

## Key Issue: Recruiting Minority Teachers

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## SCENARIO

Maria Rivera is the only non-white teacher in her school. She didn't really consider the racial or ethnic makeup of the community when she moved there; it is a good school district and her husband's new job is in the next town. But she did notice a few quick double takes at the first staff meeting of the year, and a few looks of surprise from some teachers in the staff room when she speaks English without an Hispanic accent and brings traditional American food for lunch. "You'd think I was an alien and they'd never seen one before," she remarked good humouredly to her husband after her first day.

Maria has never thought that race was a pressing issue for her. She had some white friends in college, grew up in New York City, and went to a magnet school with a very diverse crowd of children. She wasn't surprised when people did things or lived in a particular way because they were "different." So some small comments that she hears teachers make about students bother her, such as "Well, what can you expect? They [referring to a black student's parents] probably don't make sure their kids do their homework."

"Maybe they have a lot of kids at home and don't have time to watch the kids," another teacher added. Maria bristles at these comments, though she doesn't know the full story about the child and decides to bite her tongue.

Maria all of a sudden feels very "not white." She doesn't know what to make of her feelings or discomfort. What about her students? She wonders if they have made assumptions about her.

A few months later, a black teacher, Paul Armstrong, arrives to fill a retired teacher's slot, and Maria feels some relief. She isn't the only one who sticks out; and Paul Armstrong is a man, too, one of only five male teachers in the school! The kids take to Paul right away. One day, a fifth-grader asks, "Mr. Armstrong, can you rap? Do you know any rappers?" He answers, "No, I don't know any. They're famous people, just like movie stars. But most black people can't rap. It's something you have to be talented in and practice a lot to get good at," he says. "As with all kinds of music." The boy looks at him seriously. "Yeah," he says, and walks away, looking pensive.

Paul tells Maria of this exchange later and asks her what country her family is from. She answers that she is Honduran. There are other questions about her relationship to her ethnicity that Paul asks: does she speak Spanish, has she ever lived there, how long has her family been in the U.S., does she cook Honduran food...?

Maria answers these questions and gets an idea to have students look up the countries that their families came from and to tell a story about their family's histories. It's a start, she thinks, to bringing family and culture into the classroom.

How can we recruit a truly diverse teaching force? Why aren't there more teachers of color in the United States, with our rich history as a "melting pot"? What kinds of training do teachers of color, as well as Caucasian teachers, need in order to prepare their students for the reality of a diverse world?

## BENEFITS

### Recruiting, Preparing, and Supporting Minority Teachers is Critical because:

1. **At-risk schools, usually schools with a majority of racial/ethnic-minority students (i.e., “majority-minority”), desperately need quality teaching staffs.** “In overwhelmingly minority schools, research has shown that teachers tend to be less highly qualified, have fewer years of experience (which tends to make teachers less effective), and are more likely to leave their schools than teachers in other schools. Since teachers are one of the most important influences on students’ achievement, these trends have negative consequences for students in minority schools” (NAACP Legal Defense Fund, et al., p. 16).

Many teachers leave high-need, at-risk schools within their first few years, if not months. Racial/ethnic-minority teachers seem to have greater staying power in these majority-minority schools than white teachers, yet 84% of the teaching force is made up of white females. Research has found that, simply put, white teachers leave black schools for white schools: “Whites [teachers] in high-risk districts have much higher attrition rates (almost 25 percent higher) than those in low-risk districts” (Kirby, et al., p. 57).

But there aren’t enough minority teachers to go around. Recruiting more high quality racial/ethnic-minority teachers to match the diversity of the U.S. population is a key factor in staffing today’s schools. Whites, blacks, and Latinos grow increasingly segregated from each other every day, resulting in largely homogenous or homogenizing schools, even though “... all students in racially diverse classrooms benefit in several ways: deeper ways of thinking, higher aspirations—both educational and occupational, and positive interactions with students of other races/ethnicities. Integrated education also has positive long-term benefits, which actually turn out to be more significant than the short-term benefits, such as higher scores on achievement tests, that are often discussed” (NAACP, et al., p. 17).

2. No Child Left Behind (NCLB) requires that all students learn with adequate yearly progress (AYP). The United States has committed to improving the education of students typically taken for granted as low-achieving. Minority teachers are a component of providing every child, including racial/ethnic and language-minority children, with a quality education.

“The *No Child Left Behind Act* has tightened requirements by specifying acceptable rates of progress to ensure that all groups of students – disaggregated by poverty, race, ethnicity, disability and limited English proficiency – succeed in school.... Quality teaching is the result of strong teacher support, the right teaching strategies and techniques, a strong

curriculum and teachers' high expectations and positive attitudes toward diversity" (Villarreal).

The Alamance-Burlington School System in North Carolina included the recruitment of minority teachers in its Closing the Achievement Gap School Subcommittee's recommendations. The subcommittee writes, "Increasing numbers of minority teachers are an invaluable tool in providing positive role models for children. The intrinsic value of being taught by qualified and competent teachers who are culturally and racially diverse benefits the whole student population."

- 3. Teachers of color can relate to students with diverse backgrounds. Also, since teachers tend to teach and stay in areas where they grew up, it is important to invest in high quality cadres of local teachers and minority teachers who come from and build their lives in "at-risk" communities.** One teacher who lives in the same neighborhood as her students believes this adds to her success with students: "When they talk about the streets, I know what they're talking about," says the former classroom aide turned special education teacher. "I know what their life is like" (National Education Association).

Relationships with teachers are very important to African American students in particular; but they do not experience personalization of relationships with teachers to the same degree as white students, measured, for example, by how often students talk to teachers outside of class (Wimberly, pp. vii, 11). Local placements also can be helpful for teachers, who may have networks of support, greater perceptions of trustworthiness in the eyes of parents, and/or resources in the community.

The role modeling is important to those school districts "... with high percentages of children growing up without fathers [that] are focusing on bringing in male teachers, minority or white, to their elementary schools" (Vail, 1998).

- 4. Minority teachers tend to express higher expectations of minority students, less frequently misdiagnose special education students, and have fewer minority-student disciplinary incidents.** Expectations play a significant role in insisting that all students learn to a high standard, which also reflects a need for quality teaching. It also means ending the common prejudice of "deficiency" in minority students' backgrounds.

"Students of color tend to have higher academic, personal, and social performance when taught by teachers from their own ethnic groups. (However, this finding does not suggest that culturally competent teachers could not achieve similar gains with students of color from different ethnic

groups)...” (National Collaborative, p. 6).

“The notion of the minority student who ‘doesn’t care’ is all too often a misconception of both dominant and minority teachers .... It conveniently attributes a student’s struggles to the student, her family, and her community, leaving school structures and teacher practices unscrutinized. While specific communication breakdowns may heighten teachers’ stereotyped beliefs regarding students’ home cultures, the views found in the classroom generally mirror the pervasive prejudice towards minority groups that is often found in the dominant culture. Educators’ views of minority and poor students’ home cultures as culturally and intellectually deficient have resulted in great harm to a large number of students” (Northeast and Islands, p. 33).

**5. In a word, equity. Equity in the quality of education for majority-minority students; in preparing, hiring, and supporting ethnic-minority teachers; and in the power structure that is built into job opportunities and responsibilities.**

“Students of color are not becoming teachers ... because of lack of encouragement from their own families, communities, and peers. Nearly all of the participants—except for the Asian Americans—also believe that students of color reject teaching because of their own negative experiences in school, which have been ‘fraught with hostility, misunderstanding and distrust’” (Gomez).

“Students from underrepresented cultural and lifestyle backgrounds are less attracted to education and teaching as a profession due to the lack of desirable role models in those particular fields .... Thus, the lack of diverse role models in faculty and administrative positions creates a cyclical pattern in which the diminished diversity works against the ability and desire to increase and build a multicultural environment” (Kirkpatrick).

”Ironically, the Brown vs. Board of Education decision in 1954 may have contributed to the declining participation of minorities in teaching. ... [T]he decision was followed by the loss of thousands of teaching jobs that would have gone to minorities under a segregated system, but which went to whites under the new integrated system” (Webb).

**6. It is a way to reject historical racism and institutionalized disadvantage.**

“The aim of antiracist education is to change institutional structures, validate the lived experiences of an increasingly diverse student body, and alter inequitable power relations. Teachers play a crucial role in the effective implementation of antiracist education and the success of change-based policies” (Carr & Klassen, p. 67).

Racism or bias still exists, even in individuals who might intend to be culturally

conscious. "... [Solomon's] study discussed what he calls 'dysconscious racism,' which he describes as a phenomenon in which teachers and administrators (those in positions of power) unconsciously implement and perpetuate institutional policies that legitimize assumptions and stereotypes about racialized minorities. He also gave examples of how some majority teachers view diversity as a topic of 'otherness' in which 'whiteness ... is ... normalized and diversity and multiculturalism is meant to focus on those not in the 'dominant' culture' ..." (Torres, et al., p. 88).

Another study cited by Torres, et al., found that, "... [W]hite teachers do not often share this level of understanding regardless of whether or not they have already engaged in some self-reflection .... Tettegah found that, despite their level of racial consciousness, the majority of the white prospective teacher candidates generally rated African American and Latino students as possessing lower cognitive skills than white and Asian Americans" (Torres, et al., p. 20).

Finally, as many states in the U.S. have repealed their mandatory integration laws, many school districts are "rapidly resegregating," creating conditions that cultivate dysconscious racism. "The racial trend in the school districts studied is substantial and clear: *virtually all* school districts analyzed are showing lower levels of inter-racial exposure since 1986 .... From the early 1970s to the late 1980s, districts in the South had the highest levels of black-white desegregation in the nation; from 1986-2000, however, some of the most rapidly resegregating districts for black students' exposure to whites are in the South. Some of these districts maintained a very high level of integration for a quarter century or more until the desegregation policies were reversed" (Frankenberg & Lee, p. 4). Diversity matters. Racial and ethnic "minorities" are a growing segment of the population, but teachers continue to be white and female by an astonishing margin. Nationally and in individual school districts, teachers do not represent the diversity of the population. To have culturally diverse and responsive schools for every child, there must be more racial/ethnic-minority teachers in every school. This will change the working and learning environment – that is, the school's culture.

