



WHITE HOUSE REPORT

ON

EDUCATIONAL EXCELLENCE FOR AFRICAN AMERICANS

Making the Case: Diversifying the Education Workforce

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Making the Case: Diversifying the Education Workforce

White Paper

Introduction

Diversity in the public education workforce in the United States lags far behind the increasing diversity of our nation's growing student population. In a diverse society, it is important that all students, and particularly students of color, experience the diversity that exists within our country in our classrooms. A recently issued report on the State of Racial Diversity in the Educator Workforce reveals that students of color now make up more than half of all students who attend public schools in America; however, teachers of color make up just 18 percent of the teaching population nationally, and black males only 2 percent of the workforce. Further research from the Shaker Institute indicates that the gap between teachers and students of color in urban districts is even more pronounced. In fact, in some cities, the likelihood that a Black male student will interact with a Black male teacher is roughly one in fifty-five (Toldson, 2013).

This paper lays out a case for increasing educator diversity—both among teachers and leaders and highlights promising strategies from regions where racial disparities between teachers and students are the most pronounced.

Why Educator Diversity Matters

Maintaining a diverse workforce is important to ensure all students are making measurable academic gains and are affirmed through the care and support of educators who reflect and understand the linguistic, cultural, and other historical diversity that makes America strong and innovative.

While this paper will discuss the benefits of a diverse teaching workforce to all students, it should be noted that research has found, in particular, that an increased representation of minority teachers can help to close academic achievement gaps. A widely referenced study conducted via Project STAR in Tennessee found student test-score increase for minority students assigned to similar teachers. For Black students, having a Black teacher for a year was associated with a 3 to 5 percentile-point increase in math scores and a 3 to 6 percentile-point increase in reading scores (Dee, 2004).

On average, teachers of color set higher expectations for students of color, which helps drive student outcomes and achievement (Dee, 2004). When considering black students, white teachers are nearly 40 percent less likely than black teachers to predict that the student will graduate with a high school degree (Gershenson, 2016). White teachers are 30 percent less likely to think their black students will finish a four-year degree in college (Gershenson, 2016). Accordingly, students who share racial and/or

gender characteristics with their teachers tend to report higher levels of personal effort, feeling cared for, student-teacher communication, academic engagement, and college aspirations (Gershenson, 2016). Teachers of color may help to drive efforts for all teachers to engage in more cultural competence.

Cultural competence is essential to good pedagogy as it impact how students learn, how teachers reach out to families, and how schools reinforce democratic ideals (NEA, 2008). Having diversity in the workforce presents an opportunity to build on the capacity that educators bring so that schools better create safe and welcoming environments to support students' cognitive, social and emotional development. For many teachers, cultural competency training is necessary to learn the skills necessary to support student's development in the classroom and beyond; and teachers of color can also play a vital role in modeling promising practices and in ensuring that all teachers become culturally competent.

Teachers of color are not only important to support the identity development of students from racial and ethnic minority groups, but also to provide non-minority students (and adults) with opportunities to be supported by educators who share different experiences, perspectives, and beliefs. High-quality teachers of color are specifically important for all students to help confront and supplant implicit racial and cultural biases. Having a diverse workforce increases opportunities for people from different racial, cultural, and ethnic backgrounds to interact with and understand one another (Dee, 2004). Exposure to diversity prepares students to enter into a world where differences are understood and embraced.

Increasing workforce diversity can also reduce teacher turnover. Teacher turnover creates a systemic school deficit that impacts student achievement and disproportionately affects schools with high percentages of minority and low-income students. Teachers of color are less likely to leave teaching than White teachers after controlling for school size and poverty level (Ingersoll, 2011). Teachers of color are more likely to select for school environments that include high percentages of minority and low-income students (Ingersoll, 2011).

Recommendations

Increasing racial diversity among public school teachers and leaders is important. The following recommendations are intended to leverage existing resources to recruit and retain diverse candidates in the education workforce:

1. Build a Continuum of Experiences that Supports Teachers in Their Growth and Development

There should be a focus on building the capacity of states and districts to develop a strong teaching workforce, grounded in a coherent professional continuum that begins in preparation and leads to accomplished practice and the opportunity to serve in leadership roles.

