is important	1. How important to you, if at all, is advocating for increased numbers of minoritized educators?
Attributions	Legislators need to see that their efforts are contributing to increasing minoritized educators, despite	Legislators can make an impact despite barriers	1. You named potential barriers are (insert what they said to barrier question) what do you see is your role

	perceived/potential impeding factors, such as bias within hiring practices, minoritized educators lacking content knowledge, financial accessibility, and testing proficiency.		as a legislator to address/remove these barriers?
Self-Efficacy	Legislators need to believe they are capable of moving legislation through the general assembly to become a law that has a positive impact on increasing the percentage of minoritized educators.	Believing in their ability to make change	<ol style="list-style-type: none"> 1. Tell me about a time you successfully got a bill passed. <ol style="list-style-type: none"> a. Why do you believe that was such a successful process? b. What makes the process challenging? 2. If you were to review, draft and/or approve legislation that you believe would have a positive impact on increasing the percentage of minoritized educators how would you advocate for that legislation?

Organizational Influence Category	Assumed Organizational Influences	A-priori code	Interview questions used to assess the assumed influences
Cultural Model Influence	The culture within the Education Committee and CSDE needs to be one that cultivates a culture of collaboration and trust.	Collaboration and trust between EC and CSDE	<ol style="list-style-type: none"> 1. What is the role of collaboration between the Education Committee and CSDE? 2. How would you characterize your relationship as a legislator on the education committee with the CSDE?
Cultural Model Influence	The Education Committee needs to prioritize minoritized educators within statewide educational issues.	EC prioritizing aligned legislation	<ol style="list-style-type: none"> 1. You have so many priorities in representing your constituents, where would you say increasing the number of minoritized educators rank right now among the educational specific priorities? 2. Where would you say increasing the number of minoritized educator’s ranks right now among all legislative priorities?
Cultural Setting Influence	There needs to be communication between CSDE and the Education Committee about minoritized educators.	Communication between EC and CSDE	<ol style="list-style-type: none"> 1. Do you have opportunities to communicate with representatives from CSDE about the topic of increasing the percentage of minoritized educators? 2. What do those conversations look like?

APPENDIX B

Document Protocol for Knowledge, Motivation, Organizational-Related Influencers

Knowledge Type	Assumed Knowledge Influence	A-priori code	Document Analysis Strategies
Declarative	Legislators should know there is a lack of representation of minoritized teachers within the state of Connecticut.	Lack of representation	Identify the # of legislative acts approved by the governor that directly address the lack of minoritized teachers.
Declarative	Legislators should know the benefits of having minoritized teachers teaching in Connecticut classrooms.	Benefits	Identify wording in legislation that addresses the benefits of having minoritized teachers.
Declarative	Legislators should understand the impact of legislation on increasing or decreasing the percentage of minoritized teachers in Connecticut.	Impact of legislation	1. Identify legislation that passed, which was followed by an increase in minoritized teachers in the state. 2. Identify legislation that passed, which was followed by a decrease in minoritized teachers in the state.
Declarative	Legislators should know the unique barriers minoritized teachers face along the teacher pipeline.	Barriers	Identify each barrier, specific to minoritized teachers, which legislation was attempting to address.
Metacognitive	Legislators should reflect on how implicit bias impacts their decision making in regards to teacher certification legislation.	Impact of Implicit Bias	
Procedural	Legislators should have the skills necessary to draft legislation that specifically targets increasing the percentage of minoritized teachers.	Drafting Legislation	Analysis of the documents for specific examples within the legislation that sought to increase of minoritized teachers.

Motivation Construct	Assumed Motivation Influence	A-priori code	Document Analysis
Attainment Value	Legislators need to see the importance of having a representative percentage of minoritized educators within the teaching workforce.	Increasing the percentage of minoritized teacher is important	Identify the number of legislative acts that attempted to increase percentage of minoritized teacher
Attributions	Legislators need to see that their efforts are contributing to increasing minoritized	Legislators can make an impact despite barriers	Identify the number of legislative acts that attempted to remove barriers percentage of minoritized teacher

	educators, despite perceived/potential impeding factors, such as bias within hiring practices, minoritized educators lacking content knowledge, financial accessibility, and testing proficiency.		
Self-Efficacy	Legislators need to believe they are capable of moving legislation through the general assembly to become a law that has a positive impact on increasing the percentage of minoritized educators.	Believing in their ability to make change	Identify the number of legislative acts that aimed at increase percentage of minoritized teacher that were passed into law

Organizational Influence Category	Assumed Organizational Influences	A-priori code	Document Analysis
Cultural Model Influence	The culture within the Education Committee and CSDE needs to be one that cultivates a culture of collaboration and trust.	Collaboration and trust between EC and CSDE	Identify the number of legislative acts that were informed by the CSDE
Cultural Model Influence	The Education Committee needs to prioritize minoritized educators within statewide educational issues.	EC prioritizing aligned legislation	Identify the number of legislative acts that passed between 2008 and 2018 that were aimed at increase percentage of minoritized teacher
Cultural Setting Influence	There needs to be communication between CSDE and the Education Committee about minoritized educators.	Communication between ED and CSDE	Identify language within legislation that demonstrates the Education Committee and CSDE working in partnership.