All students and teachers, regardless of race or ethnicity, need exposure to people and leaders of various cultural backgrounds in order to enhance their understandings of the world. Recruiting minority teachers is part of a strategy to teach all students well in a multicultural, global society. Schools across the country feel the world changing: "Students from Bosnia, Rwanda, Sudan, and Somalia are arriving in record numbers to the Jefferson County Public Schools, the largest district in Kentucky. An Iowa school district with fewer than 2,000 students sends home a newsletter written in three languages: English, Spanish, and Laotian. Schools in Dearborn, Michigan, are serving special cafeteria food for their burgeoning Muslim population—nearly 35 percent of the students are Muslim" (Vail, 2001).

Minority teachers bring varied perspectives on history and worldviews into the school. This diversity matters to racial/ethnic-minority teachers, who have described feeling isolated when working in mostly-white schools. Thus, “[m]ost minority teachers work at urban schools. Many are not attracted to suburban or rural schools, where it’s possible they’d be the only minority teacher in the community” (Villarreal). Again, when recruiting minority teachers, diversity in the teaching staff matters.

- 7. Diversity matters. Racial and ethnic “minorities” are a growing segment of the population, but teachers continue to be white and female by an astonishing margin. Nationally and in individual school districts, teachers do not represent the diversity of the population.** To have culturally diverse and responsive schools for every child, there must be more racial/ethnic-minority teachers in every school. This will change the working and learning environment – that is, the school’s culture.

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- 8. Schools need to be connected to the reality of the world today.** Multicultural, i.e., culturally responsive, education focuses on the relevance of the world and its culture to learning; but this connection is not generally made for students in the ways schools currently operate.

“It is important for all students that schooling become linked with their worlds and experiences in significant ways. For students from culturally and linguistically diverse backgrounds, this often does not occur, and the overt consequences can be tragic, including high absenteeism, poor performance on standardized testing, failing grades, and high dropout rates. Most important, students are denied an opportunity to learn” (Northeast and Islands, p. 32).

Astonishingly, it is possible“... that a student may complete 12 years of public education without coming into contact with a minority teacher, thus distorting social reality for the child..., denying the child successful minority role models, and suggesting that teaching is off limits to minorities” (Webb).

The organization Recruiting New Teachers says it is important to recruit teachers of color to “[s]erve as language and cultural translators, and bridge the gap between home and school.”

“Youth from culturally diverse backgrounds often face contrasting notions of self because they must function in schools and educational systems that are organized around the values and goals of the ‘dominant culture’” (Yeh & Drost).

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## **TIPS & CAUTIONS**

### **DON'T BOTHER Recruiting Minority Teachers If You Don't:**

- Make sure hiring minority teachers does not resegment schools and classrooms. Minority teachers are resources for students of their own races and for white and other-race students.
- Build in academic, personal, and career supports and follow-up for teachers and prospective teachers of color.
- Maintain a larger, comprehensive improvement plan for local at-risk schools.
- Attend to other aspects of culturally responsive schools, such as leaders of color, multicultural curricula, school integration, and/or mixed teacher teams.
- Train other teachers and leaders on topics such as dysconscious racism, culturally responsive teaching techniques, and working with limited-English-proficient students and parents.

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## STRATEGY 1

Design teacher preparation programs with supports for prospective teachers of color and curricula for working with multicultural students.

- Collect data from local school districts and the region to ascertain what kinds of teachers the program needs to prepare.
- Provide financial aid, extra academic resources, community service opportunities, and other supports for minority teacher education candidates.
- Embed culturally responsive and conscious teaching techniques throughout the curriculum.
- If appropriate, focus on teaching in at-risk rural or urban communities (large portions of racial/ethnic-minority students and potential teachers live in urban areas).
- Hire racial/ethnic-minority faculty for the teacher education program and throughout the university.

### Resource 1: Teacher Preparation to teach in a hard-to-staff or at-risk school

See Teacher Preparation to teach in a hard-to-staff or at-risk school

### Resource 2: Community Teachers Institute

Community Teachers Institute. Website: [www.communityteachers.org](http://www.communityteachers.org).

“Community Teachers Institute (CTI) is a not-for-profit organization that encourages, creates, and supports partnerships among higher education institutions, public school districts, and community organizations, to improve the effectiveness of public education by increasing the number of high-caliber, culturally-connected teachers in K-12 classrooms.” CTI’s services (e.g., brokering and managing teacher education partnerships) “seek to enhance teacher and student education so they can provide content that is culturally relevant and pedagogically based on best practices for urban schools.”

### Resource 3: Seven principles for effective professional development

Villarreal, A. (2005, June-July). Seven principles for effective professional development for diverse schools. *IDRA Newsletter*. Retrieved 10/3/05 from <http://www.idra.org/Newsletttr/2005/Jun/Lalo.htm>.

“... Most minority teachers work at urban schools. Many are not attracted to suburban or rural schools, where it’s possible they’d be the only minority teacher in the community. Also, according to educators who work to recruit teachers from diverse ethnic backgrounds, minority teachers often feel a sense of obligation to serve in communities where they grew up, hoping to help the

children they believe most need their help. Even in urban areas, though, shortages of minority teachers remain. High immigration ... has created a great need for bilingual minority teachers. And some urban school districts with high percentages of children growing up without fathers are focusing on bringing in male teachers, minority or white, to their elementary schools.”

#### **Resource 4: Minority teacher recruitment**

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

See also, One America—Pathways to Teaching Careers program [archived webpage]. Retrieved 11/7/05 from [http://clinton4.nara.gov/Initiatives/OneAmerica/Practices/pp\\_19980902.7564.html](http://clinton4.nara.gov/Initiatives/OneAmerica/Practices/pp_19980902.7564.html).

The DeWitt Wallace-Reader's Digest Fund (now the Wallace Foundation) launched the Pathways program in 1989 in response to growing concerns about a shortage of teachers and the consequences of a shrinking minority teaching pool despite growing minority K-12 student enrollment. The program sought to develop models designed to increase and diversify the supply of well trained public school teachers. The program also prepared participants for the challenges and rewards of working in hard-to-staff urban and rural public schools in low-income communities. Scholarships and other support services were provided to qualified candidates – most of who otherwise would not be able to pursue teaching careers – in the form of creative recruitment strategies, counseling, child care, and financing methods. More than 2,600 teaching candidates enrolled in the Pathways program. Approximately two-thirds of these individuals are people of color. 75% are paraprofessionals and non-certified teachers.

#### **Resource 5: Minority teacher recruitment**

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

One researcher put together an eight-week summer research institute, “Opening Doors: The World of Graduate Study for Minority Students in Education,” that provided 21 talented students of color with a rigorous preservice program offering ongoing support and activities for self-study (such as personal perspective and identity awareness exercises). “Goals of the program were explicitly stated, and components included mentoring relationships with faculty in order to undertake a major research project. Students were provided with (1) a better understanding of graduate study in education and with counseling on how to pursue it, (2)

exposure to rigorous research activities in a variety of social and natural science disciplines, and (3) the academic and career counseling necessary to pursue their teacher certification requirements.”

“... One year later, 11 of the 21 participants were enrolled in or in the process of enrolling in graduate school in the field of education (K-12 and higher education), 3 were teaching in public schools, and 2 were in bilingual programs. The remaining 6 were in their senior year of undergraduate study; 2 were employed at Ohio State University as African American and Native American student recruiters, and 1 was teaching in Colombia, South America.” (pp. 94-95)

### **Resource 6: Preparing preservice teachers in a diverse world**

Lenski, S.D., Crawford, K., Crumpler, T., & Stallworth, C. (2005, Fall). Preparing preservice teachers in a diverse world. *Action in Teacher Education* 27(3). Retrieved 11/8/05 from [http://pdfs.scarecroweducation.com/SC/T\\_A/SCT\\_ATE\\_fall2005.pdf](http://pdfs.scarecroweducation.com/SC/T_A/SCT_ATE_fall2005.pdf).

“This study was designed to develop more effective ways to address culture and cultural differences in the preparation of preservice teachers. Its purpose was to provide a more adequate preparation for working in high-need schools by assisting educators in the development of ‘habits of mind’ that incorporate an understanding and valuing of students’ cultures and a recognition of the need to consider those cultures in teaching practices. This paper reports data from the second year of a five-year study that examined the experience of six preservice teachers. The data indicate that using ethnography as an observational tool helps preservice teachers become more aware of cultural differences.”

Named “The Beyond Awareness Project,” preservice teachers were required to spend time with people in the school’s communities. The researchers write, “From this interaction the six preservice teachers that we studied moved ‘beyond awareness’ of cultural differences to thinking about ways to effectively teach all students in their classrooms – especially those who have been overlooked because of their cultural background. The preservice teachers in our study learned to be problem posers through real life experiences within ethnographic inquiry. They learned to examine more critically the situations they observed and question their beliefs and understandings of the community.”

### **Resource 7: TEACH FOR DIVERSITY**

Gloria Ladson-Billings on the TEACH FOR DIVERSITY initiative implemented by the University of Wisconsin-Madison. [http://www.wcer.wisc.edu/publications/WCER\\_Highlights/Vol.15\\_N0.4\\_Winter\\_2003-04/highlightsWinter04.pdf](http://www.wcer.wisc.edu/publications/WCER_Highlights/Vol.15_N0.4_Winter_2003-04/highlightsWinter04.pdf)

Preparing teachers for diversity is an increasingly important component of teacher education. This issue is addressed in this article by Gloria Ladson-Billings

## ...SUBSTRATEGY 1.1

### **Create and sustain partnerships among minority serving institutions (MSIs) and their local school districts.**

Investigate such models in existence and their impact on K-12 student achievement.

#### **Resource 8: Recruiting New Teachers**

Recruiting New Teachers. (undated). Respond to changing demographics. *National Teacher Recruitment Clearinghouse* [website]. Retrieved 7/24/03 from [http://www.rnt.org/channels/clearinghouse/findteacher/144\\_encouragediversity.htm](http://www.rnt.org/channels/clearinghouse/findteacher/144_encouragediversity.htm).

“Reach out to students at the many Historically Black Colleges and Universities (HBCUs) across the country, which ... enroll nearly half of all African American students in undergraduate teacher education programs.”

#### **Resource 9: Tom Joyner Foundation**

Tom Joyner Foundation Partners with National Education Association [press release]. (2005, January 3). Retrieved 10/26/05 from <http://www.nea.org/newsreleases/2005/nr050103.html>.

