

Teacher Diversity Database

Building diversity within the teacher workforce is an increasing imperative. The following database encourages educators to consider the myriad of ways to diversify the teacher candidate pool, provide linguistically and culturally responsive pedagogy, and offer rich field experiences in diverse settings.

The research cited below underscores the academic, social, and emotional benefits for students who have teachers from various cultural, ethnic and racial backgrounds:

- Diverse teachers augment learning and academic outcomes, decrease rates of absenteeism, and provide a boost to higher rates of college matriculation for racial/ethnic minority students.¹
- Diverse teachers are more likely to employ teaching strategies and texts that connect with students' backgrounds, establish cultural links between home and school, exhibit higher expectations for minority students, serve as role models and create environments that reduce student feelings of isolation and, instead, celebrate student differences.²
- When compared to White teachers, teachers of color are more likely to work and remain in hard-to-staff schools.³

Given these considerations, growing the number of racially and ethnically diverse teachers can decrease turnover and increase the effectiveness of the teacher workforce in hard-to-staff schools.

The Center for American Progress' report (2011) *Teacher Diversity Matters*, indicates that nationally 40 percent of the public school population are students of color (23 percent Latino, 18 percent African American) compared to just 17 percent of the teaching force.⁴ For Illinois, the disparity is even greater with 46 percent students of color compared to 11 percent of teachers (6 percent African American and 5 percent Latino). The enduring dilemma: not enough

¹ Meier, K., Polinard, J. L., Wrinkle, R. (1999). Representative bureaucracy and distributional equity: Addressing the hard question. *The Journal of Politics*, 61(4), 1025-39.

Pitts, D. W. (2007). Representative bureaucracy, ethnicity, and public schools: Examining the link between representation and performance. *Administration & Society*, 39 (4), 497-526.

² Villegas, A., & Irvine, J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. *Urban Review*, 42(3), 175-192.

Pitts, D. W. (2007). Representative bureaucracy, ethnicity, and public schools: Examining the link between representation and performance. *Administration & Society*, 39 (4), 497-526.

³ Illinois P-20 Council. *Diverse Teacher Pipeline – Research Brief*.

Achinstein, B., Ogawa, R.T., & Sexton, D. (2010) Retaining teachers of color: A pressing problem and potential strategy for "Hard-to-Staff" schools. *Review of Educational Research*, 80(1), 71-107.

⁴ Boser, U. (2011). *Teacher diversity matters: A state-by-state analysis of teachers of color*. Washington, DC: Center for American Progress. Retrieved on June 3, 2013 : http://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/teacher_diversity.pdf

Illinois P-20 Council. *Diverse Teacher Pipeline – Research Brief*.

teacher candidates of diverse backgrounds entering the profession, while student diversity continues to grow.

In addition to the promotion of ethnic, racial and gender diversity, the absence of programs and strategies to specifically foster linguistic diversity presents a concern. Racial and ethnic diversity is not synonymous with understanding neither the complexity of language learning nor the knowledge of how to best support it in the classroom.

Language is fundamental and inseparable from learning. It is the essential medium to access curriculum, read, write, interact, and assess students.⁵ While the student population grows increasingly ethnically and racially diverse, it also grows linguistically diverse. According to the Pew Hispanic Center, the number of school-age children from immigrant families is expected to grow to 17.9 million by 2020; this will account for all the projected growth in the student population.⁶ Within Illinois, one of every four public school students comes from homes where a language other than English is spoken.⁷ Boosting the number of linguistically competent teachers needs to be equally prioritized.

Bilingual programming faces a perpetual dearth of qualified bilingual educators. A recent report by Rebecca Harris (2012) in *Catalyst Chicago* found, after a review of audits by the Illinois State Board of Education, that being out of compliance with the bilingual legislation was actually the norm for school districts. The biggest shortfall is an inability to provide sufficient native language instruction. As a result, the state often has to reach outside the U.S. to recruit and retain bilingual educators.⁸

This database provides schools and the general public with strategies and programs from across the country that encourage racially, culturally, linguistically, and economically diverse students and paraprofessionals to seek careers in education. The database is a resource to inform educators on how they can adopt pertinent programmatic and strategic prospects within their own schools. The work also includes programs that partner with other organizational entities to spur these efforts.