In achieving board certification, teachers prove their ability to advance student learning and achievement. National Board Certification assures policymakers, parents, and the public that teachers – similar to their counterparts in medicine and other fields – have met the profession’s highest standards. More than 80 percent of Americans agreed that teachers should achieve board certification in addition to being licensed to practice, according to results from a national poll by PDK International and Gallup released in September 2014.¹

There are now more than 112,000 Board-certified teachers who have achieved board certification in all 50 states and the District of Columbia.² Nearly half of these teachers work in high-need schools. More than a decade of research from across the country confirms that students taught by Board-certified teachers learn more than students taught by other teachers.³ Estimates of the increase in learning by students of Board-certified teachers are an additional one to two months of instruction. The positive impact of having a Board-certified teacher is even greater for minority and low-income students.⁴ The improvement in student outcomes is mirrored by Board-certified teachers achieving stronger results on leading measures of teacher effectiveness and value-added scores. Recently, Harvard University’s Strategic Data Project (SDP) found that students of Board-certified teachers in Los Angeles Unified School District made learning gains equivalent to an additional two months of instruction in mathematics and one month in English language arts.⁵ SDP found similar results in Gwinnett County

¹ 46th Annual PDK/Gallup Poll, October 2014, p. 50, http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf.

² Map of Board-certified teachers by state http://www.nbpts.org/sites/default/files/certification_2015/nbct_map_2015.pdf

³ National Board Impact Brief, *The Proven Impact of Board-certified Teachers on Student Achievement* http://www.nbpts.org/sites/default/files/documents/Policy/impact_brief.pdf

⁴ Cavalluzzo, L. Henderson, S. et al. (2015). From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness. CAN Analysis and Solutions; Goldhaber, D. and Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), pp. 134-50.

⁵ Strategic Data Project. (2012). *SDP human capital diagnostic: Los Angeles Unified School District*. Cambridge, MA: Center for Education Policy Research, Harvard University. <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-laUSD-hc.pdf>

Public Schools, Georgia.⁶ Research from Dan Goldhaber⁷ and his colleague James Cowan, found that in Washington State, “Board-certified teachers are more effective than non-certified teachers with similar experience.”⁸

Unfortunately, too few of our nation’s students are being taught by a Board-certified teacher. Nationwide, only three percent of teachers are Board-certified. To strengthen the teaching profession, board certification should move from the achievement of an elite few to the standard to which all teachers aspire and most achieve. Meeting this challenge requires the development of a professional continuum for teachers that begins in preparation and leads to accomplished practice and then to the opportunity to serve in leadership roles.⁹ Comparable to the way board certification functions in medicine, every step of a teacher’s career path starting from the first day of preparation must be geared toward eventually reaching this level of accomplishment.¹⁰

2. Strengthen Entry into the Teaching Profession

There should be a focus on, as part of the continuum, building the capacity of states and districts to strengthen entry into the teaching profession, including:

- A. Building a strong and diverse teacher recruitment pipeline;*
- B. Improving teacher preparation by ensuring preparation programs include clinical experiences, models of accomplished practice, and instructors with K-12 experience, exemplary teaching skills, and a proven track record of improving student learning;*
- C. Developing or expanding school-based teaching residency programs in which a prospective or beginning teacher teaches under the guidance of an accomplished mentor teacher; and*
- D. Requiring demonstration of proficiency of knowledge and skills through valid, reliable and high-quality content knowledge and performance assessments based on professional teaching standards.*

More than ever, students need to learn at high levels to succeed in college, career, and life. Accomplished, effective teachers have a tremendous impact on student learning

⁶ Strategic Data Project. (2012). *Learning about teacher effectiveness: SDP human capital diagnostic, Gwinnett County Public Schools, GA*. Cambridge, MA: Center for Education Policy Research, Harvard University. <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-gcps-hc.pdf>.

