

AASPA: William L. Hunter Diversity, Equity & Inclusion Award

The William L. Hunter Diversity, Equity & Inclusion Award gives recognition to school districts making outstanding contributions through the implementation of innovative and comprehensive teacher development programs primarily focused on strategies designed to increase the number of teachers of color in school districts.

Documentation for each category is required.

Element	Distinguished (4 points)	Satisfactory (3 points)	Minimal (2 points)	No Evidence (1 point)	Score
Innovative Program Development	Utilizes comprehensive innovative practices in the areas of recruitment and teacher development. All programs specifically designed to target the unique needs of students, district and community.	Recruitment and teacher development programs exist.	Limited recruitment activities or teacher development occurs.	No evidence of recruitment or teacher development practices.	
Administration / Implementation of the Program	Program evaluation is well developed and integrated in program design. Programs are replicable in other school districts. Accountability measures are present, implemented with fidelity and evidence exists that results impact future program design.	Program evaluation exists and accountability measures are implemented.	Program evaluation is presented but not utilized.	No evidence of program evaluation or accountability measures are offered.	
Strategies for Recruitment and Selection of Teachers of Color	Recruitment efforts target schools and organizations with high percentages of minority students. Strategic processes for the recruitment and retention of minority candidates are consistently used including mentoring and staff development. Minority staff are involved in the recruitment and selection of minority candidates.	Efforts are made to recruit teachers of color. Mentoring and staff development programs supporting the interests/needs of minority teachers are offered.	Limited recruiting is done at schools with high percentages of teachers of color.	No evidence of recruitment efforts targeting teachers of color.	
Retention and Support for Teachers of Color	Opportunities for and knowledge of advancement are consistently shared with teachers of color.	Opportunities for advancement are shared with teachers of color on a frequent basis.	Limited communication is shared with teacher of color regarding opportunities for advancement.	No evidence of intentional communication with teachers of color.	
Involvement with AASPA	District or representative is active in AASPA or affiliate through commiMee work or service on Board.	District or representative is active in AASPA or affiliate, aMending activities sponsored by or affiliated with AASPA	District or representative is a member of AASPA or affiliate.	No membership or participation in AASPA or affiliate.	
TOTAL SCORE:					