DIVERSIFYING THE EDUCATOR TRAINING PIPELINE:

Policies & practices for diversifying teacher preparation programs

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2 | **BARRIERS TO TEACHER DIVERSITY**

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1

POSITIVE IMPACTS OF TEACHER DIVERSITY

POSITIVE STUDENT IMPACTS OF TEACHER DIVERSITY

- Boosts to academic performance of students of color;

- Lowers high school dropout rates & increases in students of color aspiring to attend college;

- Lowers rates of expulsion and suspension among Black students with Black teachers;

- Teachers of color perceived more favorably by students, regardless of the students' racial identity.

Source: Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/ diversifying-teaching-profession

People of Color in the US Teaching Workforce, Student Population, and the General Public

Public School Students (2014)

US Population (2016)

Teachers (2014-2015)

50%

40%

20%

Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute.https://learningpolicyinstitute. org /product/diversifying-teaching-profession

2
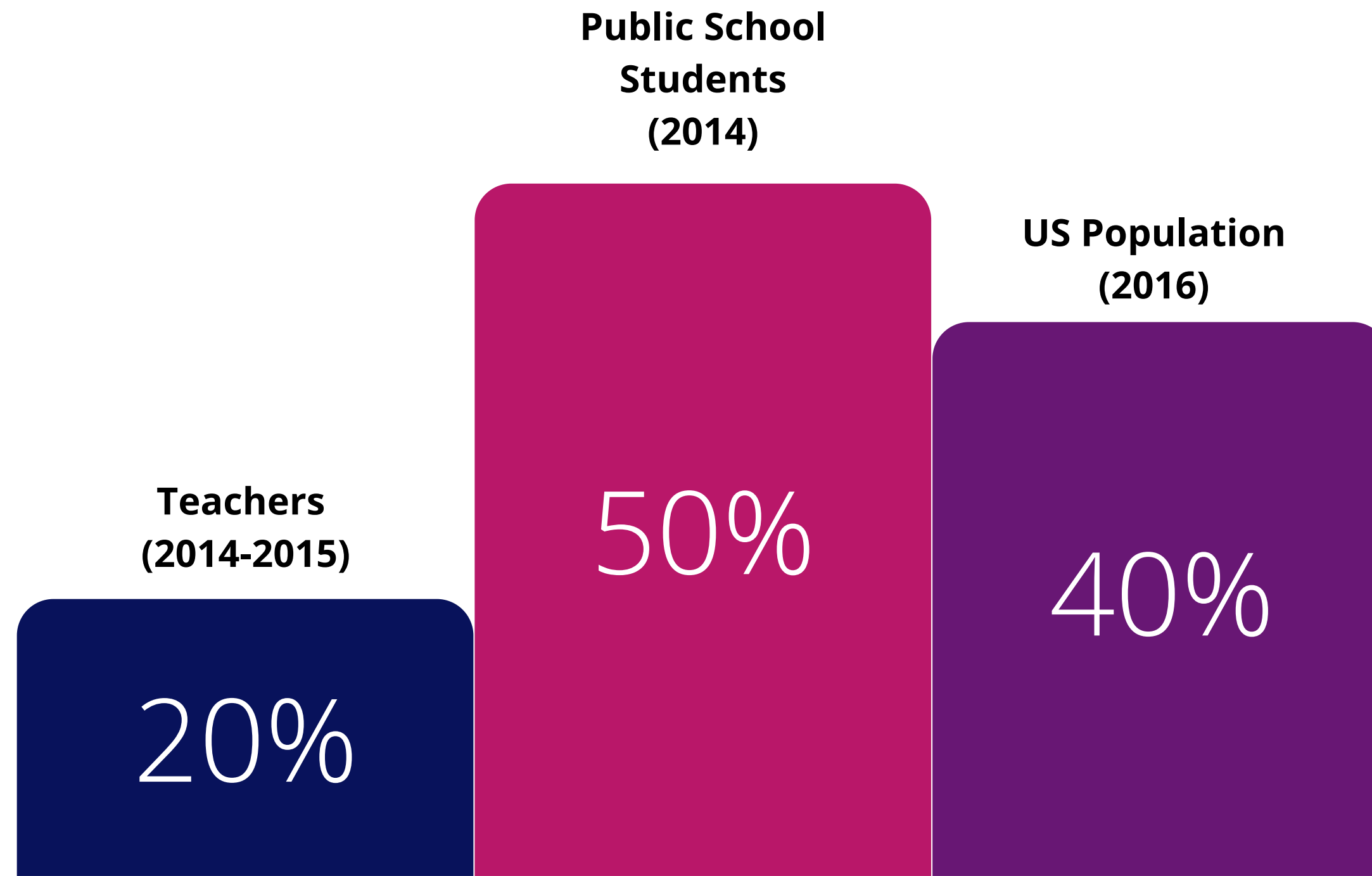
BARRIERS TO TEACHER DIVERSITY

GENERAL ISSUES WITH RECRUITMENT

- Low regard for the teaching profession - stressful working conditions as a barrier.
- College students of color have considered education - but are content in their decision to not pursue it.
  - Teaching not seen as a desirable profession.
- Legacy of exclusion and push-out of Black educators from teaching profession.
- Lack of connection between universities and local communities.
- Market-driven systems blame and punishment individuals (students & teachers) rather than change inequitable and inadequate school systems.

Sources: Ahmad & Boser, 2014; Carver-Thomas, 2017; Chapman, 2021; Horsford et al., 2019; Picower, 2011; Ramirez, 2010; Sleeter, 2008.