APPENDIX C

Artifact Protocol for Knowledge, Motivation, Organizational-Related Influencers

Knowledge Type	Assumed Knowledge Influence	A-priori code	Artifact Analysis
Declarative	Legislators should know there is a lack of representation of minoritized teachers within the state of Connecticut.	Lack of representation	Identify the # of times minority teacher recruitment was listed on the agendas of the Ed. Committee between 2008 -2018
Declarative	Legislators should know the benefits of having minoritized teachers teaching in Connecticut classrooms.	Benefits	Identify legislators within the committee meetings and task force meetings who speak directly to the benefits of minoritized educators.
Declarative	Legislators should understand the impact of legislation on increasing or decreasing the percentage of minoritized teachers in Connecticut.	Impact of legislation	Identify sections of Education Committee and Minority Teacher Recruitment and Retention Task Force meetings where legislators discussed how specific actions and wording may impact the percentage of minoritized education.
Declarative	Legislators should know the unique barriers minoritized teachers face along the teacher pipeline.	Barriers	
Metacognitive	Legislators should reflect on how implicit bias impacts their decision making in regards to teacher certification legislation.	Impact of Implicit Bias	Identify comments made by legislators that may highlight racial and/or ethnic bias.
Procedural	Legislators should have the skills necessary to draft legislation that specifically targets increasing the percentage of minoritized teachers.	Drafting Legislation	

Motivation Construct	Assumed Motivation Influence	A-priori code	Artifact Analysis
Attainment Value	Legislators need to see the importance of having a representative percentage of minoritized educators within the teaching workforce.	Increasing the percentage of minoritized teacher is important	<ol style="list-style-type: none"> 1. Identify comments made by legislators that highlight the importance of having a representative percentage of minoritized educators within the teaching workforce. 2. Identify the amount of time the minoritized teacher pipeline is discussed in relation to the total agenda time.

Attributions	Legislators need to see that their efforts are contributing to increasing minoritized educators, despite perceived/potential impeding factors, such as bias within hiring practices, minoritized educators lacking content knowledge, financial accessibility, and testing proficiency.	Legislators can make an impact despite barriers	
Self-Efficacy	Legislators need to believe they are capable of moving legislation through the general assembly to become a law that has a positive impact on increasing the percentage of minoritized educators.	Believing in their ability to make change	Identify comments made by legislators that highlight the importance of having a representative percentage of minoritized educators within the teaching workforce.

Organizational Influence Category	Assumed Organizational Influences	A-priori code	Artifact Analysis: While review video artifacts these strategies will be used to analyze the assumed influences
Cultural Model Influence	The culture within the Education Committee and CSDE needs to be one that cultivates a culture of collaboration and trust.	Collaboration and trust between EC and CSDE	<ol style="list-style-type: none"> 1. Identify examples of legislators or CSDE members deferring to one another on issues about increasing minoritized educators. 2. Identify examples of legislators and CSDE members engaging in collegial discussions.
Cultural Model Influence	The Education Committee needs to prioritize minoritized educators within statewide educational issues.	EC prioritizing aligned legislation	
Cultural Setting Influence	There needs to be communication between CSDE and the Education Committee about minoritized educators.	Communication between EC and CSDE	Identify examples of legislators or CSDE members communicating with one another about increasing minoritized educators.

APPENDIX D**INFORMED CONSENT FORM**

University of Southern California
Rossier School of Education
3470 Trousdale Parkway, Los Angeles, CA 90089

INFORMED CONSENT FOR NON-MEDICAL RESEARCH

THE ROLE OF ELECTED OFFICIALS IN INCREASING TEACHER DIVERSITY You are invited to participate in a research study conducted by Rebecca Good under the supervision of Dr. Jenifer Crawford at the University of Southern California, because you are an elected official within the state of Connecticut General Assembly that has participated in the Education Committee and/or the Minority Teacher Recruitment Task Force. Your participation is voluntary. You should read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY The purpose of this study aims to understand the knowledge elected officials may need to support an increase in the statewide percentage of minoritized teachers. In addition, to understanding what motivates elected officials to develop and recommend strategies to increase the statewide percentage of minoritized teachers. As well as the, the organizational resources needed to enable elected officials to increase the statewide percentage of minoritized teachers. The results of this study will provide direction for the elected officials to review, draft and/or approve legislation that supports programs prioritizing minoritized teacher, mandates equity in school district hiring practices, and/or review and eliminate potential barriers along the teacher pipeline that adversely impact aspiring minoritized teachers by June 2019.