The database contains the following:

- Programs that have or are currently promoting diversity in the teacher candidate pool;
- Alternative certification programs that aim to increase the overall number of teachers along with deliberate intentions to augment the number of diverse teachers;

⁵ Lucas, Tamara (2011). "Language, Schooling, and the Preparation of Teachers for Linguistic Diversity," in *Teacher Preparation for Linguistically Diverse Classrooms*. Routledge: New York.

⁶ Fry, R. (2008). *The Role of Schools in English Language Learner Achievement Gap*. Washington, D.C.: Pew Hispanic Center. Available at <http://www.pewhispanic.org/files/reports/89.pdf>

⁷ Gándara, P. & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge: Harvard University Press.

⁸ Harris, Rebecca (2012) "Caught between two languages," *Catalyst Chicago*. Accessed on March 11, 2013: <http://www.catalyst-chicago.org/news/2012/02/10/19825/caught-between-two-languages>

- In-service programs that provide both pedagogical content and rich field experiences geared towards preparing *every* teacher with the knowledge, skills, and dispositions to work with a linguistically and culturally diverse student population;
- Strategies recommended, but not yet implemented, that intend to bolster the number of diverse teachers along with preparation for linguistically and culturally varied student populations.

The database does not provide an evaluation nor endorse the programs listed, but rather serves as a resource to catalogue initiatives and strategies. It is the hopes that the database will continue to grow as the field continues to innovate various diversification and preparation initiatives.

**Latino Policy Forum
Teacher Diversity Database**

| Recruitment Programs | | | | |
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| Type of Diversity Promoted | Name of Program | Location | Notes | Website/Article Source |
| African-American males | Call Me MISTER | Jackson, MS | Call Me MISTER recruits African-American male college students from at-risk communities and supports them through 4-year college experience. Funded by Kellogg Foundation. Done in collaboration with Jackson State University and Clemson University. | http://jacksonstate.wordpress.com/2012/10/04/jsu-launches-program-to-increase-teacher-diversity/ |
| Racial/Ethnic Diversity | Teach Program | Las Vegas, NV | Teach Program helps junior and seniors at Clark High School (local high school) consider teaching as a profession by offering college-level education courses, mentoring, and visits to University of Nevada, Las Vegas; Hiring of leaders of color; offering \$74,000 for 350 teachers to do multicultural training for 2011 (while facing | http://www.lasvegassun.com/news/2012/nov/25/district-laggin/ |
| Racial/Ethnic Diversity | Teach Tomorrow | Oakland, CA | Started in 2008, focuses on recruitment and retention of teachers in Oakland school district. It has an 89% retention rate. Featured in Education Week | http://www.teachtomorrowoakland.net/ http://www.edweek.org/ew/articles/2012/10/10/07diverse_ep.h32.html |

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| African-American males | Men Equipped to Nurture Program (MEN) | Prince George's County, MD | Done in 2005 (not continued), received \$350,000 federal grant from Labor, Health and Human Services Appropriations Bill to help fund partnership of MEN at Bowie State University. Designed to help establish national model of African-American male teacher recruitment to improve the academic achievement of | http://hoyer.house.gov/index.php?option=com_content&view=article&id=1514&catid=28:2005-press-releases&Itemid=61 |
| African-American teachers | African American Teaching Fellows | Albemarie County and Charlottesville public school systems, VA | Increase amount of black teachers in Albemarie County and Charlottesville public school systems in Virginia. Scholarships given in the amount of \$5,000/year to qualified candidates, who are also given leadership workshops to help connect with other teachers. | http://ateachingfellows.org/ |
| Increase amount of male minority teachers in North Carolina | North Carolina Teaching Fellows Program | North Carolina | Enacted by the General Assembly in 1986, the North Carolina Teaching Fellows Program recruits high school graduates to become teachers and help them develop their leadership. Recruitment and retainment of male and minority teachers is stated as a part of their program goals. | http://www.teachingfellows.org/theprogram/programgoals.cfm |