The Tom Joyner Foundation announced a partnership with the National Education Association (NEA) to distribute more than \$700,000 to encourage minority teachers to complete their certification and ultimately teach minority children in urban, suburban, and rural public schools.” Through this program, the prospective teachers will attend one of seven partner Historically Black Colleges and Universities (HBCUs) to obtain certification.

#### **Resource 10: Educating the emerging minority**

Alliance for Equity in Higher Education. (2000, September.) *Educating the emerging minority: The role of minority-serving colleges and universities in confronting America’s teacher crisis*. Washington, DC: The Institute for Higher Education Policy. Retrieved 11/7/05 from <http://www.msi-alliance.org/csc/cscdocs/educatingthemaajority.htm>.

There are more than 320 colleges and universities designated as Minority Serving Institutions (MSIs), which educate nearly a third of the nation’s students of color and nearly half of our nation’s teachers of color. The authors note that MSIs also produce teachers in high-need subject areas.

On p. 43, the report recommends, “Develop partnerships among institutions that serve large numbers of students of color .... The students served by these institutions encounter similar obstacles to educational access and attainment,

and MSIs recognize the important role that teachers of color play in overcoming low levels of educational attainment in their communities.”

### ...SUBSTRATEGY 1.2

**Create paths to connect community colleges and four-year colleges.**

#### **Resource 11: Project TEACH**

Rio Hondo College. Project TEACH. Website:  
[http://www.riohondo.edu/socsci/teacher\\_prep/](http://www.riohondo.edu/socsci/teacher_prep/).

Project TEACH at Rio Hondo College has several tracks to four-year colleges. These tracks are designed to pick up students (teacher education candidates) at different levels of academic preparation, to finish the Rio Hondo portion of the program in shorter periods of time than two years, or to work in schools as an aide while completing coursework at Rio Hondo. The fieldwork/school placement is coordinated through the AmeriCorps program; students are AmeriCorps volunteers in schools and are paid AmeriCorps wages while they are in school at Rio Hondo.

#### **Resource 12: Recruiting New Teachers**

Recruiting New Teachers. (2002, October 23). Rx for solving nation's teacher shortage: Community colleges educate one in five U.S. teachers; Can help cut shortage of 2.4 million teachers by one quarter, says new report [press release]. Belmont, MA: Author. Retrieved 11/7/05 from  
[http://www.recruitingteachers.org/channels/clearinghouse/audience/media/1q11\\_media\\_presstappingpotential.htm](http://www.recruitingteachers.org/channels/clearinghouse/audience/media/1q11_media_presstappingpotential.htm)

RNT's report shares that about 600,000 K-12 teachers begin their careers in community colleges. Community colleges prepare more than 1 in 5 American public school teachers. The authors call community colleges "... an untapped resource in addressing the nation's most severe teacher shortage in more than 40 years." Programs that connect community colleges to four-year colleges should provide extra academic support, financial aid, strong links to four-year teacher education programs, career advising, and connections to teaching placements.

#### **Resource 13: Minority teacher recruitment**

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from  
[http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

“Gederman (2001) reported that more than 21% of all teacher candidates started their preparation at a community college. A 1999 survey of community college presidents and deans found that 54% of responding colleges had teacher

preparation programs.... Minority students make up 30% of the community college student body nationally and 50% in some rural and urban areas where the minority teacher shortage is the greatest.”

The authors add that, “Because community college students are often of lower socioeconomic status and are more likely to belong to minority groups than four-year college students, they require a strong academic and social support system....” (p. 48)

#### **Resource 14: ECS Community College Policy Center**

ECS Community College Policy Center Teacher Preparation Policy Toolkit  
<http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/TQUpdate.asp>

This ECS toolkit provides policymakers and practitioners with detailed information, tools and guidance necessary to develop informed policies to increase community colleges’ involvement in teacher preparation.

#### **...SUBSTRATEGY 1.3**

##### **Focus on recruiting paraeducators of color or of language minorities.**

This pathway should include tuition waivers and/or financial support (e.g., living expenses) and work around the K-12 school day schedule, so that participants can continue working in the schools they serve while they are earning their degrees.

#### **Resource 15: Alternative Certification and Expanding the Teaching Pool**

See “[Alternative Certification and Expanding the Teaching Pool](#)”

#### **Resource 16: Licensure programs for paraeducators**

Eubanks, S. (2001, December). Licensure programs for paraeducators. *ERIC Digest*. Washington, DC: National Clearinghouse on Teaching and Teacher Education. Retrieved 8/4/03 from  
<http://www.ericfacility.net/ericdigests/ed460127.html>.

Excerpted from section, “Why paraeducators make good teachers”:

Paraeducators and ESP often make ideal teacher candidates, particularly for hard-to-staff urban and rural schools. This population of candidates very often has attributes including:

- They are mature candidates who already have classroom experience,
- They are more likely to live in the communities where they work and to share the language and/or culture of the students they serve,
- A majority of participants in paraeducator-to-teacher programs are individuals of color,
- Their retention rate in teacher education programs is higher than that of traditional education candidates,
- Once paraeducators become teachers, they tend to stay in the classroom

- longer and achieve at equal or higher levels than teachers from traditional teacher preparation programs, and
- According to a 1997 NEA survey of paraeducators and ESP, half of paraeducators, and significant proportions of other ESP job groups, are interested in becoming teachers. Additionally, paraeducators often have considerable academic preparation; 68% of paraeducators have attended college and 19% already have a bachelor's degree.

### **Resource 17: Recruiting New Teachers**

Recruiting New Teachers. (undated). Paraeducator programs [website]. Retrieved 11/7/05 from [http://www.recruitingteachers.org/channels/clearinghouse/findteacher/1411\\_paraeduprograms.htm](http://www.recruitingteachers.org/channels/clearinghouse/findteacher/1411_paraeduprograms.htm).

The website lists a host of components for strong paraeducator-to-teacher programs. See section, "What is a good program?" This page also has a link to their *Guide to Developing Paraeducator-to-Teacher Programs*.

### **Resource 18: Paraeducator pathways into teaching**

Genzuk, M. (2003). Paraeducator pathways into teaching: Latino and language minority teacher projects (L<sup>2</sup>mtp) [powerpoint]. Presentation prepared for the 2003 American Association of Colleges for Teacher Education Annual Meeting, New Orleans, LA. Retrieved 10/26/05 from [http://www.usc.edu/dept/education/CMMR/FullText/L2MTP\\_AACTE\\_PP.pdf](http://www.usc.edu/dept/education/CMMR/FullText/L2MTP_AACTE_PP.pdf).

The Latino and Language Minority Teacher Projects (L2MTP) offer four stages of induction for their transitioning teachers. The program begins with teacher preparation and leads seamlessly into local schools where these newly graduated teachers practice:

- Early Induction includes the teacher preparation program and "a supervised laboratory experience that paraeducators encounter at participating project schools";
- Intermediate Induction represents a strengthened student teaching semester, "allowing paraeducators to complete their student teaching while receiving assistance from carefully selected master teachers, individual mentors, and university personnel";
- Advanced Induction is a stage of support and assessment in the first years of teaching; and
- Post Induction is an "advanced integration into the teaching profession" which includes further study, leadership training, professional development, and possibly a graduate degree.

In addition to the induction stages, other supports are financial assistance, academic and social support, and professional development. All are based on "Program Empowerment Principals."

The programs are run by a consortium housed at the University of Southern California, but operates by consensus decision-making involving all partners: four universities, three local school districts, two unions (teacher and school employees), and the Los Angeles County Office of Education. This presentation also includes background information and data on paraeducator-to-teacher programs in California and the nation.

### **Resource 19: Paraeducator Program Profiles**

RNT. (undated). Paraeducator Program Profiles [website].

[http://rnt.org/channels/clearinghouse/audience/paraeducators/1d4\\_para\\_paprofprogs.htm](http://rnt.org/channels/clearinghouse/audience/paraeducators/1d4_para_paprofprogs.htm).

The Teacher Track Project (TTP) at California State University-Fullerton was created in 1989 as part of California's Teacher Diversity Program to increase the number of underrepresented individuals in the teaching force. The program recruits high school students of color and bilingual instructional aides and supports them as they pursue a degree and teaching credential. Funding comes from the California State University Chancellor's Office.

Program components include:

- A comprehensive approach
- "... [T]rue partnership among the university, community colleges, and school districts, with heightened awareness and sensitivity to participants' needs."
- Peer group meetings (mandatory and on a regular schedule)
- Optional link from high school to collegiate programs "for the purpose of developing a systemic approach to teacher development."
- Special course schedules for paraeducators
- Supports including academic advising, mandatory monthly peer group meetings, test preparation and counseling, financial aid (in the form of stipends to offset cost of registration, books, and supplies), and career advising.

### **Resource 20: Teaching often out of reach for minority aides**

Bhatt, S. (2004, November 8). Teaching often out of reach for minority aides. *The Seattle Times*. Retrieved 10/26/05 from

<http://archives.seattletimes.nwsource.com/cgi-bin/taxis.cgi/web/vortex/display?slug=diversity08m&date=20041108&query=teaching+often+out+of+reach+for+minority+aides>.

The reporter presents many factors in the role of paraeducators in America's schools. Teaching is often out of reach for teachers' aides of color, who have to deal with challenges such as money and time for earning the degree. Although the paraeducator featured in this article had a bachelor's degree, it was from another country, and was not transferable for certification in the U.S. Many paraeducators do not have associate's or bachelor's degrees at all. Also looming

large in paraprofessionals' minds is No Child Left Behind, which requires that all paraeducators be highly qualified. Paraeducators are the mainstay of multi-ethnic representation in school staffs. How can we help them become highly qualified as paraeducators, if not to earn a teaching degree?

### **Resource 21: Pipeline to tomorrow**

Sherman, L. (2001, Winter). Pipeline to tomorrow. *Northwest Education Magazine* 7(2). Retrieved 11/5/05 from <http://www.nwrel.org/nwedu/2001w/pipe.html>.

The Portland (OR) Teachers Program is a public school/university partnership that recruits and supports minority teacher candidates throughout professional training. The students range in age from 18-55 years old. "Virtually all have had some first-hand experience working with kids, lots of them as paraeducators. The program waives full-time tuition at PCC [Portland Community College] for two years, and then at Portland State University for upper-division and School of Education graduate requirements. But students are on their own to pay bills and buy groceries throughout the five-year program. Most must make a Herculean effort to support themselves and their families."