⁷ Director, National Center for Analysis of Longitudinal Data in Education Research at the American Institutes for Research; Director, Center for Education Data and Research at the University of Washington, Bothell, Washington.

⁸ Cowan, J. & Goldhaber, D. (2015). *National Board Certification and Teacher Effectiveness: Evidence from Washington*. The Center for Data & Research, University of Washington, Bothell, Washington. http://www.cedr.us/papers/working/CEDR%20WP%202015-3_NBPTS%20Cert.pdf

⁹ National Commission for Teaching & America’s Future, *What Matters Now: A New Compact for Teaching and Learning (2016)*, http://nctaf.org/wp-content/uploads/2016/08/NCTAF_What-Matters-Now_Call-to-Action.pdf; National Conference of State Legislatures, *No Time to Lose: How To Build a World-Class Education System State by State (2016)*, http://www.ncsl.org/documents/educ/Edu_International_Final_V2.pdf; Teach Strong Coalition, *Nine Principles*, <http://teachstrong.org/>.

¹⁰ Thorpe, Ronald (2014). *Sustaining The Teaching Profession*, *New England Journal of Public Policy*, <http://scholarworks.umb.edu/nejpp/vol26/iss1/5/>.

and achievement. Yet the teaching pipeline is not designed to develop new teachers into accomplished practitioners. Today, new teachers leave at alarming rates, with more than 40 percent of teachers exiting teaching within five years.¹¹

To reverse this situation, new teachers must have the preparation and supports they need in their early years, so they are on a clear trajectory to accomplished practice and board certification.¹² Other professions, such as medicine, have made board certification the norm by developing a coherent and systemic pipeline to accomplished practice for all practitioners. As a result, for example, more than 80 percent of licensed physicians are board certified. With a strong pipeline in place for all teachers, we can make accomplished teaching and board certification the norm, not the exception.

A. Build a Strong and Diverse Teacher Recruitment Pipeline

There should be intentional efforts to make recruitment systemic.

Recruitment cannot be an isolated strategy and must be linked to concurrent efforts to build a continuum of teaching excellence and increase the attractiveness of joining and staying in the teaching profession.¹³ According to a 2015 ACT survey, only 5 percent of 2014 high school graduates intended to pursue teaching.¹⁴ Recruitment efforts must be closely tied to efforts to strengthen teacher preparation, entry, development and support. Teachers should have opportunities for professional learning and opportunities to grow throughout their career and be compensated on par with other professionals.

The high school-based career academy structure is a proven strategy to prepare students for college and careers (Stern, Dayton, & Raby, 2010). In secondary school, many young people decide their career path. By offering coursework anchored by strong professional teaching standards and featuring best practices in teacher preparation, teacher academies are a significant mechanism for broadening the tent for recruitment, providing authentic understanding of the job, and helping students to cultivate relevant skills, content knowledge, dispositions, and cultural competence. Many of these programs operate successfully as career and technical education pathways. High-quality teacher academy programs can provide the inspiration, tools, and savvy for students to persist and succeed as teaching candidates.

¹¹ Perda, D. (2013). Transitions Into and Out of Teaching: A Longitudinal Analysis of Early Career Teacher Turnover. PhD Dissertation, University of Pennsylvania.

¹² Profession-Ready Teachers and Principals for Each and Every Child.

¹³ http://coalitionforteachingquality.org/images/upload/Profession_Doc.pdf

¹³ http://coalitionforteachingquality.org/images/upload/201606_Recruitment.pdf

¹⁴ www.act.org/content/act/en/newsroom.html

Currently 14,500 students in approximately 800 schools are affiliated with Educators Rising¹⁵, the national network supporting teacher academy programs. By contrast, over 610,000 students in over 7,600 schools participate in agriculture-related programs as members of FFA (formerly Future Farmers of America). In Mississippi and Arizona, two states enduring severe teacher shortages, the state departments of education have each assigned a full-time program specialist to coordinate and strengthen Educators Rising programs in their states, resulting in sharp participation increases.