EARLY TEACHER EDUCATION PROGRAM BARRIERS

Wisconsin Department of Instruction (WDPI) lacks clarity in the pathway toward licensure. Specifically, we note three areas that are unclear via the WDPI website and other resources:

- Status of the Educator Rising Chapter
- Few resources to understand benefits of teaching
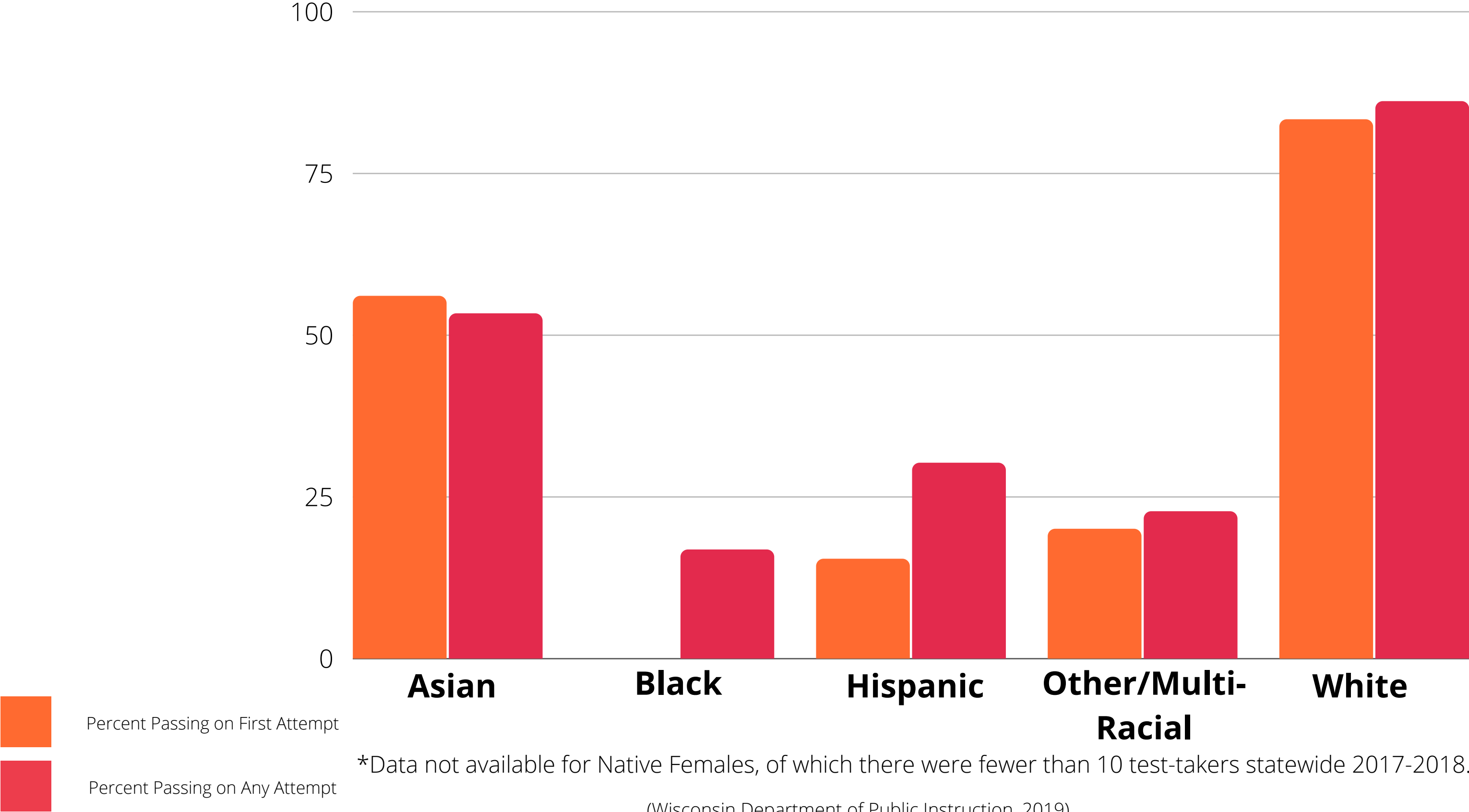- Lack of clarity on the connections between WDPS and teaching programs in Wisconsin

FINANCIAL & TESTING BARRIERS IN TEACHER EDUCATION

Wisconsin Minority Teacher Loan Program (loan forgiveness to students in Wisconsin pursuing teaching shortage areas) declined from 68 awardees to 1 in the span of four years (2014-2018).
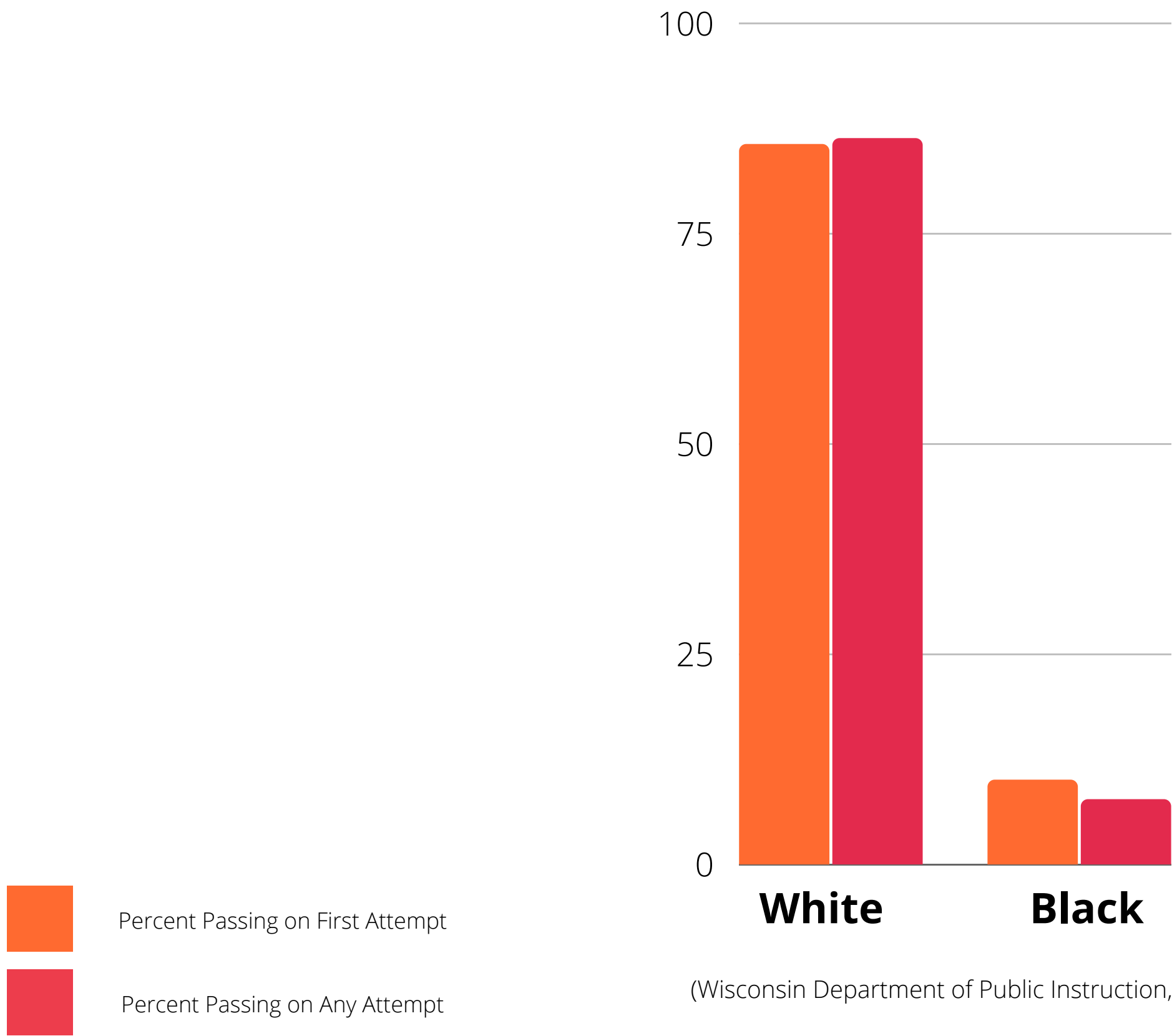
The cost of the Praxis II test, a requirement for teacher licensure in Wisconsin: each test (depending on subject matter) ranges from $60 to $170.