### **Resource 22: Texas Association of School Boards**

Texas Association of School Boards. (2004, June). Minority teacher preparation in Texas. *HR Exchange* 10(5). Retrieved 10/26/05 from [http://www.tasb.org/services/hr\\_services/hrx/03\\_04/june04/c\\_minorityteacher.shtml](http://www.tasb.org/services/hr_services/hrx/03_04/june04/c_minorityteacher.shtml).

This article states that 49% of African American teachers in Texas are produced through alternative certification paths. These paths are often based on local networks of schools and colleges.

## STRATEGY 2

Integrate multifaceted supports into recruitment, preparation, and hiring programs, such as follow-up on recruitment events, personal support services, career guidance, and professional networks.

### Resource 23: Minority teacher recruitment

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 69: A list of components of successful recruitment programs for racial/ethnic minorities:

- A nontraditional talent pool—consisting of teacher assistants, substitute teachers without certification, provisionally certified teachers, and career changers
- Non-traditional admission criteria...
- Candidates that are willing to make teaching a lifelong career
- A majority of participants over the age of 30...
- Course schedules that accommodate participants who work
- Enriched multicultural curricula and hands-on teaching experiences
- Modified course offerings with an emphasis on urban education, multicultural education, special education, and science and mathematics
- Intensive focus on the inner-city child
- Financial incentives such as scholarships, loan forgiveness, teaching assistantships, and stipends as well as creative housing plans...
- A value-added philosophy for teaching in which importance is given to the addition of a multicultural background and urban school experiences...
- Enhanced social and emotional support services...
- Academic support such as tutoring and special sessions arranged when needed ...
- Assistance in preparation for teaching exams (PRAXIS or the state certification test preparation courses)

### Resource 24: Pathways to Teaching Careers

Armstrong Atlantic State University. (undated). Pathways to Teaching Careers [website]. Retrieved 11/7/05 from <http://www.education.armstrong.edu/pathways/Home.htm>.

Armstrong Atlantic State University, in Savannah, Georgia, started as a project in the DeWitt-Wallace Reader's Digest Fund (now the Wallace Foundation) Pathways to Teaching Careers program, which has been noted for producing high percentages of racial/ethnic-minority teachers.

The Armstrong Atlantic Pathways program included a multitude of supports: PRAXIS workshops, 80% of tuition waived, professional development workshops, networking among participants, tutors, incentive awards for high GPAs, Friday and weekend classes, typing support, counseling, mentoring, a textbook lending library, conferences, and a “family-like atmosphere.” The program’s graduates all saw their GPAs improve in the course of participating in the Pathways program.

## ...SUBSTRATEGY 2.1

### **Recruit high school students and support their interests in teaching.**

- Part of encouraging minority students to become teachers is through better school experiences, having minority teachers while in school, and a multicultural curriculum in both K-12 and teacher education classes.

### **Resource 25: Minority teacher recruitment**

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 44, New York City's Teaching Academy:

“Initiated in 1984, the program is well established and has a collaborative relationship with Lehman College of the City University of New York. Students in the Academy take a four-semester preteaching internship (which culminates in the participants actually teaching a lesson, with supervision) and Saturday workshops during the school year. Rothstein reported that approximately 200 former participants were currently employed in the New York City Public Schools. Unfortunately, systematic evaluation information is not available for this program, nor are resources available to follow its graduates long term.”

### **Resource 26: Future Educators Association**

Future Educators Association. Website: <http://www.pdkintl.org/fea/feahome.htm>.

Local school districts and states have chapters of this international organization, which offers opportunities to explore and experience teaching to high school students who are interested in the profession. The organization puts an explicit focus on a diverse teaching force.

### **Resource 27: CERRA. South Carolina Teacher Cadet Program**

CERRA. South Carolina Teacher Cadet Program. Website: <http://www.cerra.org/cadets>.

The oldest “teacher cadet” program in the country, the South Carolina Teacher Cadet program is an honors level course for high school juniors and seniors. Teacher Cadets experience peer collaboration; rigorous curricula on teaching, academic content, and special focus programs for science, math, and foreign languages; teaching experiences; and a high bar for admission to the program.

## ...SUBSTRATEGY 2.2

### Financially sustain programs through:

- Salary incentives for minority teachers
- Incentives or rewards to school districts with rising proportions of racial/ethnic-minority teachers.
- Tuition waivers or reimbursements
- Child care
- Books and other course materials

### Resource 28: Financial Incentives

See [Financial Incentives](#)

Financial incentives can be directed to minority teachers and teacher candidates.

### Resource 29: Achieving administrator diversity

Footo, E. (1996, May). Achieving administrator diversity. *ERIC Digest*. Los Angeles: ERIC Clearinghouse for Community Colleges. Retrieved 8/4/03 from <http://www.ericfacility.net/ericdigests/ed395616.html>.

See section, "Improving minority administrator recruitment and retention," which includes some the strategies above, as well as:

- Give the Equal Employment Opportunity officer enough authority; he or she should report directly to the president and should be taken seriously by the human resources department, appointing authorities, and other administrators.
- Advertise openings in minority community publications; communicate with professional minority organizations, church groups, and other community organizations.
- Offer diversity training for current faculty and staff to create a cordial and inviting workplace.

### Resource 30: Minority teacher recruitment

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 61: "The structures of recruitment programs vary widely; however, their general characteristics are similar. Clewell and Villegas (1998) described four characteristics of successful minority teacher recruitment programs: commitment to multiculturalism, support services for participating students, financial incentives, and use of cohort groups."

**Resource 31: Staffing at-risk school districts in Texas**

Kirby, S.N., Naftel, S., & Berends, M. (1999). Chapter One, Introduction. *Staffing at-risk school districts in Texas: Problems and Prospects*. Santa Monica, CA: RAND. Retrieved 9/9/05 from <http://www.rand.org/publications/MR/MR1083/>.

p. 57: “Increases in pay significantly lower attrition, especially among Hispanic and black teachers. The multiplicative factors for pay show that a \$1,000 increase in beginning salary reduces attrition by about 2.9% in the overall model and by 5-6 percent in the Hispanic and black models.”

### STRATEGY 3

Prepare teachers of color/teacher candidates for state certification exams.

- Examine certification and graduation exams meticulously for cultural biases against racial/ethnic minorities, and change exams with found biases.
- Use, incorporate, or replace exams with fair assessments for certification, such as performance-based evaluation of portfolios, teaching observations, or student work samples.

#### Resource 32: Increasing minority participation in the teaching profession

Webb, M.B. (1986, April). Increasing minority participation in the teaching profession. ERIC/CUE Digest Number 31. New York, NY: ERIC Clearinghouse on Urban Education. Retrieved 7/29/03 from <http://www.ericfacility.net/ericdigests/ed270527.html>.

“The high rate of test failure for minorities reflects two critical conditions: a lack of interest in teaching by minority students who could easily pass the tests, and the general failure of education to teach students to read with comprehension, write clearly, and perform routine mathematical computations.... It is possible also that the standardized tests are biased against minorities and low income students....”

#### Resource 33: Minority teacher recruitment

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 11: “According to Baker (1995), the National Teacher Examination (NTE) was developed during the NAACP’s salary equity campaign, which succeeded in such cities as Norfolk, Virginia and El Paso, Texas during the late 1930s and 1940s. After *Brown v. Board of Education* called for the integration of the schools, Southern school boards recruited developer Ben Woods to help them devise a test that would allow salary to be determined by a teacher’s ability and not by legislation. When he was asked to summarize how African American and white teachers would fare on the exam, Woods stated that most African American teachers would score below the white teachers (cited in Baker, 1995, p. 60).”

#### Resource 34: Minority teacher recruitment

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 52: Minority students traditionally have difficulty with standardized testing. The authors cite the following concerns:

- Examinations were not standardized on representative samples.
- Tests assumed standard experiences for all test takers.
- Tests were a poor predictor of teacher success in the classroom.
- Tests frequently were culturally and linguistically biased.
- Tests created the pressures of competition and time limits.
- The different races and attitudes of the examiners produced bias.

### **Resource 35: Tom Joyner Foundation**

Tom Joyner Foundation Partners with National Education Association [press release]. (2005, January 3). Retrieved 10/26/05 from <http://www.nea.org/newsreleases/2005/nr050103.html>.

The Tom Joyner Foundation announced a partnership with the National Education Association (NEA) to distribute more than \$700,000 to encourage minority teachers to complete their certification and ultimately teach minority children in urban, suburban, and rural public schools.” Through this program, the prospective teachers will attend one of seven partner Historically Black Colleges and Universities (HBCUs) to obtain certification.

### **Resource 36: Recruiting minority teachers**

Gursky, D. (2002, February). Recruiting minority teachers. *American Teacher*. Retrieved 10/26/05 from [http://www.aft.org/pubs-reports/american\\_teacher/feb02/feature.html](http://www.aft.org/pubs-reports/american_teacher/feb02/feature.html).

Minorities, for several reasons, fail these more often than white students do, meaning that even fewer minority candidates become teachers than the relatively small number of students who are interested in teaching.

### **Resource 37: Student success triad**

Norfolk State University. (undated). Student success triad: Research, assessment, and curriculum development. A model for PRAXIS preparation [website]. Retrieved 11/7/05 from <http://www.nsu.edu/schools/education/center.html>.

The Student Success Triad: Research, Assessment, and Curriculum Development, is designed to improve the PRAXIS scores for pre-service teacher education candidates. The goal of this project is to develop a model that can be replicated among other teacher education programs at Historically Black Colleges and Universities that will assist teacher education candidates in passing the PRAXIS examination in order to alleviate the shortage of minority teachers in public schools.

The Student Success Triad's PRAXIS I Exam Preparation Program begins with

an initial evaluation (pre-test and personal interview). Then a personalized test preparation plan is developed for each student. Instructors and students work as a team and have hour-long sessions in the designated PRAXIS preparation lab. The most important feature of the preparation plan is an individualized and personalized approach that blends computer-aided tutorials with one-on-one tutoring and small group basic skills development workshops.

### **Resource 38: Kansas Performance Assessment**

Kansas State Department of Education. (undated). Kansas Performance Assessment [website]. Retrieved 11/7/05 from <http://www.ksde.org/cert/kpa.html>.