B. Improve Teacher Preparation

To prepare effective, accomplished teachers, there should be a focus on building the capacity of states and districts to create or strengthen partnerships with teacher preparation programs to ensure that this preparation includes clinical experience and models of accomplished practice in programs that are designed to move aspiring teachers toward board certification.

These programs should be led by educators who have a deep knowledge of accomplished standards, and rich K-12 experience, exemplary teaching skills, and a proven track record of improving student learning. Teacher preparation programs should address the growing amount of content knowledge associated with different subject areas and grade levels, but programs must also be clinically-based so prospective teachers have the opportunity “to practice the application of their developing knowledge and skills.”¹⁶

C. Develop or Expand Teaching Residency Programs

There should be a focus on building the capacity of states and districts to develop or expand teaching residency programs¹⁷.

While teacher preparation programs in the United States can and must become much better than they are now, they are only one step on the path to accomplished practice. Very few new teachers can be good at their job, let alone accomplished, directly out of college no matter how strong the teacher preparation program was. More than 70 percent of Americans agreed that new teachers should spend at least a year practicing under the guidance of a certified teacher before assuming responsibility for their own classrooms, according to results from a national poll by PDK International and Gallup released in September 2014.¹⁸

¹⁵ www.educatorsrising.org

¹⁶ Council for the Accreditation of Educator Preparation (CAEP) 2013 Standards for Accreditation of Educator Preparation, Standard 2 Commission Rationale, <http://caepnet.org/standards/standards/standard2/standard-2-rationale/>.

¹⁷ Bank Street College, Sustainable Funding Project, *For The Public Good: Quality Preparation for Every Teacher* (2016), https://d2mguk73h8xisw.cloudfront.net/media/filer_public/filer_public/2016/06/29/sfp_framework_final_0951.

¹⁸ 46th Annual PDK/Gallup Poll, October 2014, p. 50, http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf

Research shows that teachers will improve their practice and effectiveness by spending a substantial amount of time applying the theory and skills of teaching to real-world settings under the guidance of accomplished teachers in residency schools designed for this purpose.¹⁹ In the medical profession, physicians are required to complete a residency program in a teaching hospital before practicing independently. The federal government allocates \$11.5 billion each year to support this training.²⁰ During the residency period, the knowledge and skills learned in medical school and through clinical experience become anchored in practice caring for patients under close supervision of more experienced physicians. Similarly, each teacher should complete a teaching residency to ensure that the knowledge and skills learned in his or her coursework become anchored in practice before becoming teacher of record.²¹

The next Administration can build on the Teacher Quality Partnership program in Title II of the Higher Education Act and on innovative models of teacher residency that have been developed across the country, including the Seattle Teacher Residency, Denver Teacher Residency and programs at Montclair State University and West Virginia University.²²

D. Teacher Performance Assessment

There should be a focus on building the capacity of states and districts to ensure that prospective teachers demonstrate a beginning proficiency of skills and knowledge through valid, reliable and high-quality content knowledge and performance assessments based on professional teaching standards.

Recent reports from AFT and CCSSO have supported this idea.²³ These assessments require prospective teachers to document their lesson plans, videotape and analyze their teaching practice, and collect and analyze evidence of student learning and achievement. The next Administration should build the capacity of states, districts, and teacher preparation programs to integrate these high-quality assessments into their licensure systems.

¹⁹ Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). "How Teachers Learn and Develop." In L. Darling-Hammond & J. Bransford (Eds.), *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (pp. 385-389). San Francisco: Jossey-Bass; Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. H. (2008, September). "Teacher Preparation and Student Achievement." NBER Working Paper No. W14314.

²⁰ Graduate Medical Education (Updated). Health Policy Brief (Robert Wood Johnson Foundation), 2012, http://healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_75.pdf.

²¹ Thorpe, Ronald. (2014). *Residency: Can It Transform Teaching the Way It Did Medicine?*, Phi Delta Kappan, <http://pdkintl.org/nbpts/>.

²² National Education Association. (2014). *Teacher Residencies: Redefining Preparation through Partnerships*, <http://www.nea.org/home/teacher-residencies.html>; Urban Teacher Residency United. (2014). *Building Effective Teacher Residencies*, http://www.utrunited.org/EE_assets/docs/14102-UTRU_Building_Effective_Residencies-Full-Single_Pgs.pdf.