Pass rates based on any number of attempts on Praxis II 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 - Female Candidates by Ethnicity and Attempts (2017-2018)

Percent Passing on First Attempt

Percent Passing on Any Attempt

*Data not available for Native Females, of which there were fewer than 10 test-takers statewide 2017-2018.
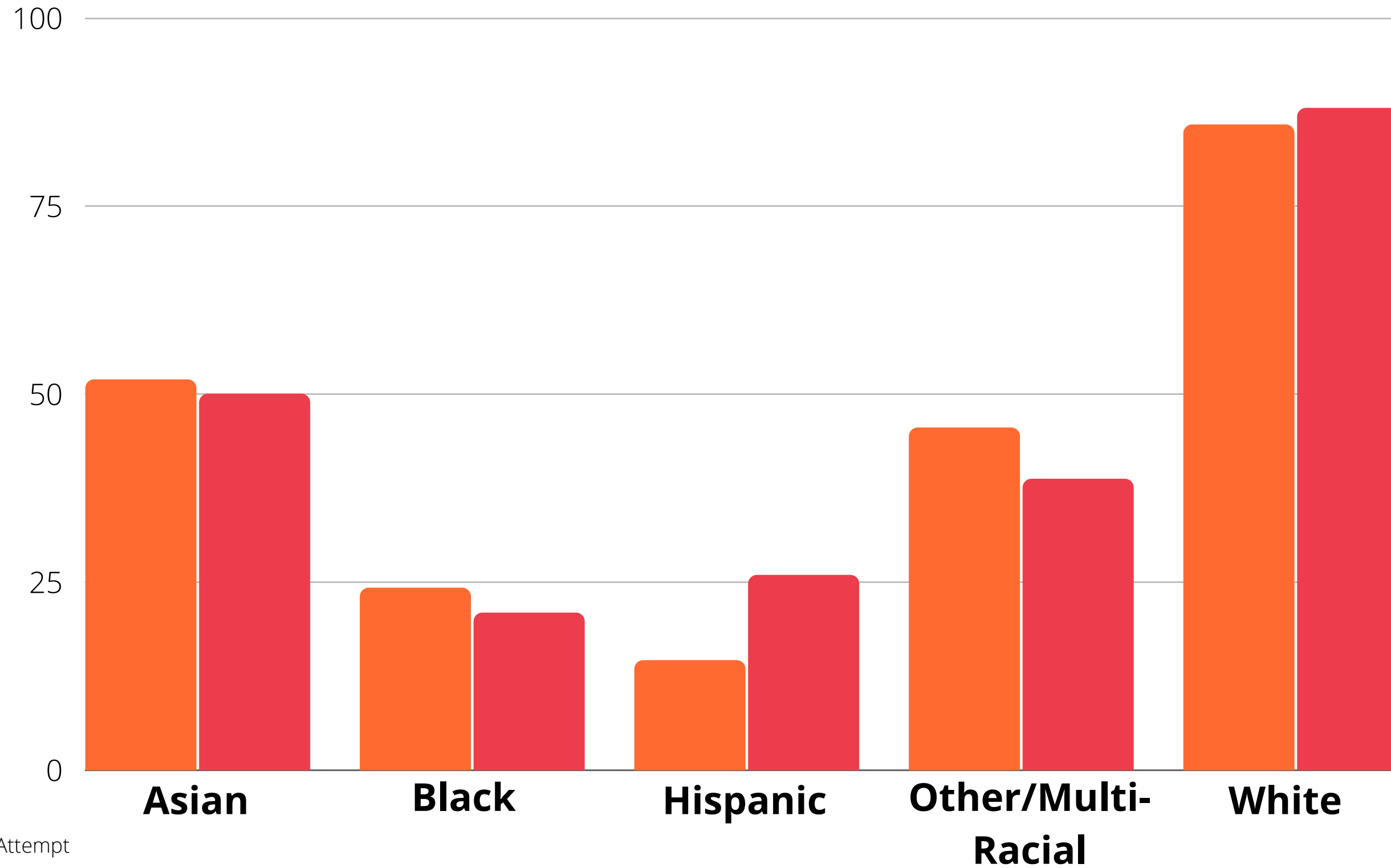
(Wisconsin Department of Public Instruction, 2019)

Praxis II Pass Rates - Male Candidates by Ethnicity and Attempts (2017-2018)

*Data not available for Asian, Hispanic, Native, and Other/Multi-Racial Males, of which there were fewer than 10 test-takers statewide 2017-2018.

