DIVERSIFYING THE EDUCATOR TRAINING PIPELINE:

Policies & practices for diversifying teacher preparation programs

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INTRODUCTION

Studies on the United States show that racially diverse preservice teachers bring a richer multi-cultural knowledge base, are more committed to providing racially diverse children with academically challenging curriculum, and are more likely than their white counterparts to remain in the teaching profession (Sleeter, 2008). There are two arguments for having a diverse teaching force. First, a diverse teaching force will have positive impacts on diverse children's experiences and outcomes through the opportunity to work with culturally, racially, or linguistically similar teachers (Carver-Thomas, 2017; Cochran-Smith, 2004). There are many benefits to teacher racial diversity for students, namely improved academic growth, graduation, and discipline rates for students of color (Carver-Thomas, 2017; Chapman, 2021). Second, racially diverse teachers are more drawn to, and more successful in, teaching in high-need areas, particularly in low-income urban areas (Carver-Thomas, 2017; Cochran-Smith, 2004).

Given the benefits of racial diversity in teaching staff, supporting aspiring teachers of color in teacher education programs will support school-aged children across the nation. *However, the K-12 teaching force continues to be predominantly white*. Wisconsin's teaching force exemplifies this (Chapman, 2021). Ranked one of the worst states in the nation for Black youth (Becker, 2015), policy and practices must shift to better recruit and retain teachers of color to better support students of color in Wisconsin. The purpose of this brief is to examine why Wisconsin fails to recruit and retain teachers of color, and suggest possible steps forward to address this issue. Based on the issues that stall racial diversity in teacher preparation programs in Wisconsin, we suggest that policy focus on two main areas for improvement: sustained financial support and community-centered programming.

EXPLANATION OF TERMS

We use the phrase "teachers of color" similarly to Philip & Brown to signify folks who are and have been "racialized as non-white in societies structured by whiteness and white supremacy (2020, p. 7). We acknowledge that this phrase does not fully encompass the nuances that various ethnic and racial groups have experienced racism through white supremacy, and can continue erasure of identity, especially for Indigenous teachers. Our capitalization of Black but not white follows the culture-based rationale of Dumas (2016).

LITERATURE REVIEW

In this section, we review current and relevant literature around ongoing barriers for teachers of color attempting to enter, and remaining in, the teaching profession. We suggest four main areas where barriers lie: lack of clarity with and for recruitment, early program barriers, financial and testing barriers, and neoliberal forces.

Lack of Clarity in and for Recruitment

Recruitment of teachers of color into public schools is framed from desegregation attempts that pushed Black educators out of teaching jobs. After the Brown v. Board decision, many Black teachers faced demotions, firings, and forced resignations. *By the 1970s, "more than 38,000 African American educators lost their jobs"* (Ahmad & Boser, 2014, p. 4), thus creating a predominately white teaching force. Along with this, the low regard for teaching in U.S. society and among some students of color could turn away would-be potential candidates: why should they put up with the frustrations of the teaching profession? (Ahmad & Boser, 2014).

A trend seen is the avoidance of teaching programs. *Nearly half of newly employed Black teachers are certified through alternative pathways* (Carver-Thomas, 2017). In Ramirez's study, college students "made it fully clear that they had examined teaching as a career and were content in their decision of whether or not they would pursue teaching" (2010, p. 34). Coupled with the low regard of the teaching profession (Ahmad & Boser, 2014), low pay, and stressful workplace (Ramirez, 2010), have compounded and contributed to the low number of racially diverse teachers entering these programs.

One of the deficits of teacher recruitment is the teacher education programs themselves. Many programs, including teacher education programs in UW-system universities, are uniform for all teacher candidates, regardless of racial identity. As Rita Kohli stated, preparing white teachers and teachers of color "cannot look the same. Research has demonstrated that while white educators often must be taught about the pain of racism [], racial minority teachers are typically aware of the trauma that racism can cause through personal encounters" (2009, p. 237). Making and marketing the same teacher preparation program to both aspiring white teachers and aspiring teachers of color is not supportive.