²³ American Federation of Teachers (2012). *Raising The Bar: Aligning and Elevating Teacher Preparation and the Teaching Profession*, <http://www.aft.org/sites/default/files/news/raisingthebar2013.pdf>; Council of Chief State School Officers (2012), *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf.

3. Improve Professional Learning and Growth Systems.

There should be a focus on, as part of the continuum, building the capacity of states and districts to improve professional learning and growth systems to ensure that teachers are continually building skills and knowledge as they progress from a novice to an accomplished teacher.

It is critical that these professional growth and learning systems include:

- A. *Induction programs for beginning teachers;*
- B. *Evaluation systems that are part of the larger professional learning and growth system and based on multiple measures of teaching practice, student learning, and other evidence related to the teacher's contribution to schoolwide improvement that impacts student learning;*
- C. *Ongoing professional learning for all teachers; and*
- D. *A pathway and support for board certification.*

Building the capacity of states and districts to implement strong professional learning and growth systems should start with a comprehensive mentoring program for beginning teachers and lead to accomplished practice.²⁴ As with other professions, this system should build on the skills, knowledge, and dispositions that distinguish a teacher's practice at each stage of his or her career trajectory.

A. Establish or Strengthen Induction Programs for Beginning Teachers

There should be a focus on building the capacity of states and districts to establish or strengthen induction programs for beginning teachers.

Today, new teachers leave at alarming rates, with more than 40 percent of teachers exiting teaching within five years.²⁵ The nationwide cost of replacing public school teachers who have dropped out of the profession is between \$1.1 billion and \$2.2 billion annually.²⁶ And that number does not begin to address the "cost" of lost learning opportunities.

Comprehensive mentoring and induction programs are critical for reducing teacher turnover and strengthening new teacher effectiveness.²⁷

²⁴ http://coalitionforteachingquality.org/images/upload/201606_Growth.pdf

²⁵ Perda, D. (2013). *Transitions Into and Out of Teaching: A Longitudinal Analysis of Early Career Teacher Turnover*. PhD Dissertation, University of Pennsylvania.

²⁶ Alliance for Excellent Education (2014). *On the Path to Equity: Improving the Effectiveness of Beginning Teachers*, <http://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf>.

²⁷ National Association of State Boards of Education (2011). *Gearing Up: Creating a Systemic Approach to Teacher Effectiveness*, <http://www.nnstoy.org/download/evaluation/Gearing%20Up%20Teacher%20Workforce.pdf>.

B. Create Teacher Evaluation Systems that Foster Feedback and Improvement

There should be a focus on building the capacity of states and districts to create teacher evaluation systems that are part of a larger professional learning and growth system and developed in collaboration with all stakeholders.

C. Ensure Ongoing Professional Learning for Teachers

There should be a focus on building the capacity of states and school districts to provide teachers with regularly scheduled time for ongoing, team-based, job-embedded, teacher-led learning and improvement.²⁸

The 2014 Teaching and Learning International Survey (TALIS) found that while U.S. teachers work more hours in a total week than their global counterparts (45 versus the TALIS average of 38), U.S. teachers have much less time in their schedules for planning, collaboration and professional learning. The TALIS study also found that U.S. teachers receive less feedback from peers, which research shows is the most useful technique for improving practice. OECD studies show that higher-performing countries intentionally focus on creating teacher collaboration that results in more skillful teaching and strong student achievement.²⁹

D. Provide A Pathway and Support for Board Certification

There should be a focus on building the capacity of states and districts to integrate board certification into the teaching continuum, including in licensure, compensation, and support systems.

Every student must be prepared to meet the demands of society and the global economy. Given the critical role that teachers have on students and their learning, we must do a better job of systemically developing a high-quality, sustainable professional teaching workforce.