Percent Passing on First Attempt

Percent Passing on Any Attempt

(Wisconsin Department of Public Instruction, 2019)

Wisconsin Praxis II Pass Rates - Candidates by Ethnicity and Attempts (2017-2018)

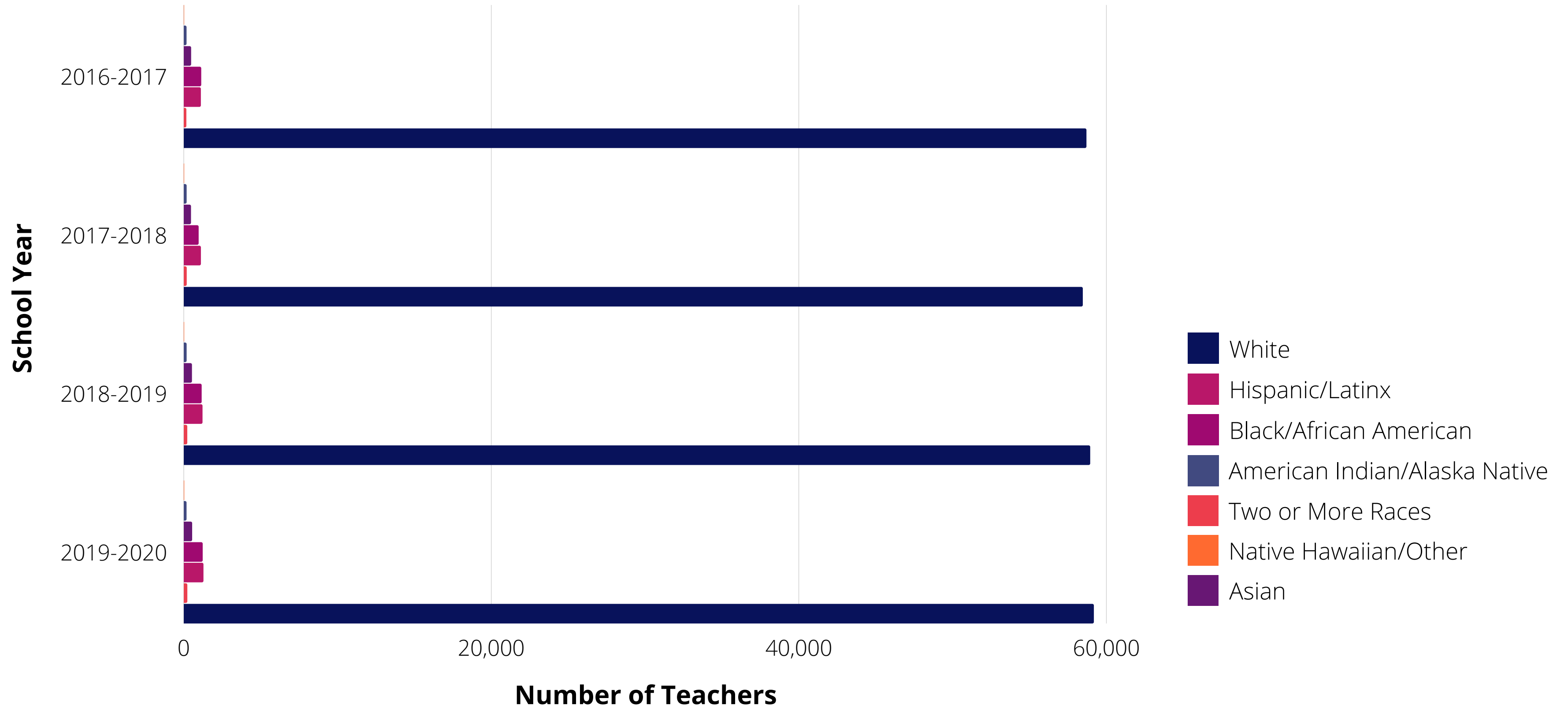Percent Passing on First Attempt

Percent Passing on Any Attempt

*Data not available for Native Candidates, which had fewer than 10 test-takers statewide 2017-2018.

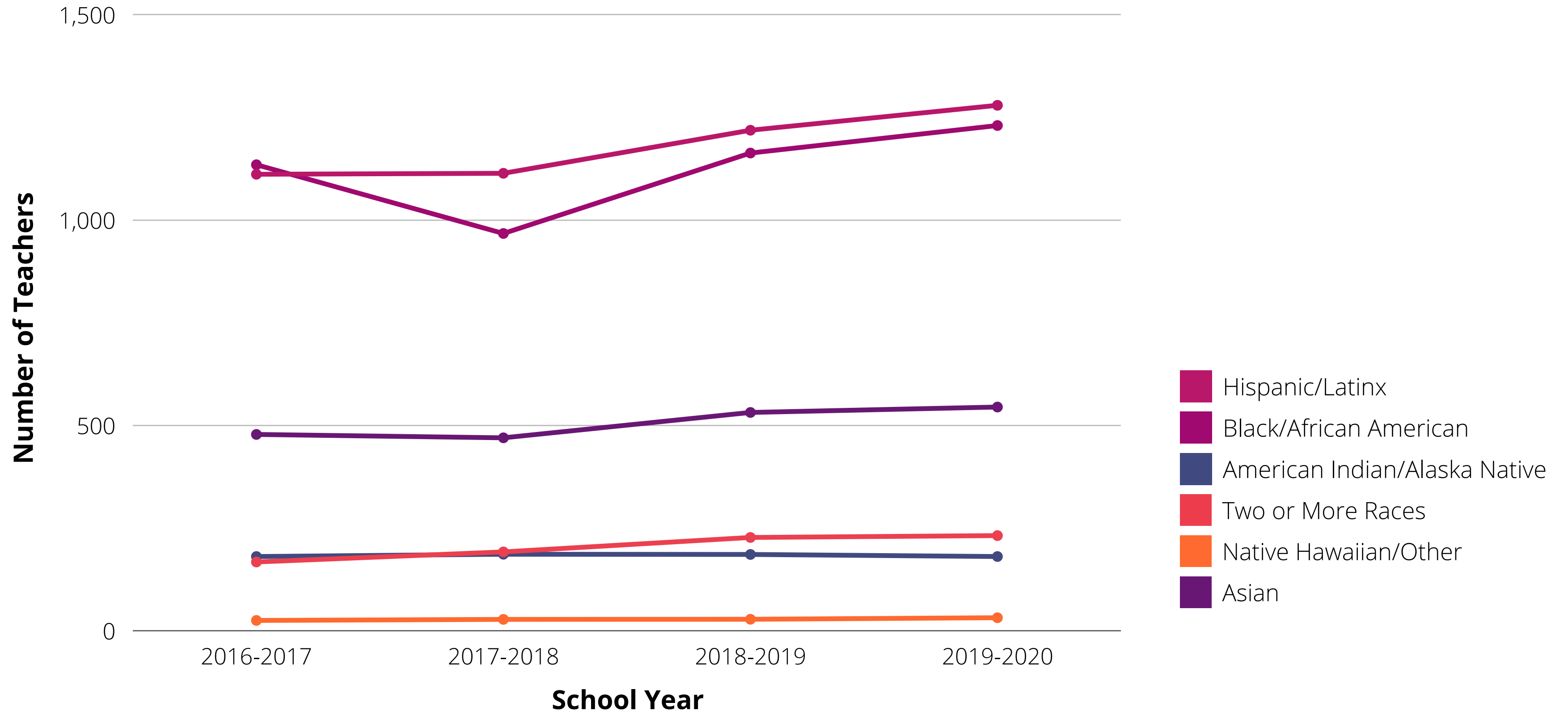(Wisconsin Department of Public Instruction, 2019)