See also, Kansas State Department of Education. (2005, August 2). The Kansas Performance Assessment. Retrieved 11/7/05 from <http://www.ksde.org/cert/KPA%20Document.doc>.

Kansas State Department of Education. (2005, August). Kansas Performance Assessment training manual. Retrieved 11/7/05 from <http://www.ksde.org/cert/KPA%20Training%20Manual.doc>.

The Kansas Performance Assessment is a performance-based portfolio system of licensure that seeks to measure teachers' cultural competence. The first standard, "Contextual information and learning environment adaptations," examines teachers' consideration and use of: environmental factors (district, school, and classroom; all three must be present); community (urban, rural, suburban); classroom's ethnic/cultural make-up; classroom's gender make-up; school's socio-economic status (SES) make-up; students with special needs/at-risk students; and students' developmental characteristics.

## STRATEGY 4

Improve schools that serve a majority of racial/ethnic-minority youth, as an investment in the future supply of minority teachers and leaders.

### Resource 39: Minority report.

Murphy, T. (2005, June 17). Minority report. *Portland Tribune*. Retrieved 10/26/05 from <http://www.portlandtribune.com/archview.cgi?id=30458>.

“Educators say one of the biggest hurdles in changing the numbers [of minority teachers] is that relatively few minorities are interested in going into teaching. “Some of that may come from their own negative experiences in school, said Portland Teachers Program’s Cochrane. ‘Why in the...would they want to go into a system that treated them inequitably?’  
“But some also suggest that Portland district officials haven’t worked hard enough in trying to recruit minority teachers from other states.”

### Resource 40: Mentoring bilingual teachers

Torres-Guzman, M.E., & Goodwin, A.L. (1995, Fall). Mentoring bilingual teachers. *FOCUS: Occasional Papers in Bilingual Education*, Number 12. Retrieved 7/24/03 from <http://www.ncela.gwu.edu/ncbepubs/focus/focus12.htm>.

“Despite awareness that assessments ‘must be sensitively crafted to accommodate diverse forms of authentic communication and that they should assess only what students have had a fair opportunity to learn’ ..., assessment efforts in many states fail to address the needs of linguistically and culturally different students....”

### Resource 41: National Collaborative on Diversity in the Teaching Force

National Collaborative on Diversity in the Teaching Force. (2004, November 9). Groups examine factors impacting minority teacher recruitment [press release]. Washington, DC: Author. Retrieved 10/26/05 from <http://www.nea.org/newsreleases/2004/nr041109.html>.

“Urban public education is the best hope for many families and children of color, whose communities and dreams are substantially marginalized....”

### Resource 42: School relationships foster success for African American students

Wimberly, G.L. (2002, December). School relationships foster success for African American students. Washington, DC: ACT. Retrieved 11/7/05 from [http://www.act.org/path/policy/pdf/school\\_relation.pdf](http://www.act.org/path/policy/pdf/school_relation.pdf).

p. vii: “African American and white students had different school experiences. The findings suggest that in the schools African American students attended:

fewer students were on a college preparatory track; fewer students took advanced placement courses; and the college-going rates were lower than those in high schools predominantly attended by white students.

“Among African Americans, three of the five school relationship characteristics had a positive effect on their educational expectations and postsecondary participation: School Personnel Expectations, Teachers Talking with Students, and School Extracurricular Participation. These three school relationship characteristics exemplify how African American students can benefit from school relationships within each one of these school contexts: their perceptions of staff postsecondary expectations, discussions with staff about academic and postsecondary issues outside of class, and participation in school-sponsored activities.”

Yet, despite the importance of school relationships to African American students, the study found that, “African American students were also less likely than whites to talk with their teachers outside of class” (p. 11).

#### **Resource 43: Different perceptions of race in education**

Carr, P.R., & Klassen, T.R. (1997). Different perceptions of race in education: Racial minority and white teachers. *Canadian Journal of Education* 22(1): 67-81. Retrieved 10/26/05 from <http://www.csse.ca/CJE/Articles/FullText/CJE22-1/CJE22-1-Carr.pdf>.

p. 70: “In our summary of the literature, we found six areas in which racial minority teachers can contribute positively to equity in education: enhancing cultural compatibility, demystifying the hidden curriculum, developing positive attitudes toward persons from a variety of backgrounds, expressing lived experiences, connecting with the students, and connecting with communities.”

#### **Resource 44: NAACP Legal Defense and Educational Fund, Inc**

NAACP Legal Defense and Educational Fund, Inc., The Civil Rights Project at Harvard University, & The Center for the Study of Race and Law at the University of Virginia School of Law. (2005). *Looking to the future: Voluntary K-12 school integration. A Manual for parents, educators, and advocates*. New York, NY: Author. Retrieved 11/3/05 from <http://www.civilrightsproject.harvard.edu/resources/manual/manual.pdf>.

p. 16: “Segregated minority schools tend to offer their students weaker academic preparation as a result of several factors. First, schools with large concentrations of students from poor families tend to have students who have less skills preparation outside of school, beginning at an early age. In overwhelmingly minority schools, research has shown that teachers tend to be less highly qualified, have fewer years of experience (which tends to make teachers less effective), and are more likely to leave their schools than teachers in other schools. Since teachers are one of the most important influences on students’

achievement, these trends have negative consequences for students in minority schools.”

#### **Resource 45: Improving Academic Achievement in Urban Districts**

ECS publication: "Improving Academic Achievement in Urban Districts: What State Policy Makers Can Do."  
/html/educationIssues/Urban/urbanpdf/Urbanbook.pdf

Teacher flight is just one of numerous challenges faced by urban school districts. This report outline specific strategies to deal with the interlocking issues affecting minority teachers and others.

#### **...SUBSTRATEGY 4.1**

**Fund programs that empower and cater to high-need schools and their communities to:**

- Reduce rates of student drop outs and
- Increase rates of continuing education (such as higher education, vocational education).

#### **Resource 46: NAACP Legal Defense and Educational Fund**

NAACP Legal Defense and Educational Fund, Inc., The Civil Rights Project at Harvard University, & The Center for the Study of Race and Law at the University of Virginia School of Law. (2005). *Looking to the future: Voluntary K-12 school integration. A Manual for parents, educators, and advocates*. New York, NY: Author. Retrieved 11/3/05 from <http://www.civilrightsproject.harvard.edu/resources/manual/manual.pdf>.

p. 16: "... [E]ducational offerings and resources tend to be limited in these schools, such as fewer advanced courses; student achievement levels also tend to be lower. Given the weaker educational opportunities for students in segregated minority schools, perhaps it is not surprising that the nation's high dropout rate crisis is concentrated in segregated high schools in big cities.... Nationwide, only 56% of ninth grade students graduate four years later in districts that are predominantly minority; this graduation rate falls to 42% for districts in which 90% or more of the students are minority.... Black and Hispanic graduation rates are substantially lower than whites, with males of all races graduating at lower rates than their female counterparts."

#### **Resource 47: Increasing minority participation in the teaching profession**

Webb, M.B. (1986, April). Increasing minority participation in the teaching profession. *ERIC/CUE Digest* Number 31. New York, NY: ERIC Clearinghouse on Urban Education. Retrieved 7/29/03 from <http://www.ericfacility.net/ericdigests/ed270527.html>.

Webb writes, “In the past, major government-supported programs such as compensatory education and bilingual education increased minority teacher employment. The recent federal and state movement toward incentive grants and tax incentives may serve to diminish the direct and positive effects of government aid on minority employment by limiting or eliminating programs in which there is a high concentration of minority teacher employment.”

#### **Resource 48: Minority teacher recruitment**

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 27: The report states, “Several studies ... identified attrition—not lack of interest—as the reason for the shortage of African American, Native American, Hispanic, and Asian American teachers. These groups tend to drop out of the education system before getting into or through the teacher pipeline.... The interest expressed by minority students in social professions such as teaching indicates that recruiting minority students is not just a matter of augmenting general interest in the profession. Rather, the challenge lies in preparing a wider pool of well-prepared minority students who can then be recruited into a long-term career in teaching.”

#### **Resource 49: Alliance for Equity in Higher Education**

Alliance for Equity in Higher Education. (2000, September.) *Educating the emerging minority: The role of minority-serving colleges and universities in confronting America’s teacher crisis*. Washington, DC: The Institute for Higher Education Policy. Retrieved 11/7/05 from <http://www.msi-alliance.org/csc/cscdocs/educatingthemajority.htm>.

p. 41, Recommendations: “Strengthen and increase broad public investments in educational opportunity for students of color and low-income individuals.”  
p. 43: “The strength of MSIs is their continuing commitment to serve educationally disadvantaged students from historically underserved populations. If funding is tied to the pass rates of teacher education students, institutional leaders will be pressured to pre-test and ‘weed out’ students in order to protect their programs’ integrity; such action would severely undermine these institutions’ missions.”

#### **Resource 50: Recruitment and hiring of minority teachers**

Salathe, J.P. (undated). *Recruitment and hiring of minority teachers to provide a better learning environment for all children*. Missoula, MT: Applied Research Center. .... Retrieved 10/26/05 from <http://www.arc.org/gripp/researchPublications/resPubIndex.html>.

p. 3: Suggests local businesses and organizations sponsor scholarships for minority college students who go into (or are interested in) teaching.

## STRATEGY 5

Recruit, train, and hire school leaders of color.

- Include racial/ethnic-minority teachers on teams that plan recruitment and retention strategies, evaluate standardized tests, make curricular decisions, and hire teachers.

### Resource 51: Different perceptions of race in education

Carr, P.R., & Klassen, T.R. (1997). Different perceptions of race in education: Racial minority and white teachers. *Canadian Journal of Education* 22(1): 67-81. Retrieved 10/26/05 from <http://www.csse.ca/CJE/Articles/FullText/CJE22-1/CJE22-1-Carr.pdf>.

pp. 75-76: “Most teachers, regardless of their racial origin, believed that principals play key roles in antiracist education.” One teacher commented, “He sets the tone or expectation for all.” Another, that “The principal of a high school is a god. He can direct policy by force of his personality.”

p. 76: “Several racial minority teachers raised the issue of the underrepresentation of racial minority principals, and contended that White principals did not implement antiracist education initiatives because there were no real pressures forcing them to alter their management style.”