Board certification can serve as a lever to accomplish that transformation. For early career teachers, it should be the gold standard to which they aspire from the moment they enter the profession. Once achieved, board certification serves as a platform for teachers to grow professionally and to become leaders in their schools, districts, states, and the profession. Other professions have used board certification in this way to systematically build the quality of the workforce. And because board certification must be renewed after a certain number of years, it can become a useful part of the feedback

²⁸ Learning Forward, *Standards for Professional Learning*, http://learningforward.org/standards-for-professional-learning#.VM_eL00tGM8.

²⁹ Darling-Hammond, Linda (2014). *To Close the Achievement Gap, We Need to Close the Teaching Gap*, Huffington Post, http://www.huffingtonpost.com/linda-darlinghammond/to-close-the-achievement_b_5542614.html.

that states and districts need to ensure that the teaching workforce remains vibrant and effective.

4. Create Opportunities for Teacher Leadership.

There should be a focus on, as part of the continuum, building the capacity of states and districts to create opportunities for teachers to serve in leadership roles, including as mentors, instructional coaches, or master teachers or to take on increased responsibility for professional learning, curriculum, or school improvement activities.

Teacher leadership should be part of a broader system of career ladders, providing teachers with the capacity to lead their profession without necessarily leaving their classrooms and schools.³⁰ Leadership is not the end goal, it is a means to improve the system. Teacher leadership is cyclical: it is an outcome of effective professional development and it also leads to more effective, school-based professional development. Specifically, “effective teacher leadership is effective professional development because teacher leaders are embedded in schools and are able to sustain influential relationships focusing on instructional practice and student performance.”³¹

POLICY

Use Title II provisions in Every Student Succeeds Act (ESSA) in order to expand alternative teacher certification programs

The Every Student Succeeds Act (ESSA) grants greater flexibility to states regarding education spending. Under the ESSA Title II funding formula, states can use up to two percent of federal funds with discretion. These funds can be used to support workforce diversity. Consider, for example, using these funds to establish or strengthen pathways to teaching that are deliberate in attracting and supporting diverse candidates. A study in New York found that existing requirements for teacher certification create barriers to entry for teachers of color limiting the racial diversity of the teaching pool. Conversely, states with a strong pathway to teaching have an educator workforce that is more representative of the state’s racial composition than those that do not (Nadler and Peterson, 2009).

Title II funds allow for a state to promote teacher academies that could feature similar characteristics of “grow-your-own” programs. These programs could be funded in part with federal dollars and recognized by their state credentialing body as long as participants receive “significant clinical training” from a currently licensed educator and

³⁰ http://coalitionforteachingquality.org/images/upload/201606_Leadership.pdf

³¹ Poekert, Philip E. (2012). *Teacher Leadership and Professional Development: Examining Links Between Two Concepts Central to School Improvement*, Professional Development in Education. Volume 38, Number 2.

demonstrate effective on a performance-based assessment prior to receiving certification.

Prioritize teacher diversity in updated teacher equity plans

Title I of the Every Student Succeeds Act requires states to compose and submit consolidated state plans to the Department of Education. Within these plans, states must outline how equity will be measured and addressed in their education system.

States can develop metrics by which they will make demonstrable gains in increasing the recruitment, retention and advancement of educators from diverse backgrounds.

Count student teaching as federal work-study

Student teaching should count toward a student's financial contribution. This can expose students while reducing financial burdens of students who want to pursue teaching but cannot because of financial and time constraints.

PRACTICE

Support “Grow Your Own” programs

Several district and community programs are currently working to increase the diversity using grow your own programs. Some of these efforts, such as the Boston Teacher Residency (BTR) and Teach Tomorrow in Oakland (TTO), are alternative certification programs that make concerted efforts to attract diverse candidates and place them in high-need teaching fields like: Science, Technology, Engineering, and Mathematics (STEM); special education; and English language learning. When compared against the district, BTR residents are 8 percentage points more likely to be Black and 4 percentage points more likely to be Latino. In addition, over 80 percent of BTR remain in teaching for three years, which is 17 percentage points higher than the district overall, at 63 percent. (Papay et al, 2011).