3

CURRENT WISCONSIN CONTEXT

Teachers in Wisconsin by Race
from 2016-2020

School Year

2016-2017

2017-2018

2018-2019

2019-2020

Number of Teachers

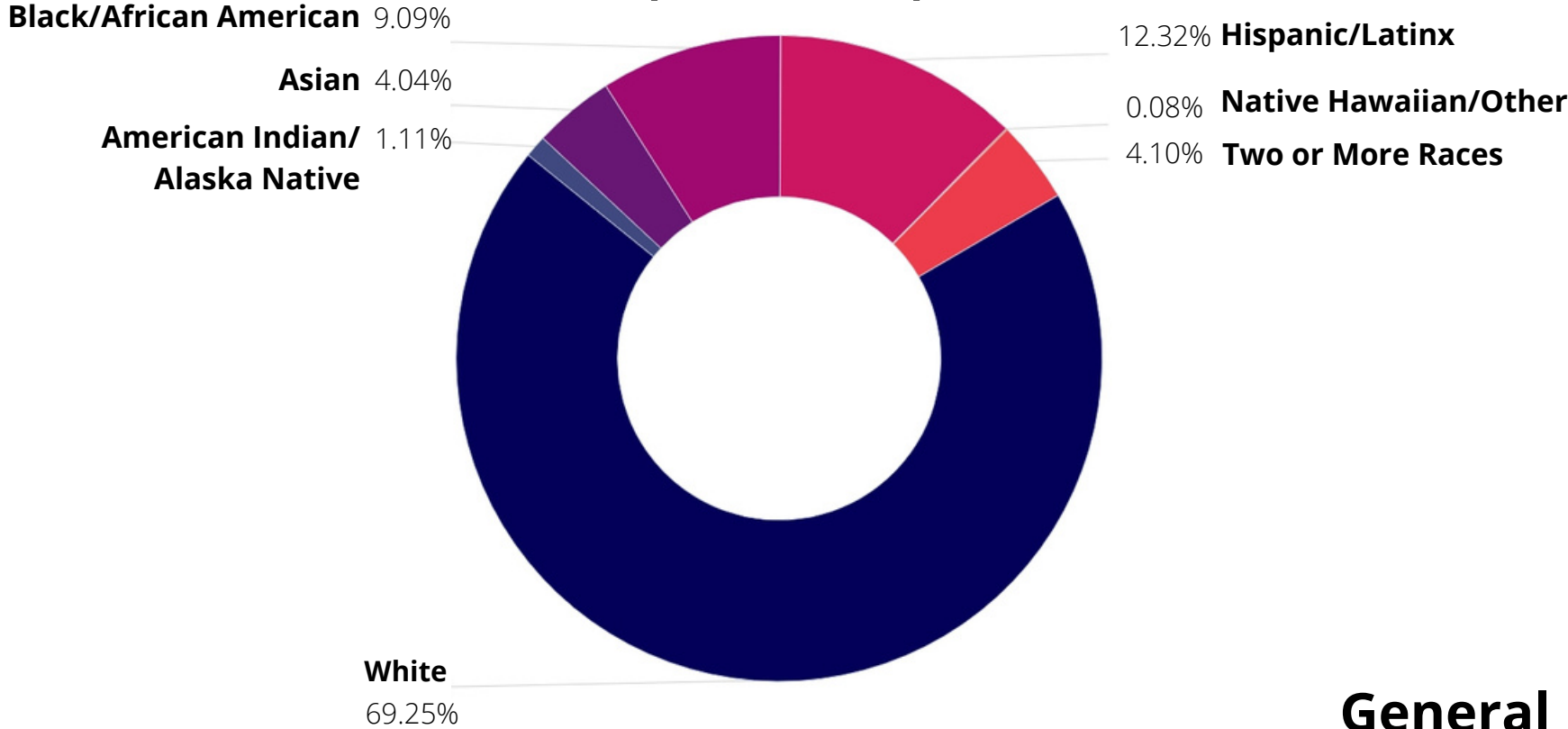|	
■	White
■	Hispanic/Latinx
■	Black/African American
■	American Indian/Alaska Native
■	Two or More Races
■	Native Hawaiian/Other
■	Asian