Recruitment of teachers of color is bleak, but not uniformly so. When comparing Minority-Serving Institutions (MSIs) and Predominantly White Institutions (PWIs) like the UW system, MSIs have higher graduation rates of teachers of color than PWIs, and MSIs produce a more diverse teacher candidate pool (Carver-Thomas, 2017). Some MSIs also work with districts and schools in "human capital pipeline organizations," which improve and deepen connections with Black and Latinx communities and educators of color (Carver-Thomas, 2017). These strategies of MSIs are not seen broadly in PWI teacher education programs, including Wisconsin's teacher education programs.

Early Program Barriers in Pursuit of the Teaching Profession

Along the pathway to the teaching profession many minoritized students incur a number of barriers. To give context to the barriers we must first acknowledge the disparities among students in the educational pipeline generally. Specifically, high school completion has gradually increased among students of color across the nation, *college enrollment has starkly decreased*, with Black students having the largest decrease at 34.5% from 2010 to 2018 (Carver-Thomas, 2018). These numbers ask the question: If not college, what are students doing after completing high school? Investigating this question could not only be crucial to increasing college enrollment but may also highlight ways the teacher preparation programs can target students who may have finished high school and have yet to decide on a career path. Considering the limited number of minoritized individuals who do attend college, the existing barriers to the teacher profession serve as yet another challenge for prospective teachers of color.

Through reviewing literature and discourse, we have identified three barriers for minoritized students interested in the teaching profession in Wisconsin: Lack of clarity in the teacher preparation process, financial burdens, and praxis II testing. In the sections that follow, each of these barriers will be described more in depth.

Although the Wisconsin Department of Instruction (WDPI) describes that there is a pathway to licensure in the state of Wisconsin. They provide little clarity or resources on how one can move through that path. On their website, they describe a linear path to teaching and oversimplify very complex decisions for students. For instance, the bachelor's degree pathway asks a candidate to first "decide" what they want to teach (Wisconsin Department of Public Instruction, 2021). There is an inherent assumption here that students know and understand secondary education subjects and the politics of selecting one. Furthermore, the website gives no indication on the benefits of being a teacher or its impact, again

assuming that students inherently understand their value beyond surface level assumptions. The website does note that Wisconsin has an Educator Rising Chapter, an organization that develops a pathway for students to the teaching profession, however a quick search will find no information about its existence.

The lack of information regarding the teaching profession is potentially a huge barrier for students of color to consider teaching as a career option. This is a significant missed opportunity on the part of WDPI. Informing students early on the potential for a teaching career is both crucial and in line with the ways many other professions recruit students. Moreover, in promoting the teaching profession, one must not assume that all students have similar social capital to navigate the pathways.

Financial and Testing Barriers

Many minoritized students experience significant financial burdens while pursuing a degree in teaching, namely the cost of attending a college or university. Fields of education are generally limited in funds and have fallen out of favor with neoliberal politics due to their high cost of maintenance and low return. Teaching is no different. Teachers incur low wages and experience huge pay disparities when compared to fields such as science, technology, engineering and math (STEM), and limited funding can deter students from pursuing the profession and create significant financial burdens for prospective teachers.

The February 2021 Open Doors Report of Wisconsin Teacher Diversity suggests that funding for students hoping to pursue an education degree remain limited, specifically noting the Wisconsin Minority Teacher Loan Program, which extends loan forgiveness to students in Wisconsin pursuing teaching shortage areas. *Participation in the Wisconsin Minority Teacher Loan Program declined from 68 awardees to just one in the span of four years* (2014-2018). Adding more burden to minoritized students is the cost of the Praxis II test, one of three options prospective teachers can pursue to meet the "subject area competency" requirement for licensure. Prospective teachers can also show their competency by receiving at least a 3.0 GPA on a 4.0 scale in the content area or position of their licensure program or by submitting a "content portfolio" in accordance with their program's requirements. On top of the competency requirement, applicants for licensure as an elementary school teacher, special education teacher, reading teacher, or reading specialist must pass the WFoRT, which comes with a $139 registration fee (Wisconsin Department of Public Instruction, n.d.; NES Wisconsin, 2021).