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| Racial/Ethnic Diversity | Future Teacher Academy | Renton, Washington | The program is done in collaboration with the Renton School District, Central Washington University, and the Future Teacher Academy, as a part of a State Grant titled Recruiting Washington Teachers. The program introduces minority high school and middle school students to teaching careers through training them in effective pedagogy, giving them practicum experience, exposing them to high need teacher areas (ELLs, science, math) and providing support to graduate high school and plan to attend a community college or 4-year | http://www.rentonreporter.com/community/36014544.html https://essential.metapress.com/content/g0r872156r1k8k2/resource-secured/?target=fulltext.pdf |
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| <p>Targets outreach to candidates of color, men, and STEM</p> | <p>Breakthrough Collaborative</p> | <p>National</p> | <p>The collaborative is comprised of 33 sites across the country to recruit and prepare diverse candidates. The nonprofit organization works with both high school student and college students.</p> | <p>http://www.breakthroughcollaborative.org/</p> |
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| <p>Targets outreach to candidates of color, men, bilingual, and those with interest in special education.</p> | <p>Golden Apple</p> | <p>Illinois</p> | <p>An empirically-proven effective program in recruiting and mentoring high school candidates through their undergraduate experience and into the teaching profession. The program provides scholarships and summer programming to students interested in pursuing a degree in education.</p> | <p>http://www.goldenapple.org/</p> |
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| <p>Targets minority teachers and those for high-need content areas.</p> | <p>Bush Foundation/Network for Excellence in Teaching (NExT)</p> | <p>Minnesota, North Dakota, and South Dakota</p> | <p>Fostered partnerships with 14 teacher colleges in the three states in an effort to recruit more minority candidates along with those for high-need content areas. The effort has also included the redesign of some teacher preparation programs to improve teacher quality.</p> | <p>http://www.bushfoundation.org/blog/recruiting-promising-teacher-candidates</p> |
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| <p>Recruiting teacher candidates for STEM subjects.</p> | <p>Uteach</p> | <p>National</p> | <p>Uteach works with 35 universities throughout the nation to boost the number of teacher candidates within STEM subject areas. The program entails that candidates will graduate with a four-year degree in their area of interest--biology, chemistry, mathematics, physics--along with teacher licensure.</p> | <p>http://www.uteach-institute.org/</p> |
| <p>Racial/Ethnic Diversity</p> | <p>Grow Your Own - Illinois Teachers</p> | <p>Illinois</p> | <p>GYO members have very positive feelings about initiative. Concerns regarding the academic preparation of students coming into the program and the creation of an academic safety net. From evaluation does not appear to be on track to produce 1,000 teachers of color by 2014.</p> | <p>http://www.isbe.state.il.us/certification/pdf/gyo_evaluation08-09.pdf</p> |

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| Racial/Ethnic Diversity | The New Teacher Project | National | TNTP meets the needs of the school districts nationally, in part by increasing the racial/ethnic diversity of teachers in some areas such as Nashville. Because it usually accepts individuals who are making a career change, but lack the traditional educational background, retention rates are higher at about 90 to 70% retention dependent on the year in the program. TNTP's website itself does not have a specific statement of diversity, unlike TFA. | http://tntp.org/ |
| Racial/Ethnic Diversity | Vermont Teacher Diversity Scholarship Program | Vermont | Gives students entering the teaching profession loan forgiveness for teaching in one of Vermont's seventeen school districts. Vermont is known as being one of the states that does not have as large of a difference between the racial/ethnic make-up of teachers to students in comparison to other states. | http://vtdsp.org/what-we-do/ |
| Alternative Certification Programs | | | | |
| Type of Diversity Promoted | Name of Program | Location | Notes | Website/Article Source |