0   20,000   40,000   60,000

(Wisconsin Department of Public Instruction WISEscan,and Public All Staff Report, 2020, Calculations by MCS)
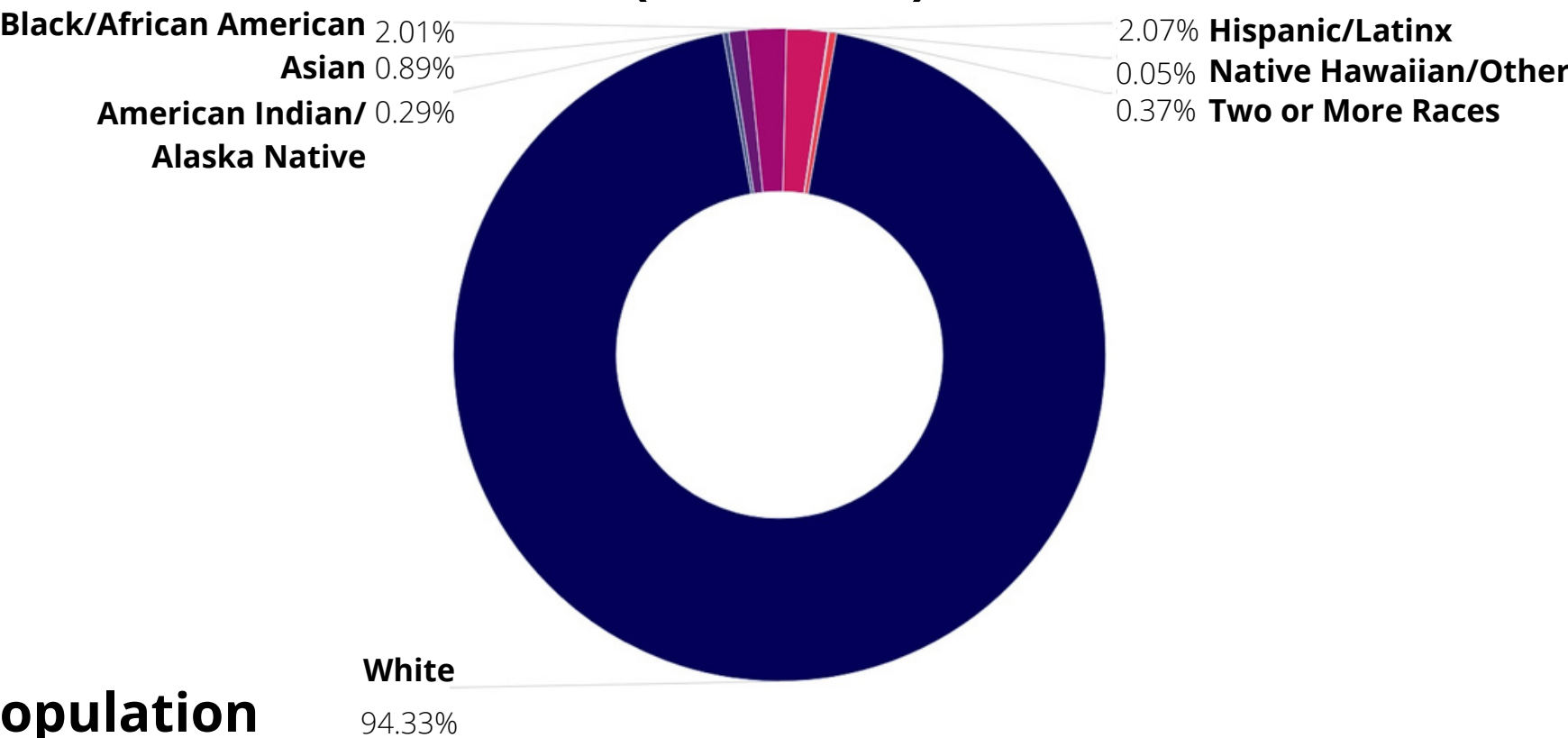
Teachers of Color in Wisconsin from 2016-2020 by Race

Number of Teachers (y-axis): 0, 500, 1,000, 1,500

School Year (x-axis): 2016-2017, 2017-2018, 2018-2019, 2019-2020

Legend:
- Hispanic/Latinx
- Black/African American
- American Indian/Alaska Native
- Two or More Races
- Native Hawaiian/Other
- Asian

Wisconsin Department of Public Instruction WISEscan,and Public All Staff Report (2020), Calculations by MCS

Wisconsin Students, Teachers, and General Population by Race

Students
(2019-2020)

Black/African American 9.09%

Asian 4.04%

American Indian/ Alaska Native 1.11%

12.32% **Hispanic/Latinx**

0.08% **Native Hawaiian/Other**

4.10% **Two or More Races**

White
69.25%

Teachers
(2019-2020)

Black/African American 2.01%

Asian 0.89%

American Indian/ Alaska Native 0.29%

2.07% **Hispanic/Latinx**

0.05% **Native Hawaiian/Other**

0.37% **Two or More Races**

White
94.33%

General Population
(2019)