### Resource 52: National Union of Teachers

National Union of Teachers. *Black and minority ethnic teachers in senior management: An NUT survey*. London: Author. Retrieved 10/26/05 from <http://www.teachers.org.uk/story.php?id=2686>.

The survey findings show that black and racial/ethnic-minority teachers “perceive racism both overt and covert as a major problem in the school environment affecting promotion opportunities.” There were differences found in how often blacks, Asians, and other minorities were successful at obtaining promotions and after how many applications.

Among recommendations to local education agencies: “Provide more consistent training for governors in equal opportunities issues.” Teachers also requested more leadership training, professional development, and opportunities to work with colleagues on these development activities. The authors also present recommendations to the government and to schools.

### Resource 53: The National Collaborative on Diversity in the Teaching Force

The National Collaborative on Diversity in the Teaching Force  
<http://www.nea.org/teacherquality/images/diversityreport.pdf>

This report finds, among other things, that increasing the percentage of minority achievement narrows the student achievement gap. The report concluded more needs to be done to recruit and retain minority and "culturally competent" teachers. ECS staff provided substantial research for this report.

## STRATEGY 6

Improve teaching as a profession.

People choose other, more prestigious, professions for higher salaries, better working conditions, and more respect. The teaching profession loses potential teachers of color (and potential teachers in general) by not providing better conditions and rewards.

### Resource 54: Recruiting and retaining minority teachers

Chaika, G. (2004, October 12). Recruiting and retaining minority teachers: Programs that work! *Education World* School Administrators Article. Retrieved 10/26/05 from [http://www.educationworld.com/a\\_admin/admin/admin213.shtml](http://www.educationworld.com/a_admin/admin/admin213.shtml).

“Teaching is not well paid or well respected as a profession,’ Flores told Education World. ‘Those minorities who do go to college are in high demand from other fields that are better rewarded in society.’

“... ‘Given the desire of corporate America to diversify the workforce and the resulting opportunities for African American and Latino college graduates, we might as well express surprise that many of these individuals enter or remain in the classroom at all,’ assistant professor Frederick Hess from the University of Virginia told Education World.”

### Resource 55: Minority teacher recruitment

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 31: “According to Williams, prestigious professions meant lucrative careers like medicine, engineering, and computer science ... They [Williams’ school teachers] believed that a young African American girl who was good in science and math shouldn’t waste her time teaching’...

“Su ... also found that relatively low financial compensation contributed to the low social status of the profession. In spite of the specialized professional training required to become a teacher, society did not recognize it as comparable to law and medicine because the earning potential was not comparable.”

### Resource 56: Minority teacher recruitment

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 28: "... Most minority students were attracted to the teaching profession because of the inequalities they found within the education system; they entered the profession with the intent of remedying existing imbalances."

However, later, the authors note that despite this feeling of purpose for minority teachers, the characteristics of teaching drive them away. "The organizational structure of teaching also provides only limited room for professional growth..... The pyramid structure makes teachers feel powerless, unable to incorporate more innovative practices or exercise more control over the curriculum. As we saw earlier, minority teachers who enter the teaching profession are attracted to the revolutionary power of teaching ..., which includes challenging school curriculum .... This desire to change the work of the teacher may be frustrating in actual practice" (p. 33).

### **Resource 57: The face of the American teacher**

Toppo, G. (2003, July 2). The face of the American teacher: White and female, while her students are ethnically diverse. *USA Today*. Retrieved 11/10/05 from <http://www.usatoday.com/educate/college/education/articles/20030706.htm>

"When [Evelyn] Dandy went into the field 40 years ago, 'being a teacher was a great thing, a noble thing to aspire to. It's not so much a noble profession anymore. Everybody is dumping on teachers.'"

### **Resource 58: The color of teaching**

Gomez, D.S. (2002, March). The color of teaching [book review]. *NEA Today*. Retrieved 11/10/05 from [http://www.findarticles.com/p/articles/mi\\_qa3617/is\\_200203/ai\\_n9049862](http://www.findarticles.com/p/articles/mi_qa3617/is_200203/ai_n9049862).

"... African American, Asian American, Native American and Latino participants explore the many community forces in their cultures that deeply affect young adults' career decisions.

"Nearly all mention the need for greater economic incentives to attract and retain teachers of color. But overwhelmingly, the participants say inadequate pay is not the pivotal reason students are resisting teaching as a career.

"Students of color are not becoming teachers, says Gordon, because of lack of encouragement from their own families, communities, and peers. Nearly all of the participants—except for the Asian Americans—also believe that students of color reject teaching because of their own negative experiences in school, which have been 'fraught with hostility, misunderstanding and distrust.'

"Other recurring themes include the image and lack of respect for teachers, as

well as pressure from parents who want their children to either stay close to home or pursue higher-status professions.”

## STRATEGY 7

Include males in the definition of “minority” teachers.

Male teachers also present an area of critical need, especially when schools desire a balanced representation of role models for students.

### Resource 59: Minority teacher recruitment, development, and retention

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.alliance.brown.edu/pubs/minority\\_teacher/index.shtml](http://www.alliance.brown.edu/pubs/minority_teacher/index.shtml).

p. 19: “Directly or indirectly, minority teachers serve as mentors, role models, disciplinarians, advocates, cultural translators, and surrogate parents for minority students ....”

### Resource 60: Mentoring and other support behaviors

Bainer, D.L. (1995). Mentoring and other support behaviors among male elementary school teachers. Paper presented at American Educational Research Association Annual Meeting. Retrieved 8/4/03 from <http://www.aera.net/divisions/k/95abs.html>.

“Yet, as Zahorik ... pointed out, we need to know more about teacher interactions. This is especially true for male elementary teachers for whom the elementary school setting has been described as lonely, hostile, and discouraging.”

### Resource 61: Diversity of Metro teachers lags behind minority student numbers

O’Neal, L.A. (2005, April 13). Diversity of Metro teachers lags behind minority student numbers. *Tennessean.com*. Retrieved 10/26/05 from [http://tennessean.com/davidson/archives/05/03/68150795.shtml?Element\\_ID=68150795](http://tennessean.com/davidson/archives/05/03/68150795.shtml?Element_ID=68150795).

“‘It would make our school better if we had more Asian and black male role models. I know that. I feel that from my students,’ said Bill Kantz, a teacher at M.L. King Magnet School since 1986.

“‘When these children go home and turn on the TV, they don't see a black male having an intellectual conversation, a black male taking responsibility for their actions,’ Tennessee State University senior Jamaal Phillips said of his students at Robert E. Lillard Elementary.

“‘Instead, the prevailing image is that ... a black male is an athlete, a black male

is a criminal.”

**Resource 62: Staffing at-risk school districts in Texas**

Kirby, S.N., Naftel, S., & Berends, M. (1999). Chapter One, Introduction. *Staffing at-risk school districts in Texas: Problems and Prospects*. Santa Monica, CA: RAND. Retrieved 9/9/05 from <http://www.rand.org/publications/MR/MR1083/>.

**Annotation**

p. 48: Black males have consistently higher teacher turnover than black females and than males in other races. “Given the need for black male role models in our schools, the fact that black male teachers have higher attrition than black female teachers is disturbing.”

## STRATEGY 8

Create a central place to coordinate initiatives of district offices, teacher preparation programs, and recruitment programs.

### Resource 63: Boost for ethnic minority teachers

Boost for ethnic minority teachers. (2002, June 17). *BBC News*. Retrieved 7/24/2003 from <http://news.bbc.co.uk/1/hi/education/2049523.stm>.

The Equal Access to Promotion program is part of a wider initiative of England's National College of School Leadership to recruit and encourage teachers of color into school leadership roles and then support them in those positions. The program offers special leadership training programs for teachers of color, who appreciate the professional development and relationships with colleagues, in addition to advancing leadership skills.

### Resource 64: Oklahoma Minority Teacher Recruitment Center

Oklahoma Minority Teacher Recruitment Center. Website: <http://www.okhighered.org/mtrc/>.

The Oklahoma Minority Teacher Recruitment Center (MTRC), housed in the State Regents for Higher Education, runs four initiatives that largely focus on recruiting pre-college-age students of color: Leadership, Education and Achievement Program, Academic Commitment to Education Program, Collegiate Partnership Programs, and Future Educators of America. The Collegiate Partnerships are grants that the MTRC awards to Oklahoma colleges/universities to support interaction between state institutions of higher education, MTRC collegiate programs, and K-12 school districts. These grants fund programs throughout the state that support recruitment and activities for pre-collegiate and collegiate students and pre-service and in-service teachers.

### Resource 65: Recruitment and hiring of minority teachers

Salathe, J.P. (undated). Recruitment and hiring of minority teachers to provide a better learning environment for all children. Missoula, MT: Applied Research Center. Retrieved 10/26/05 from <http://www.arc.org/gripp/researchPublications/resPubIndex.html>.

p. 7: The author recommends that Missoula (MT) “set up an advisory board that includes representation for IPA [Indian People's Action] and leading Native American educators to develop a recruitment protocol ...,” for example, lists of contacts where job openings will be sent; mediating communication between teacher training program and school districts; and annual evaluation of recruitment efforts.

### **Resource 66: Minority Teacher Recruitment Project**

Minority Teacher Recruitment Project, University of Louisville. Website:  
<http://www.louisville.edu/edu/MTRP/mtrp.html>.

The Minority Teacher Recruitment Project (MTRP) “is a collaborative partnership between the Jefferson County Public Schools (JCPS) and the University of Louisville. The program has expanded to include the schools of the Ohio Valley Educational Cooperative (OVEC).” The MTRP runs five programs to recruit and assist minority students into teaching. The programs “seek to recruit minority teacher candidates who will strive to incorporate the values, learning styles, and multiple cultural perspectives reflected in today’s public schools.” The programs are: TeacherBridge, The Middle School Teaching Awareness Program, the High School Teacher/Mentor Program, the Post High School Participant Program, and the Alternative Certification Program.

## STRATEGY 9

- Hire culturally competent teachers.
- Train all teachers in culturally responsive teaching and awareness.

### Resource 67: Critical behaviors and strategies

Burnette, J. (1999). Critical behaviors and strategies for teaching culturally diverse students. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved 8/5/03 from <http://ericec.org/digests/e584.html>.

There are many school factors that affect the success of culturally diverse students .... Of all these factors, the personal and academic relationships between teachers and their students may be the most influential. This relationship has been referred to as the “core relationship” of learning – the roles of teachers and students, the subject matter and their interaction in the classroom.