Though the Praxis II test is technically optional, students are often unaware that the GPA and portfolio options exist. Even so, the alternatives are not always easily attainable. At UW-Eau Claire, for example, candidates who do not have a 3.0 GPA may only pursue the portfolio option *after* they have failed the Praxis II test twice (University of Wisconsin-Eau Claire, 2021). For elementary education students at UW-Madison who do not obtain a 3.0 GPA, there is no portfolio option. They must take the Praxis II test (UW School of Education, 2021). The cost for each Praxis II test (depending on subject matter) ranges from $60 to $170 (ETS, 2021). This adds up quickly for students who want to appear more "marketable" by testing in several subjects. As the financial barriers mount at every turn, more and more students will turn away from teaching, hoping to find more economic stability and less financial stress. Addressing the financial concerns could make the teaching profession a more attractive destination for prospective students.

It is important to note the extreme disparities among those who actually pass Praxis II in Wisconsin. According to the 2019 annual report on educator preparation programs (Wisconsin Department of Public Instruction, 2019), *students of color (Asian, Native, Black, Hispanic/Latinx) all fell behind white students on pass rates of both the Praxis II and WFoRT tests*. In 2017-18, white students who took the test for the first time passed at a rate of 85.8%, followed by Asian students at 51.9%, Black students at 24.2% and Hispanic students at 14.6%. Pass rates based on any number of attempts boasted even larger disparities with white students passing at 88%, Asian students at 50%, Black students at 20.9%, and Hispanic students at 25.0%.

Wisconsin Praxis II Pass Rates - Candidates by Ethnicity and Attempts (2017-2018)
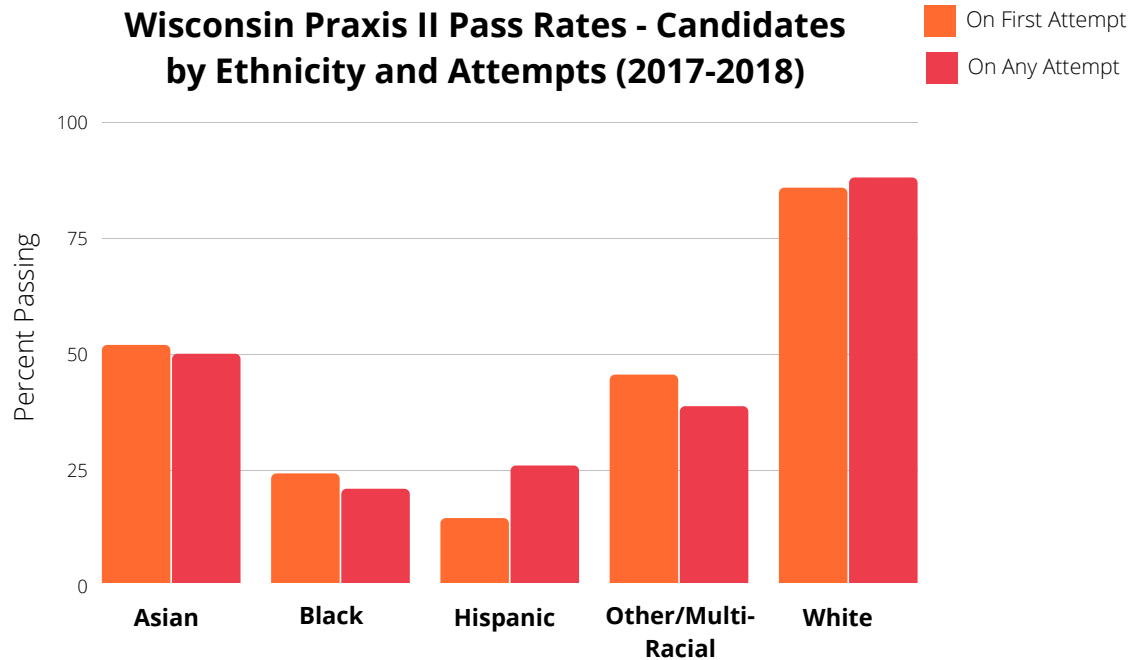
*Data not available for Native Candidates, of which there were fewer than 10 test-takers statewide 2017-2018.
(Wisconsin Department of Public Instruction, 2019)

What these disparities signify are huge flaws in how we measure who deserves to become a teacher. Considering that the measurement tool comes from Education Testing Services (ETS), this should come as no surprise. Historically, tests provided by ETS (Praxis, GRE, SAT, ACT, etc.) have produced significant disparities among white students and students of color. Furthermore, ETS has drawn much criticism for its neoliberal stature, drawing in millions of dollars from testing fees and test preparation programs that are mandated across states (for licensure) and postsecondary institutions (for college admission). Guiner (2015) goes as far as to say that ETS's tests measure "wealth" rather than educational standards.