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| Targeted outreach to under-represented minorities in 2009 | Teacher for America | National | <p>Recruits 65% Caucasian, 12% African-American, 8% Latino. Attributes its success in recruiting ethnic/racial minorities due to the relationship building done by TFA alumni before and during the application process. Mentoring also done by alumni along with "Teacher Leadership Initiative" to encourage TFA participants to continue to teach beyond commitment. TFA partners with a number of organizations, including Sponsors for Educational Opportunity, the Hispanic Scholarship Fund, Management Leadership for Tomorrow, and the National Council of La Raza to help recruit and build a</p> | <p>- http://www.americanprogress.org/issues/education/report/2011/11/09/10636/ineasing-teacher-diversity/ http://www.teachforamerica.org/our-organization/diversity</p> |
| Racial/Ethnic Diversity | The New Teacher Project | National | <p>TNTP meets the needs of the school districts nationally, in part by increasing the racial/ethnic diversity of teachers in some areas such as Nashville. Because it usually accepts individuals who are making a career change, but lack the traditional educational background, retention rates are higher at about 90 to 70% retention dependent on the</p> | <p>http://tntp.org/</p> |
| In-Service Programs | | | | |
| Type of Diversity Promoted | Name of Program | Location | Notes | Website/Article Source |

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| Teacher and student exposure to diversity | The Diversity Project | Lopatcong Township and Newark, New Jersey | Brought together two K-8 school communities to improve teacher knowledge on diversity, improve attitudes toward diversity, and provide students to discover similarities with other students, and create a dialogue on diversity. | http://www.coreeducationllc.com/blog2/teacher-diversity-matters/ |
| Student exposure to diversity in urban settings. | Chicago Teacher Education Pipeline, STEP-UP at Illinois State University | Chicago, IL | STEP-UP (Summer Teacher Education Partnership for Urban Preparation) is a 4-week teaching and community internship and summer residency program for pre-service teachers from Illinois State University. STEP-UP is one component of the larger TEACHER+PLUS (Teacher Education and Assessment Continuum for High-need Educators and Resources + Principal Leadership for Urban Schools) Project, which prepares and recruits teachers for high-need content areas in Chicago | http://teacherpipeline.illinoisstate.edu/passport.aspx?stepId=3 |

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| Student exposure to diversity in urban settings. | School of Education Loyola University Chicago | Chicago, IL | with schools and community organizations to ensure that teacher candidates gain extensive deep experiences engaging with diverse populations, including students with special needs and those labeled as English language learners (ELLs).TLLSC ensures that all teachers are prepared to serve all learners, including | http://www.luc.edu/education/ |
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Recruitment Strategies/Recommendations

| Type of Diversity Promoted | Name of Program | Location | Notes | Website/Article Source |
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| Cultural and Linguistic Diversity | Focus on Student Teachers/preservice | | Strategies: (1) critically examine lives and experiences through personal narrative essays or similar exercises (2) Experientially learn about students and families for pedagogical use (3) perform small scale studies about own schools or classrooms (4) understand issues from children's understanding (5) create lessons that help students understand social and institutional inequities | Cochran-Smith, M. (1995). Color Blindness and Basket Making Are Not the Answers: Confronting the Dilemmas of Race, Culture, and Language Diversity in Teacher Education. |

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| Racial/Ethnic Diversity | Preservice | | <p>Adresses how having a teacher workforce that is not reflective of student population is a problem and will continue to be an issue for forseable future. Two categories for factors to promote teachers' understanding of diversity: disposition and experiences. Disposition: Openness, Self-awareness/self-reflectiveness, commitment to Social Justice. Experiens: intercultural experiences, educational experiences, support group experiences</p> | <p>Garmon, A. (2010). Six Key Factors for Changing Preservice Teachers' Attitudes/Beliefs about Diversity.</p> |
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