Black/African American 6.7%

Asian 3.0%

American Indian/ Alaska Native 1.2%

7.1% **Hispanic/Latinx**

0.1% **Native Hawaiian/Other**
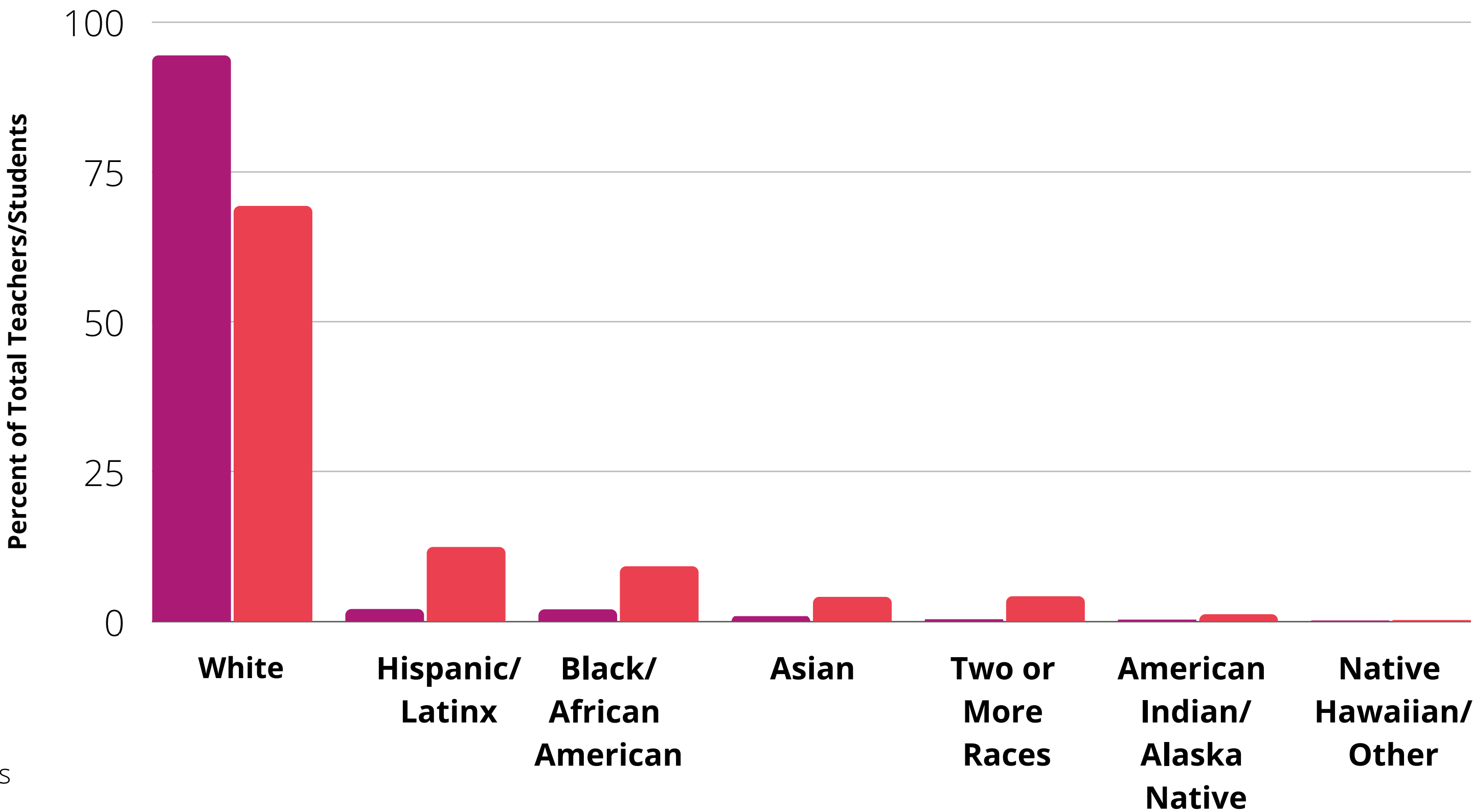
4.0% **Two or More Races**

White
80.9%

*Note: In the Census Bureau's survey, Hispanic/Non-Hispanic determination is separate from racial designation. Hispanic/Latinx individuals can belong to any race. The "White" category on this chart reflects WI's White Non-Hispanic population with the overlap of Hispanic/Latinx participants and races other than White (about 1%) falling across the other categories.

US Census Bureau (2019)

Wisconsin Department of Public Instruction Public All Staff Report (2020)

Wisconsin Department of Public Instruction WISEdash (2020)

Wisconsin Teachers of Color vs. Students of Color in 2020

Percent of All Teachers/Students of Color

15

10

5

0

Hispanic/
Latinx

Black/
African
American

Asian

Two or
More
Races

American
Indian/
Alaska
Native

Native
Hawaiian/
Other

■ Teachers
■ Students

Wisconsin Department of Public Instruction WISEdata and Public All Staff Report (2020), Calculations by MCS
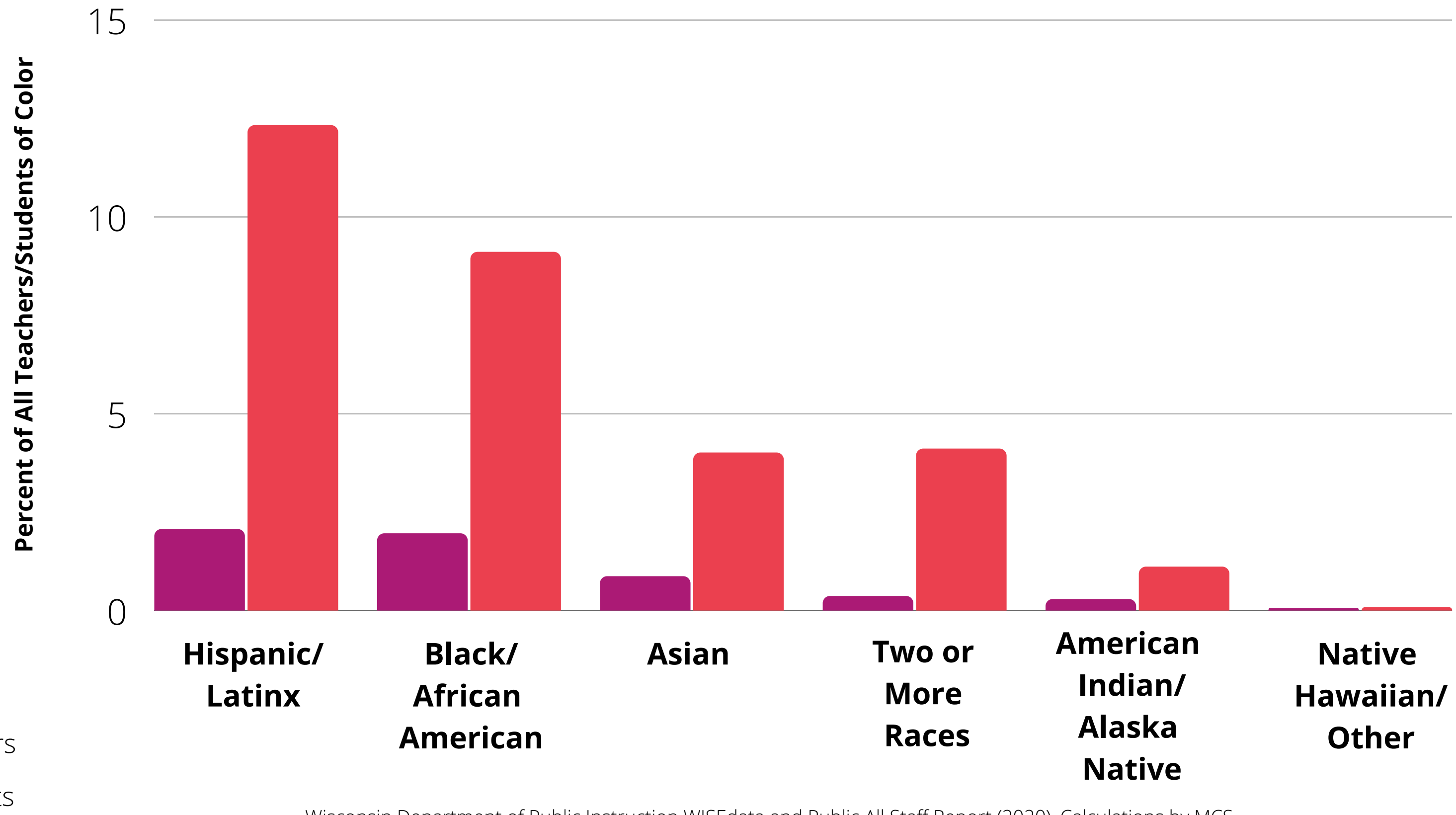
All Wisconsin Teachers vs. Students by Race in 2020
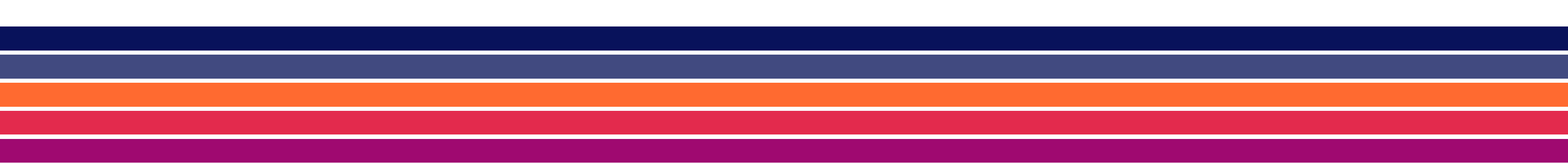
Percent of Total Teachers/Students