Neoliberal Forces

In recent education reforms and trends, neoliberal policies and practices have damaged the traditional and non-traditional pathways to teaching. Broadly, neoliberalism privileges market strategies over public institutions in attempting to redress social issues through policy and ideology (Picower, 2011). It is employed as a tool for consolidation of elite power, through which education is a pathway for wealth (Sleeter, 2008). *While neoliberalism is typically thought of as an economic model, its impacts have far-reaching social and cultural consequences, particularly in education* (Horsford et al., 2019). It abdicates responsibility and outsources responsibility from government and state agents to private agents (Horsford et al., 2019). With the market less regulated, racial inequities continue and can deepen, thus interlacing neoliberal policies and practices with endemic racism. The continuation of inequities and inequalities (i.e. financial, material, educational, etc.) are framed as unrelated to race since post-Civil Rights Era policies "have been enacted to provide equal opportunity for all" (Diem & Welton, 2021, p. 11).

Neoliberal forces in education, which rose in the 1980s (Diem & Welton, 2021), significantly impact colleges today. With a focus on the individual - an emphasis on choice and the myth of meritocracy (Picower, 2011) - neoliberalism drastically changed how education looks. These changes are not limited to, but include: an increased focus on accountability systems that blame and punish individuals (mostly students and teachers) (Picower, 2011); increased mobility of students; weakening of professional systems and capacities (Horsford et al., 2019), and increased debt. Rather than examining inadequate policies and systems, neoliberal policies redirect attention. This creates schooling environments

"characterized by compliance, conformity, and fear" (Picower, 2011, p. 1106). Especially for Wisconsin, when the university becomes an extension of the state, and if the state enacts neoliberal ideology, so will the university. Education gets caught in a spiral of "downsizing of public services and substantial narrowing of the meaning of democracy" (Sleeter, 2008, p. 1947) in the name of corporate expansion.

Teacher education programs are implicated in this shift to neoliberal policies. These manifest as a movement toward high-stakes and high-cost standardized testing prior to and during teacher education, an emphasis on moving preservice teachers through programs without creating or uplifting community/-ies during the program, and centering a one-size-only model for teacher preparation within university settings. Three pressures programs face are: to prepare teachers as technicians, and not equity-oriented professionals with explicit training in multicultural practices; to test content, and not professional expertise; and to bypass university-based teacher preparation by seeking credentials through private organizations, such as Teach for America (Sleeter, 2008). All of these pressures and influences lead to a demise of work ethic (seen through the increase of burnout culture), a loss of career employment, an abdication of responsibility by management, and fewer mutually-supportive professional relationships (Horsford et al., 2019).

WISCONSIN'S SITUATION

"Forward" was an appropriate motto as Wisconsin navigated the Progressive Era attempting to marry utilitarianism and socialist reform, ideally creating a legislation model that would serve as a paradigm for the rest of the union. On the back of the university system, the state committed itself to the "Wisconsin Idea," which held that university research should drive policy making in the Badger State. Governor Adlai Stevenson of Illinois stated that the Idea, "[M]eant a faith in the application of intelligence and reason to the problems of society. It meant a deep conviction that the role of government was not to stumble along like a drunkard in the dark, but to light its way by the best torches of knowledge and understanding it could find." In 2015, Governor Scott Walker attempted to revise the language of the Wisconsin Idea by changing the wording "search for truth" and "improve the human condition," *replacing them with "meet the state's workforce needs."* It was an attempt that was met with so much bi-partisan criticism that it was withdrawn and blamed on a "drafting error" (Hague, 2020).