“Certain behaviors and instructional strategies enable teachers to build a stronger teaching/learning relationship with their culturally diverse students.”

### Resource 68: Cultural competence for teachers

Oregon University System. (2001, April). *Cultural competence for teachers: A preliminary report on approaches in other states*. Eugene, OR: Author. Retrieved 11/8/05 from <http://www.ous.edu/aca/cultcomp.htm>.

The Oregon University System studied other states’ standards, benchmarks, and assessments of teacher cultural competence in order to inform their own efforts to develop quality standards for culturally responsive teachers. The report outlines their findings and the site also has a link to a PDF document of the final report on states’ approaches to assessing teachers’ cultural competence.

### Resource 69: Mid-Atlantic Equity Consortium

Mid-Atlantic Equity Consortium. (undated). Preparation and development of teachers for language minority students. Chevy Chase, MD: Author. Retrieved 10/26/05 from <http://www.maec.org/teachlep.html>.

See section, “Teacher Competencies for Diverse Learners.” The list includes benchmarks for:

1. Instructional and assessment strategies
2. Language development
3. Developing and teaching an inclusive curriculum
4. Establishing a positive school climate, and
5. Parental involvement.

### **Resource 70: Seven principles for effective professional development**

Villarreal, A. (2005, June-July). Seven principles for effective professional development for diverse schools. *IDRA Newsletter*. Retrieved 10/3/05 from <http://www.idra.org/Newsltr/2005/Jun/Lalo.htm>.

See section, "Professional development is essential for quality schools for minority students." The author cites characteristics of teachers who are successful in working with racial/ethnic minority students:

- Knowledgeable about the cultures represented in the classroom;
- Practice people skills such as empathizing with the needs of others, caring and cooperating with other teachers;
- Willing to unlearn and debunk myths (for example, "interference" of the first language, poverty as the "reason" for underachievement, and parents who "do not care" about the education of their children) that interfere with quality teaching for minority students;
- Knowledgeable about effective assessment and teaching strategies (for example, active, inquiry based, activating prior knowledge, cooperative learning, accelerated learning, critical pedagogy);
- Knowledgeable of first and second language acquisition and learning; and
- Knowledgeable about curriculum standards.

### **Resource 71: Research matters**

Baron, B., Osher, D., & Fleischman, S. (2005, September). Research matters: Creating culturally responsive schools. *Educational Leadership* 63(1): 83-84. Retrieved 10/3/05 from <http://ascd.org/>.

See section, "What you can do," for five strategies that can enhance culturally responsive schools and relationships.

Then, in concluding comments "Educators take note," the authors urge, "Embracing the strengths and addressing the diverse learning needs of our increasingly multicultural, multilingual student population requires major transformation of our current school practices. The culturally responsive education practices outlined here can help establish a learning environment that promotes success for all students."

### **Resource 72: The diversity kit**

Northeast and Islands Regional Educational Laboratory. *The diversity kit: An introductory resource for social change in education*. Providence, RI: The Education Alliance at Brown University. Retrieved 10/26/05 from [http://www.lab.brown.edu/pubs/diversity\\_kit/index.shtml](http://www.lab.brown.edu/pubs/diversity_kit/index.shtml).

p. 46: This report collates research background with discussion tools and vignettes for teachers, school leaders, school boards, and other practitioners. Here the authors cite Ladson-Billings' three criteria for culturally responsive

schools: an ability to develop students academically; a willingness to nurture and support cultural competence in both home and school cultures; and the development of a sociopolitical or critical consciousness.

### **Resource 73: The color of teaching**

Gomez, D.S. (2002, March). The color of teaching [book review]. *NEA Today*. Retrieved 11/10/05 from [http://www.findarticles.com/p/articles/mi\\_qa3617/is\\_200203/ai\\_n9049862](http://www.findarticles.com/p/articles/mi_qa3617/is_200203/ai_n9049862).

“In her conclusion, Gordon asserts that teachers themselves must help create a fundamental change in attitudes toward education within communities of color. ‘If we are to have sufficient teachers for America’s schools,’ she writes, ‘students of color must have the guidance of their communities, and their teachers must show the way.’”

### **Resource 74: Building on prior knowledge**

North Central Regional Educational Laboratory. (undated). Critical issue: Building on prior knowledge and meaningful student contexts/cultures: Culturally responsive education. Retrieved 11/8/05 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr100.htm>.

NCREL describes culturally responsive schools with the following traits:

- The curriculum content is inclusive, meaning it reflects the cultural, ethnic, and gender diversity of society and the world.
- Instructional and assessment practices build on the students' prior knowledge, culture, and language.
- Classroom practices stimulate students to construct knowledge, make meaning, and examine cultural biases and assumptions.
- Schoolwide beliefs and practices foster understanding and respect for cultural diversity, and celebrate the contributions of diverse groups.
- School programs and instructional practices draw from and integrate community and family language and culture, and help families and communities to support the students' academic success.

This webpage also has video and audio clips of experts discussing the impact on children of having or not having a culturally responsive education.

## **STRATEGY 10**

Support teachers of color through professional development and induction.

### **Resource 75: See Induction/Mentoring/Support of New Teachers**

See [Induction/Mentoring/Support of New Teachers](#).

### **Resource 76: Teacher diversity still eludes suburban schools**

Graham, K.A. (2005, March 6). Teacher diversity still eludes suburban schools. *Philadelphia Enquirer*. Retrieved 11/10/05 from [http://www.philly.com/mld/inquirer/living/special\\_packages/school\\_report\\_card/11023666.htm](http://www.philly.com/mld/inquirer/living/special_packages/school_report_card/11023666.htm).

“Richard Gross, a retired high school administrator who lives in Chester County, now works as a diversity consultant to schools.

“Schools that start out as homogeneous often have trouble reversing the trend, he said.

“‘If you're a teacher and you have a choice of a school that's more integrated or one that's not so integrated, you're probably going to choose the one that's more integrated already,’ said Gross.

“Hiring candidates of color is just the first step. Supports must be put in place, he said.

“At the Haverford School, where Gross works as a consultant, minority staffers meet to work through issues. The Main Line school also sends minority students to the National Association of Independent Schools People of Color Conference.

“Batista-Arias, the Cherry Hill Spanish teacher, chose her job because she was wowed by the district's professional development, the salary, and the administration's support.

“... Cherry Hill two years ago hired a recruiter as a first step toward increasing the number of its minority hires.

“Now, candidates might hear about the district from anywhere, Cherry Hill recruiter Nancy Adrian said – college fairs, newspapers, e-mail blasts, minority fraternities and sororities, churches and civic organizations in the greater Philadelphia area. The district also is attempting to bring in more diverse student teachers and then hire them after graduation.”

### **Resource 77: In their own words**

Howard, E.R., & Loeb, M.I. (1998, December). In their own words: Two-way immersion teachers talk about their professional experiences. *ERIC Digest*.

Washington, DC: ERIC Clearinghouse on Languages and Linguistics.  
Retrieved 8/4/03 from <http://www.ericfacility.net/ericdigests/ed425656.html>.

Two-way immersion teachers recommended several areas of support that would be appreciated by these teachers of multicultural and multilingual classes: more training and professional development; curriculum assistance for new teachers; a bilingual coordinator and a parent liaison; school board and school staff meetings conducted in both English and Spanish; orientation to the school for new teachers that includes a theoretical basis for immersion and information on student languages and cultures represented in the district/school; and other issues related to lifting the status of language-minority students and programs.

### **Resource 78: Mentoring bilingual teachers**

Torres-Guzman, M.E., & Goodwin, A.L. (1995, Fall). Mentoring bilingual teachers. *Occasional Papers in Bilingual Education*, Number 12. Retrieved 7/24/03 from [www.ncela.gwu.edu/ncbepubs/focus/focus12.htm](http://www.ncela.gwu.edu/ncbepubs/focus/focus12.htm).

San Marcos (TX) Independent School District has a bilingual education model for peer coaching to offer practical professional development to teachers in the bilingual program. The design includes a six-part series of workshops on peer coaching. During the 1990-91 school year, 40 bilingual teachers worked in pairs to engage in observation, feedback, coaching, and planning, while consultants and instructional aides covered classroom supervision to allow these meetings to occur.

## STRATEGY 11

Collect data on the geographic distribution of teachers by:

- Qualifications
- Race/Ethnicity of Students
- Race/Ethnicity and Sex of Teachers
- Salary
- School performance

Use this information to align multicultural resources with need.

### Resource 79: Minority teacher report

Oregon University System. (2003, March). *Minority teacher report: Response to the Minority Teacher Act of 1991*. Eugene, OR: Author.

The report disaggregates data to present percentages of ethnic/racial minorities in Oregon's education pipeline and in the teacher force. Categories cover all Oregon public institutions (K-12 and higher education).

### Resource 80: Trends in minority students and teachers

Florida Department of Education. (2003, March). Trends in minority students and teachers. Tallahassee, FL: Author. Retrieved 10/26/05 from <http://www.firn.edu/doe/evaluation/pdf/minoritytrendsfinal.pdf>.

p. 11: "In summary, minority teacher education graduates are more likely than whites to have majored in non-critical fields.... This is particularly true in elementary and secondary education, where a disproportional number of the students are themselves minority, and in academic fields such as mathematics, science, and English, where role models are badly needed."

### Resource 81: Staffing at-risk school districts in Texas

Kirby, S.N., Naftel, S., & Berends, M. (1999). Chapter One, Introduction. *Staffing at-risk school districts in Texas: Problems and Prospects*. Santa Monica, CA: RAND. Retrieved 9/9/05 from <http://www.rand.org/publications/MR/MR1083/>.

Researchers for this report collected data on the teacher population and teacher turnover, and disaggregated numbers by race/ethnicity, sex, turnover, and years of experience, among other factors.

### Resource 82: Diversity of Metro teachers

O'Neal, L.A. (2005, April 13). Diversity of Metro teachers lags behind minority

student numbers. *Tennessean.com*. Retrieved 10/26/05 from [http://tennessean.com/davidson/archives/05/03/68150795.shtml?Element\\_ID=68150795](http://tennessean.com/davidson/archives/05/03/68150795.shtml?Element_ID=68150795).