STUDY PROCEDURES AND BENEFITS If you volunteer to participate in this study, you will be asked to participate in an interview. The potential benefits of this study are contingent on the results. As a participant the study will provide direction to the Education Committee of the Connecticut General Assembly and the Connecticut State Department of Education on the resources needed to successfully meet the performance goal. The study will benefit the national conversation about teacher diversity, in addition to adding to the current body of literature.

PARTICIPANT INVOLVEMENT – INTERVIEW If you agree to take part in this study, you will be asked to participate in a one-hour interview that will be audio recorded. You do not have to answer any questions you don't want to. No potential risks to participants have been identified; however, you will have an on-going option to stop participating at any time.

PAYMENT/COMPENSATION FOR PARTICIPATION You will not be compensated for your interview participation.

CONFIDENTIALITY Your decision to participate in the study will be kept confidential. All interviews will be kept confidential. The data will be stored on a password-protected computer in the researcher's home for three years after the study has been completed and then destroyed.

Handwritten observation notes will be scanned into the computer and then destroyed. Digital recordings will be transcribed by and outside third party to protect your identity then destroyed. We will keep your records for this study confidential as far as permitted by law. However, if we are required to do so by law, we will disclose confidential information about you. The members of the research team and the University of Southern California's Human Subjects Protection Program (HSPP) may access the data. The HSPP reviews and monitors research studies to protect the rights and welfare of research subjects.

PARTICIPATION AND WITHDRAWAL Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR CONTACT INFORMATION You may contact the Principal Investigator via email at rgood@usc.edu or phone at 203-815-4446, or Faculty Advisor Dr. Jenifer Crawford at jenifer.crawford@usc.edu or 530-519-4085.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University Park Institutional Review Board (UPIRB), 3720 South Flower Street #301, Los Angeles, CA 90089-0702, (213) 821-5272 or upirb@usc.edu

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I understand that the interview will consist of audio recording. I have been given a copy of this form.

- I consent to participate and be audio recorded.
 I do not consent to participate and be audio recorded.

Name of Participant _____

Signature of Participant _____

Date _____

SIGNATURE OF INVESTIGATOR

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.

Name of Person Obtaining Consent _____

Signature of Person Obtaining Consent _____

Date: _____

APPENDIX E

Interview Script

Thank you for taking the time today to allow me to interview you for my research on the role of elected officials in diversifying the Connecticut teaching workforce. I have a series of questions I will ask that will take no more than 1 hour.

The purpose of this interview is to understand the knowledge, motivation, and organizational influences that impact your ability to review, draft, and/or approve legislation that

1. supports programs prioritizing teacher diversity
2. creates equity in school district hiring practices
3. and/or eliminates potential barriers along the teacher pipeline that may adversely impact aspiring teachers of color

Your responses today are contributing to research that may be used to help develop strategies to support the Connecticut Department of Education in accomplishing their teacher diversity goals.

To ensure confidentiality I will be assigning you a pseudonym in my research. I plan on recording the interview and the digital recording will be transcribed by a third part and deleted afterward. Are you o. k. with being recorded?

Knowledge Influences

1. What do you know about the racial/ethnic demographics of teachers and students in Connecticut?
2. What do you see as the advantages of having a diverse teaching workforce in Connecticut? Disadvantages?
3. What do you see are some potential barriers teachers of color face in becoming a teacher in Connecticut? Do you find these barriers to be unique to teachers of color or applicable to all aspiring teachers? Tell me more
4. Can you tell me about a time where you believe specific legislation increased or decreased the percentage of teachers of color in Connecticut?
5. Some people say that racial or ethnic biases play a role in whether a legislator like yourself advocates for increasing teachers of color, would you agree or disagree? Tell me more.

Motivation Influences

6. How important to you, if at all, is advocating for increased numbers of teachers of color?
7. You named potential barriers are (insert what they said to barrier question), what do you see is your role as a legislator to address/remove these barriers?

Organizational influences

8. Describe how legislators collaborate, if at all, with the CSDE in connection to increasing teachers of color? Tell me more
9. How would you characterize your relationship as a legislator on the education committee with the CSDE?
10. You have so many priorities in representing your constituents, where would you say increasing the number of teachers of color ranks right now among the educational specific priorities? What about among all legislative priorities?

I would now like to ask you about your opinion and some recommendations on some topics:

(Recommendations)

11. What would you suggest could increase the motivation of other legislators to prioritize increasing teacher diversity?

I have one final question for you today -

12. Is there anything else you would like to add or comment on that was not addressed in the previous questions?

Thank you for your time. If you have any questions or think of anything you would like to add please feel free to contact me directly. Once the audio recording is transcribed if I have any further questions may contact you with follow-up questions?