That philosophy behind the Idea could be what sees a politically-divided Wisconsin out of its most recent crisis in education: the growing number of students of color in the classroom and the lack of teachers of color to educate them. Students of color compose 30.7% of Wisconsin's K-12 classrooms in 2019 (Chapman & Brown, 2020, p. 5). That is an increase of roughly 28% over the last decade (Chapman & Brown, 2020, p. 8). However, the number of teachers of color in the state's workforce has remained largely stagnant, since *white teachers fill 95% of the classroom positions* (Chapman & Brown, 2020, p. 5). Black and Hispanic students face the largest student-teacher race gap at rates two to three times larger than their peers who identify as another race (Chapman & Brown, 2020, p. 13). It is disheartening that students with teachers that "look like them" see gains in academic achievement, student engagement, relational capacity, and long-term educational outcomes among other things (Chapman & Brown, 2020, p. 7).

The university system in the state is already obligated to promote a diverse teacher preparation program as PI 34.11(1) & PI 34.14(1) mandate that universities "recruit, hire, and retain a diverse educator preparation faculty" and provide "sufficient resources to recruit, admit, and retain a diverse student body." These laws are further supported by jurisprudence in the Supreme Court case Gratz v. Bollinger (2003). Despite this, the university system often falls short of those goals. Recently the system was criticized for putting together a search committee for a new system president that lacked diversity (Shastri, 2019). In addition, the state's largest university, UW-Madison, struggles to recruit/retain a diverse faculty. Among the

34 of 65 Association of American Universities (AAU) who published diversity statistics, UW-Madison ranked 29th in percentage of faculty who identified as a minority ("Trends," 2020, p. 11).

In 2010, 68.7% of the state's Black high school graduates were enrolled in a two- or four-year college; by 2018, *that percent had dropped by a third to 40.3%* (Chapman, 2021, p. 15). One reason for this decline is that these students are left to "sink or swim," and given little help in navigating the culture and complexities of enrolling in college and meeting its expectations, costs, and requirements (Chapman, 2021, p. 13).

Narrowing this discussion to teacher preparation programs, Wisconsin faces issues of recruitment and preparation. *Enrollment in teacher prep programs has dropped 33.4% statewide*, a number that is less than the national decline or in most states within the Midwest (Wisconsin Department of Public Instruction, 2019). Wisconsin not only struggles to grow the teacher workforce, but it also does not prepare teachers for working in communities where their students are members of marginalized groups. Attempts at recruiting racially diverse students into teacher preparation programs are not enough. As argued by Chapman, "many teacher preparation program instructors have never taught in urban contexts where students of color and low-income students make up sizeable shares of classrooms" (2021, p. 12).

The state and some of its universities are working to address these issues. Most notably, the Wisconsin Minority Teacher Loan Program offers loan forgiveness to students of color with a 3.0 or higher GPA who agree to teach at least for four years at a school that services at least 40% students of color. Additionally, students in the program are licensed in an area of need, which includes math, science, and various special education licenses. In spite of the benefits of this program, in 2017-2018 only one person applied for this loan (Chapman, 2021, p. 16).

Another initiative comes from the UW-System's Institute for Urban Education (IUE) internship program. Housed out of UW-Milwaukee, the IUE internship program offers future educators of all ethnicities a chance to earn a teaching license through a program that focuses on developing teachers to work in an urban context. One of the program's most notable features is that in lieu of a traditional student-teacher placement, teacher candidates are paired with experienced classroom teachers who serve as on-the-job mentors. Those enrolled in this program are paid for these full-time internships (Chapman, 2021, p. 18).

Individual universities in Wisconsin are also offering their own initiatives for diverse teacher recruitment. While all of these programs stress they were created to promote diversity, it should be noted that none of them are exclusively available to students of color. UW-Madison offers the "Wisconsin Teacher Pledge," which offers tuition/expenses reimbursement for all students who obtain a DPI license and work in Wisconsin for four years (or three years, if in a high-need area). This initiative was supported by $18 million dollars in donor funds and began in the 2020 fall semester ("UW-Madison," 2021). UW-Lacrosse offers a similar program, "Grow Your Own-Teacher Diversity Program," open to all students who are willing to complete an essay outlining their commitment to teaching, diversity, and equity. It is a last-dollar scholarship, offering the potential for full tuition reimbursement ("Grow," 2021). UW-Whitewater offers a "Future Teacher Program" that does not offer any financial assistance, but it does offer learning communities, workshops, and other opportunities for all students pursuing a degree in education ("Future," 2021). Finally, most Wisconsin universities offer a waiver to the Praxis II test if students have a 3.0 or higher GPA. This addresses a major hurdle, as white students had an 88% pass rate on this test while Black and Hispanic students had a pass rate below 25% (Chapman, 2021, p. 20).