100

75

50

25

0

White | Hispanic/ Latinx | Black/ African American | Asian | Two or More Races | American Indian/ Alaska Native | Native Hawaiian/ Other

Teachers
Students

(Wisconsin Department of Public Instruction WISEdata and Public All Staff Report, 2020, Calculations by MCS)

UW SYSTEM'S ANSWERS

- 72.9% of its members identify that their school uses a top-down leadership hierarchy instead of shared leadership practices.

- "[T]eachers feel more supported, report higher job satisfaction, and are less likely to turn over when their principal shares their same racial or ethnic background"

(Champman, 2021, p. 22).

Black high school graduates in WI who enrolled in a 2- or 4-year post-secondary program **dropped** by

41.3%

Between 2010 and 2018.

Champman, 2021, p. 15

REPRESENTATION IN WISCONSIN'S UNIVERSITY FACULTY

- PI 34 mandates that universities "recruit, hire, and retain a diverse educator preparation faculty" and provide "sufficient resources to recruit, admit, and retain a diverse student body."

- Among the 34 of 65 Association of American Universities (AAU) who published diversity statistics, Wisconsin-Madison ranked 29th in percentage of faculty who identified as a minority

("Trends," 2020, p. 11).

"**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."**

Champman, 2021, p. 12

UW SYSTEM'S ANSWERS

- Wisconsin Minority Teacher Loan Program
- UW-System's Institute for Urban Education (IUE)
- UW-Madison's "Wisconsin Teacher Pledge"
- UW-Lacrosse's "Grow Your Own-Teacher Diversity Program"
- UW-Whitewater's "Future Teacher Program"
- PRAXIS II Waivers

4

SUGGESTIONS & RECOMMENDATIONS

RECRUITMENT POSSIBILITIES (Financial)

- Eliminate tuition/debt.

- Provide stipends or pay students as a teacher's assistants during student teaching semester(s).

- Create financial incentives for strong candidates of color.

- Fund and/or create pathways based in community-centered frameworks.

- Support & fund collaboration between communities, PK-12 schools, and teacher education spaces.

- Fund test preparation & fees.

- Discuss and evaluate tests for biases.

- Develop waivers for majors/approved programs of study in place of the test(s).

Sources: Ahmad & Boser, 2014; Carver-Thomas, 2017; Chapman, 2021; Curammeng & Tintiangco-Cubales, 2017; Ellis & Epstein, 2015; Ramirez, 2010.

RECRUITMENT POSSIBILITIES (Programatic)

- Create specialized cohorts that recruit students of color in high school, and continue support through the duration of their licensure (i.e. through pipeline, mentorship, and grow-your-own programs).
  - Connect to communities & mobilize personal, professional, and alumni networks.
  - Hold informational sessions, career/graduate school fairs and hiring events.
  - Connect with high school career centers & counselors.
- Build teacher education programs specifically for the growth and development of teachers of color, knowing that this must look different from educating white teachers.

Sources: Ahmad & Boser, 2014; Carver-Thomas, 2017; Ellis & Epstein, 2015; Kohli, 2009; Nuñez & Fernandez, 2006; Ramirez, 2010.

RETENTION & LONG-TERM CHANGE

- Increase teachers' salaries.

- Increase pay for teachers working in underserved schools.

- Provide financial incentives for pursuing & completing master's degrees.

- Develop specialized low interest home buying programs for teachers.

- Craft sustained professional development spaces and teacher education programs that support teachers of color.

Sources: Carver-Thomas, 2017; Ellis & Epstein, 2015; Kohli, 2009; Pizarro, 2017; Ramirez, 2010.

PROMISING PRACTICES

- Grow Your Own programs:
  - Grow Your Own - Illinois.
  - Recruiting Washington Teachers (Washington state).
  - Oklahoma City's Bilingual Teacher Pipeline Project.
  - Pathways2Teaching (Colorado).
  - Emerging Educators Program (Milwaukee).
- Mentorship/community programs:
  - Pin@y Educational Partnership (San Francisco/Bay area).
  - California Mini-Corps.
  - Black Teacher Project (Oakland, San Francisco, NYC).
  - Fellowship: Black Male Educators for Social Justice (Philadelphia).
- Increase recruitment and partnering with community:
  - Minneapolis Public School's high-touch recruitment methods.

THANK YOU!

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