Teach Tomorrow Oakland's recruitment strategy prioritizes Oakland residents, providing them with training and support through partnerships with three local universities, the mayor's office and the Oakland Unified School District. The program is funded primarily through the U.S. Department of Education's Transition to Teaching grant, which pays for the professional development, test preparation, supplies and teacher certification tuition. In addition to providing alternative certification, TTO recruitment efforts include a pipeline that reaches out to middle and high schools in the area through teaching clubs and Education Academies as well as current school

paraprofessionals and community members in Oakland. People of color, from Oakland, account for 86% of the teachers placed by Teach Tomorrow Oakland. 74% of teachers placed by TTO have completed at least three years teaching in OUSD. (Teach Tomorrow Oakland website)

Support recruitment efforts on college campuses and early outreach programs

Teacher diversity can be enhanced by elevating the practices of post-secondary institutions producing the greatest numbers and percentages of racially diverse teachers and leaders. Researchers, practitioners, local and state education agencies (LEAs and SEAs respectively) should refer to them for examples of emerging, researched-based, and/or best practices.

The Department of Education's Transition to Teaching grants can be used by SEAs and LEAs to establish certification pathways that recruit, prepare, support and credential diverse candidates.

Examples of post-secondary institutions with scholarship, or career pathway, or mentorship programs focused on diverse candidates include: the Honor Scholars program at Southern University; the Sherman STEM Teacher Scholars Program at the University of Maryland, Baltimore County; the Call Me Mister program at Benedict College, Claflin University, Morris College and South Carolina State University and Clemson University; and the MAESTRO Program at the University of Texas of the Permian Basin. These programs feature a variety of on-campus supports, including financial assistance, all with expectations that program participants commit to teaching.

Create school-based summer job programs to expose current students to the teaching profession and provide employment opportunities

Research from a qualitative study in Boston found that creating opportunities for students to encounter the teaching profession early positively influences their decision to teach. 63% of participants in this study highlighted an experience in high school, college, an after-school program or as a substitute teacher that led them to pursue teaching (Bristol, 2013). One potential method for exposing students to teaching early is through a summer experience that matches students to a teacher during the teacher planning days preceding the academic year.

The Department of Labor has announced a \$20 million grant competition, Career Pathways for Youth (CPY) that will fund innovative career pathways for young people in up to ten communities across the country. The goal of this project is to expose young people to careers during the summer that motivate them to pursue in-demand job sectors. Given persistent teacher shortages throughout the country, many cities should take advantage of opportunities to develop career pathways in schools and in

communities that introduce students to opportunities within the profession in exciting and engaging ways—that account for the experiences of minority students in public schools today.

Administer professional development that supports retention

Efforts to increase the number of teacher candidates who represent diverse backgrounds must be coupled with efforts to ensure that they are supported in school environments that sustain their practice and keep them invested in the work. However, the reality is that many teachers of color experience schools and systems that make it difficult for them to stay in the profession. Schools in which minority teachers have disproportionately been employed have had, on average, less positive organizational conditions than the schools where White teachers are more likely to work, resulting in disproportionate losses of minority teachers” (Ingersoll, 2011).

Teachers of color are more likely to teach in schools where they share the race and ethnicity of the students (Boyd, 2003). According to research conducted in Boston, black male educators are more likely to leave schools where they are the only Black male teacher on staff (Bristol, 2013). These individuals, called Loaners, can be better supported by having other faculty in their schools that share their racial experience as well as tailored professional development that addresses issues they face in their school environments. Districts should monitor both the proportion of Black male educators working at high-poverty, high-minority schools in their districts, survey them, and encourage their administration to hire additional teachers or color when possible.

A number of organizations have developed collectives designed to support the retention of a diverse workforce. Profound Gentlemen and the Black Male Educators Convening are two examples of networks of Black male educators providing professional development that addresses the unique needs of and challenges faced by Black male educators.

Conclusion

Though not an exhaustive list, the aforementioned recommendations are designed to support states, local education associations, schools and communities in working together to increase diversity within and to improve cultural competency throughout the public education workforce. This work is required to support students who possess the skills, credentials and experiences needed to strengthen communities and our country.

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