Beyond educating future teachers, university programs could answer another issue in education: developing school leaders from historical marginalized groups. The lack of diversity among school leaders

in Wisconsin's workforce creates a number of challenges. A WEAC survey found that 72.9% of its members identify that their school uses a top-down leadership hierarchy instead of shared leadership practices (Moving Education Forward, 2020). School leaders both lacking diversity and a willingness to share decision-making creates an environment that is susceptible to perpetuating systemic issues faced by staff and students in marginalized communities. Furthermore, teachers of color "appear to gravitate toward schools and districts where there are leaders of color," which suggests that teachers of color feel "more supported, report higher job satisfaction, and are less likely to turn over when their principal shares their same racial or ethnic background" (Chapman, 2021, p. 22).

RECOMMENDATIONS

We agree with Ellis & Epstein that *"there has never been an ethnically representative teaching force, and the legislators and policymakers with authority to mandate one have never been willing to do so*" (2015, p. 139). Based on these barriers to racially diverse teacher recruitment, we see three areas for sustained change: financial support, community-centered programming, and re-professionalization of teaching. All three of these areas for change can be found within our four barriers. We have divided our recommendations into three categories, though there is overlap between them: recruitment, application/ admission, and retention and long-term change.

Recommendations for Recruitment

To address recruitment, we see two main strands of improvement: outreach and programmatic structuring. We divide our recommendations into those categories. Improving outreach to would-be teachers of color is critical for strengthening diversity in teacher education. This should begin well before college. University partners should hold informational sessions, career and graduate school fairs (Nuñez & Fernandez, 2006), and hiring events (Ellis & Epstein, 2015) in coordination with high schools in the local areas. Folks working in teacher education should connect with high school career centers and guidance counselors (Ramirez, 2010). Programs could form cohorts from recruiting racially diverse students from high school, and continue these cohorts through the duration of the teacher education program (Ramirez, 2010) as a network of mutual support. Referrals from partner institutions (Nuñez & Fernandez, 2006) should be taken seriously as well, and connecting to communities with personal and professional/alumni networks might successfully mobilize support and encouragement of the next generation of teachers of color (Ellis & Epstein, 2015; Nuñez & Fernandez, 2006).

Additionally, the structure of the programs to which recruitment is happening should be examined for their applicability and appeal. Funding and/or creating alternative certification pathways, "grow-your-own," and pipeline programs could create more supportive spaces for learning for students of color (Ahmad & Boser, 2014; Carver-Thomas, 2017; Chapman, 2021; Ellis & Epstein, 2015). Creating and financially supporting mentorship programs between community and teacher education spaces (e.g. Curammeng & Tintiangco-Cubales, 2017), akin to teacher residencies (Carver-Thomas, 2017) would both ground and support students of color as they become teachers in the community. Servicing scholarships and grants to eliminate tuition or student debt (Ahmad & Boser, 2014; Carver-Thomas, 2017; Ramirez, 2010) would alleviate some of the financial burden to would-be teachers of color, and providing specialized financial incentives for strong candidates would further encourage their commitment to the profession (Ahmad & Boser, 2014). Finally, connecting to communities is always critical for long-term partnerships and supportive networks.

Recommendations for Application & Admission

Scholars have suggested a number of recommendations to improve the application and admission process

for students (Ellis & Epstein, 2015). Ellis and Epstein recommend three potential ways to diversify the teaching pool: *(1) fund test preparation and fees, (2) discuss and evaluate tests for biases (3) develop waivers for majors and approved programs of study in place of testing* (2015, p. 145).

First, as was noted earlier, funding continues to be a serious barrier to minoritized students pursuing a teaching degree. Funding the credential process serves to mitigate some of these challenges. Specifically, students who do not meet the competency requirement by GPA or portfolio, if available, may attempt more certification tests in an effort to increase their marketability, thus creating a better opportunity for employment for those who can afford testing costs. Conversely, those who cannot afford more tests are limited to basic certification which hinders their professional development and job prospects.