This article points out the need for clear, specific data in order to distribute teachers and resources according to student needs.

“There are about 8,000 Kurds living in the Nashville area. The exact number of Kurdish students in Metro is unclear.

“Kurdish students are distributed among the white and minority ethnic groups in Metro's records because of the way the ethnic categories, which come down from higher government levels, are labeled.”

### **Resource 83: The new demography of America's schools**

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J.S., & Herwanto, S. (2005, September 30). *The new demography of America's schools: Immigration and the No Child Left Behind Act*. Washington, DC: The Urban Institute. Retrieved 11/3/05 from [www.urban.org/UploadedPDF/311230\\_new\\_demography.pdf](http://www.urban.org/UploadedPDF/311230_new_demography.pdf).

Immigrant and limited English proficient (LEP) students present a challenge for school districts without strong data systems. School districts need to make good use of data to provide support services to these students. “During the 1990s growth in the number of children of immigrants was substantially faster in secondary than elementary schools (72 versus 39 percent). This pattern was paralleled by a faster increase in the number of LEP students in secondary schools .... These trends point up to the mismatch we have documented elsewhere between language and other newcomer resources that are heavily concentrated at the elementary school level, versus the rapidly growing population of LEP and immigrant students at the secondary level” (p. 12).

### **Resource 84: The new demography of America's schools**

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J.S., & Herwanto, S. (2005, September 30). *The new demography of America's schools: Immigration and the No Child Left Behind Act*. Washington, DC: The Urban Institute. Retrieved 11/3/05 from [www.urban.org/UploadedPDF/311230\\_new\\_demography.pdf](http://www.urban.org/UploadedPDF/311230_new_demography.pdf).

In recruiting bilingual and language-minority teachers, school districts would do well to examine their local patterns of LEP and immigrant student enrollment. “The LEP student population is growing rapidly across the country, but more rapidly in secondary than elementary schools—just as we saw for the population of children of immigrants .... As documented elsewhere ..., secondary schools have not been structured to promote language acquisition and content mastery for limited English proficient students. Moreover, most resources for bilingual

education and English language acquisition have flowed to the elementary school level” (p. 18).

## STRATEGY 12

Implement a widespread public information strategy to highlight teaching as a career, incentives, available supports, and the importance of hiring teachers of color.

Use formats such as public information campaigns, newspaper/radio/TV ads in publications and programs that are popular among college students, guest speakers on college campuses, emails, posters with address cards to request information, and booths at job fairs.

### Resource 85: Recruitment and hiring of minority teachers

Salathe, J.P. (undated). Recruitment and hiring of minority teachers to provide a better learning environment for all children. Missoula, MT: Applied Research Center. Retrieved 10/26/05 from <http://www.arc.org/gripp/researchPublications/resPubIndex.html>.

p. 3: “Indian and other minority students should be encouraged to enter the teacher-training programs through specific career-day information sessions and counseling.” The author also suggests that “Local businesses or organizations should be recruited to provide the money for partial or full scholarships for minority students interested in teaching.”

### Resource 86: Educating the emerging minority

Alliance for Equity in Higher Education. (2000, September.) Educating the emerging minority: The role of minority-serving colleges and universities in confronting America’s teacher crisis. Washington, DC: The Institute for Higher Education Policy. Retrieved 11/7/05 from <http://www.msi-alliance.org/csc/cscdocs/educatingtheminority.htm>.

p. 42, Recommendations: “Organize a public information campaign to promote public awareness about the importance of increasing the number of teachers of color in the classroom. The growing disparity between the numbers of students of color and teachers of color is a problem worthy of national attention.”

### Resource 87: Making a difference through teaching.

Jones, W.D. (undated). Making a difference through teaching. *Black Collegian Online*. Retrieved 10/26/05 from <http://www.black-collegian.com/career/career-reports/diffteach2002-2nd.shtml>.

*The Black Collegian* is a brochure that is sent to approximately 500 university career placement centers across the country. Their website is a career search/placement site for students of color.

## REAL-LIFE EXAMPLE 1:

### **FIFTEEN YEARS OF DEDICATED LATINO AND LANGUAGE MINORITY TEACHERS, AND COUNTING**

The Latino and Language Minority Teacher Projects (L<sup>2</sup>mtp) at the University of Southern California (USC) shows that the search for racial/ethnic/language-minority teachers can begin in a school's own payrolls.

Schools have traditionally depended on paraeducators (also called paraprofessionals) to offer bilingual support to students and teachers. The Rossier School of Education offers these paraprofessionals a chance to become teachers themselves.

Many schools struggle to find teachers who have commitment to teaching and to at-risk students, and also have commitment to staying in schools for longer than a few years. All schools, maybe for different reasons or for different student ethnicities, need teachers who can speak more than one language, understand different families' eating habits and forms of dress, and create a classroom environment of cultural consciousness, curiosity, and respect.

Paraeducators are a source of committed individuals who already live in their communities and have relationships within schools. In the case of L<sup>2</sup>mtp participants, they are also bilingual. The program also has an application process that determines how committed the paraeducator is to teaching and to students. In a USC campus paper article, one paraeducator in the program explained, "I can relate to the kids because I was put in school not knowing English that well. If I had had bilingual education, I would've known more. I've always done well in school, but I had to work twice as hard."

L<sup>2</sup>mtp offers four stages of induction to professionally support these already determined teachers-to-be. Induction stages run from preparation coursework through student teaching to their first years in charge of their own classrooms. The induction begins with two stages of fieldwork – first continuing as a paraeducator (but observed and mentored) and then as a student teacher (also observed and mentored). Then a stage of induction supports the new teacher with mentoring and college faculty advisors during the first year of teaching. Finally, a stage called "post induction" continues to follow the teacher as he/she pursues professional development, graduate coursework, and perhaps another degree, at USC or one of three other universities in the project.

Throughout all of these steps, the paraprofessional-turned-teacher is financially supported, academically supported (to begin at whatever stage he/she is at, vis-à-vis previous baccalaureate education), and socially supported through events and networks. L<sup>2</sup>mtp is based on a framework of "Program Empowerment

Principles” that outline goals, supports, and beliefs for the paraeducators in the project. Elida Cossio, the paraeducator quoted above, also commented that, “The Latino [P]roject is great support system. I’ve gotten to know a lot of other Latina teachers who are going through the same things.”

All of this support is possible because L<sup>2</sup>mtp, though housed at USC, is actually a consortium project of four universities, three school districts, two unions, and a central city office, the Los Angeles County Office of Education. There are now more school districts that participate in the project.

School sites within these districts are invited to participate based on their culture, a critical mass of interested paraeducators, bilingual teachers to mentor paraeducators, scheduling flexibility, and willingness to provide other kinds of support to the paraeducators.

Michael Genzuk, one of the program’s founders and champions at USC, has said that one unique feature of L<sup>2</sup>mtp is its high rate of successfully certified new teachers. “Our completion rate is more than 95 percent.”

Another sign of success: L<sup>2</sup>mtp, which started as the Latino Teacher Project, has entered its second decade of work. Genzuk noted in a presentation on the project, “By changing the way colleges and universities operate we can provide the sorely needed language minority teachers for understaffed schools.”

#### Sources:

Genzuk, M. (2003). Paraeducator pathways into teaching: Latino and language minority teacher projects (L<sup>2</sup>mtp) [powerpoint]. Presentation prepared for the 2003 American Association of Colleges for Teacher Education Annual Meeting, New Orleans, LA. Retrieved 10/26/05 from [http://www.usc.edu/dept/education/CMMR/FullText/L2MTP\\_AACTE\\_PP.pdf](http://www.usc.edu/dept/education/CMMR/FullText/L2MTP_AACTE_PP.pdf).

Silsby, G. (2001, March 5). USC’s Latino Teacher Project thrives, so do the kids. *USC Chronicle*. Retrieved 11/8/05 from <http://uscnews.usc.edu/detail.php?recordnum=6474>.

## REAL-LIFE EXAMPLE 2:

### MINORITY TEACHER FINDS HIS NICHE IN AN URBAN SCHOOL

*[Note: The following story is an excerpt from an article called “Recruiting Minority Teachers” in the February 2002 issue of American Teacher, a magazine of the American Federation of Teachers.]*

“Some university-based programs, such as one at Montclair State University in New Jersey, are ... interested in finding promising recent graduates with math and science degrees and preparing them to teach in urban settings—the Newark and Paterson school districts, in this case. Teacher Recruitment for Urban Schools of Tomorrow (TRUST), one of a number of programs run by the university's Teacher Education Advocacy Center (TEAC), produced its first group of teachers for the start of this school year. Among them is Kevin Mason, a biology major in college who worked for 10 years at a Veterans Administration hospital in New Jersey before enrolling in the Montclair program.

“Mason got his first exposure to teaching as a substitute in rural Pennsylvania, where he was the only minority teacher in the district. While that experience helped sway him toward a career change, ‘I couldn't see myself working there for 30 years and retiring,’ he comments. A product himself of the Newark public schools, Mason is now teaching at the city's Camden Middle School. ‘I feel good about teaching there,’ he says. Mason quickly has earned a reputation as a demanding but caring teacher who expects a lot of his students—something he says is new for many of them. That was driven home recently when he gave failing grades to 11 students in one of his classes. ‘They see now that I'm not going to give them a D if they don't do the work,’ he says, adding that getting an F seems to have stimulated harder work in some students.

“Jennifer Robinson, a member of the ... Montclair State University faculty association who directs TEAC along with Wandalyn Enix, says, ‘We've gotten very positive responses from the Newark schools’ about the TRUST teachers. ‘They're very committed and focused on the students.’ The teachers' biggest challenge is not necessarily their content knowledge or teaching skills, which are both strong, she says. ‘Teaching anywhere the first year is difficult,’ Robinson adds. ‘Teaching in an urban district, however, has built-in challenges, such as high staff turnover and limited resources.’

“While their numbers are small, Mason is proud of the impact that he and his peers in the program are already making. ‘Even though there are only eight of us, these are eight people who are really concerned about the issues of urban schools,’ he says. ‘We really do care about what we're doing.’”

Source:

Gursky, D. (2002, February). Recruiting minority teachers. *American Teacher*. Retrieved 10/26/05 from [http://www.aft.org/pubs-reports/american\\_teacher/feb02/feature.html](http://www.aft.org/pubs-reports/american_teacher/feb02/feature.html).

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