Second, the certification tests themselves have biases, and some even questioned the foundations and accuracy of the exams (Guinier, 2015). The cause for concern around testing should lead state education departments to consider alternative ways of measuring teaching preparedness. For instance, state educational departments could encourage an extra course that helps to evaluate teaching preparedness or offer an interview style evaluation. These test alternatives would increase the access for more diverse students to enter into the teaching profession while maintaining high standards of teaching.

While the Praxis II is not specifically required for all programs, it remains an option that could be uplifted and required locally, depending on the teacher education program. There are also other standardized tests that may be required, such as the Wisconsin Foundations of Reading Test (WFoRT) for all Wisconsin elementary educators, special educators, and reading specialized educators. Thus, programs should decenter standardized testing as a choice and, when applicable, as a requirement.

Last, higher education institutions should look to change the feel of their programs (i.e. Kohli, 2009). That is, as our nation changes demographically, it is important that the reach of education grows with it. For example, institutions should look into incorporating more community engagement models so that teachers can be informed on the community ecosystem from which they are a part of. Teaching is a crucial part of any community, thus teachers should be well-informed on the conditions, challenges, and level of access that students have toward knowledge and education writ large.

Recommendations for Retention & Long-Term Change

As scholars have previously suggested (e.g. Carver-Thomas, 2017; Chapman, 2021), *recruitment without attention to retention is futile*. In order to sustain diverse teacher recruitment, policies and teaching culture changes must accompany it. Two notable deterrents from teaching as a career are salary and over-regulation (Ramirez, 2010). Sustaining support for teachers of color must address these barrier areas.

To address issues of teacher pay, the first solution is to increase teachers' salaries across the state (Ramirez, 2010). Additional compensation that increases yearly for teachers who work in underserved schools would support predominantly teachers of color, who more often choose to work with these communities. Building into teacher education programs stipends or regular pay for student teachers at the rate of teacher assistants - as some states already do - would support aspiring teachers and increase the sense of importance to the student teaching semester(s) (Ramirez, 2010). Finally, developing specialized low interest home buying programs for teachers (Ellis & Epstein, 2015; Ramirez, 2010) lessens financial stress and increases the likelihood of teachers living within and connecting with the communities with which they work.

Supporting teacher autonomy is key in addressing perceptions and realities of over-regulation. This can

take different forms. Providing incentives for pursuing and finishing master's degrees (Ramirez, 2010) supports the ideal of a teacher as a learning professional. Creating sustained professional development that supports teachers of color "in a community that provides them with praxis-oriented tools to help them find healthy ways of sustainably pursuing racial justice" (Carver-Thomas, 2017; Pizarro, 2017, p. 155) is critical. Creating programs built specifically for the growth and development of teachers of color, knowing that this must look different from educating white teachers (Kohli, 2009) would also support post-graduation networks on which new teachers could rely for support and advice (Chapman, 2021).

While this brief focuses on diverse teacher recruitment, it should not be examined in isolation. We suggest that an approach that centers both diverse teacher recruitment and retention is necessary, as without the ongoing postgraduate support in full-time teaching environments, diverse teachers will continue to leave the profession (Ingersoll & May, 2011).

ADDITIONAL RESOURCES

There are several teacher preparation programs across the U.S. that boast positive results. Most of them note both the specific community context in which their programs are built, and the sustained financial support needed for continued success. While there is no program that is adaptable and scalable for any context, we can learn from these community-centered programs in crafting our own financially-supported, community-grounded programs for specific Wisconsin communities across the state.

Some teacher education programs from which Wisconsin communities could use for inspiration include: Grow Your Own - Illinois; Washington state's "Recruiting Washington Teachers" program; Oklahoma City's Bilingual Teacher Pipeline Project; Pathways2Teaching in Colorado; and Emerging Educators Program in Milwaukee. Mentorship and/or community-centered programs to look at include: Pin@y Educational Partnership in the San Francisco/Bay area; California Mini-Corps; and the Black Teacher Project in Oakland, San Francisco, and NYC). Other notable initiatives for connecting with individuals who are interested in education but not currently in high school are the Black Male Educators for Social Justice network in Philadelphia and Minneapolis Public School's high-touch recruitment methods.

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