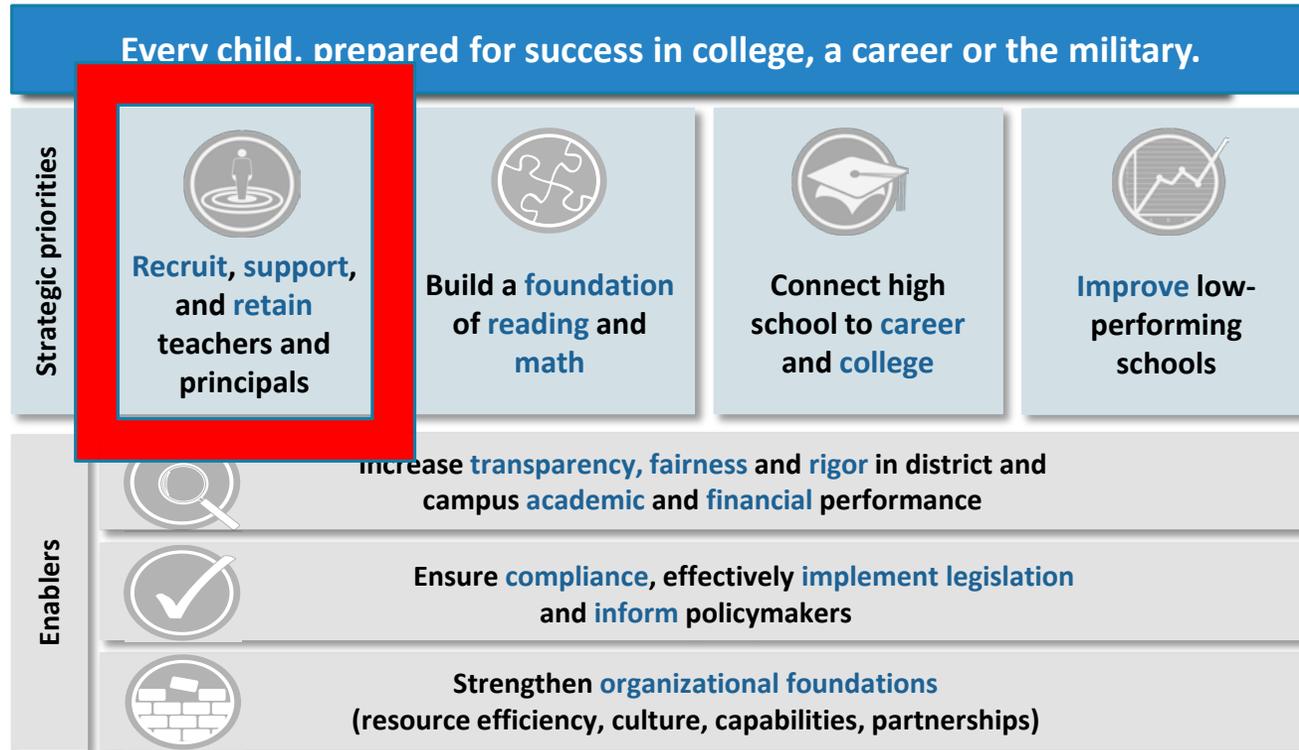




## Panel 4

# Diversity in the Teaching Workforce: Attracting and Supporting Candidates of Color

# TEA Strategic Priorities

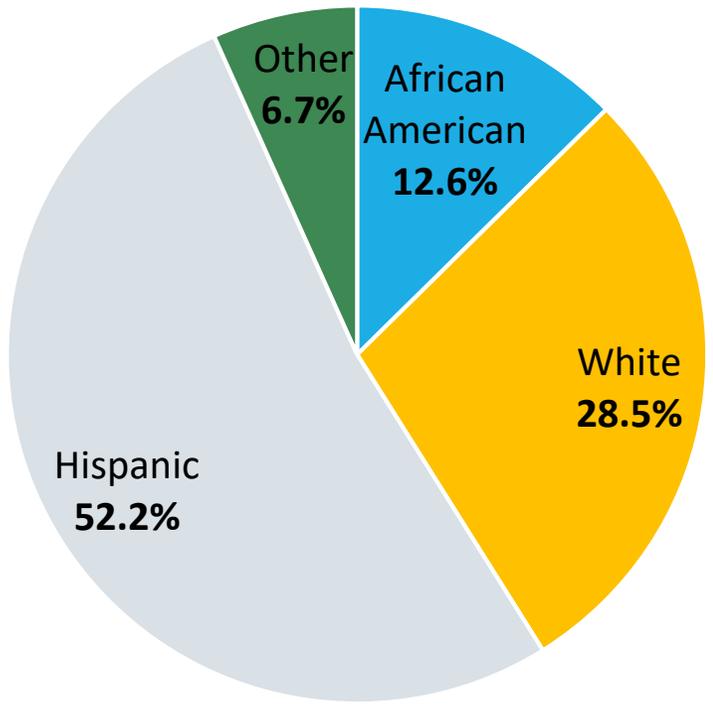




**LEARNING  
ROUNDTABLE**

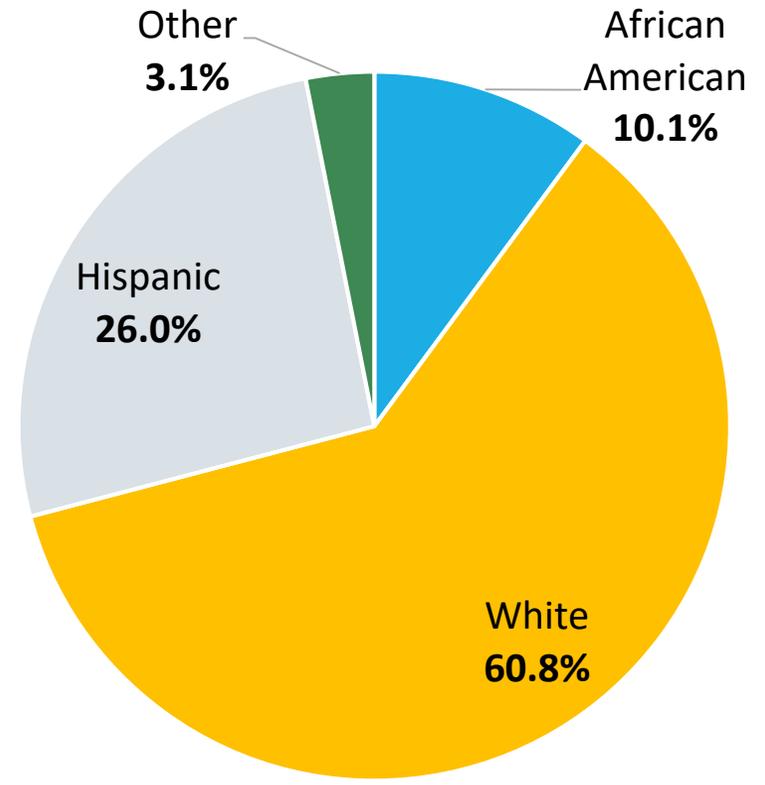
Recruiting, Preparing, and  
Retaining Top Teachers

## Texas students



■ African American ■ White ■ Hispanic ■ Other

## Texas Teachers



■ African American ■ White ■ Hispanic ■ Other



**Fernanda Pierre, Teacher, Spring Branch ISD**

*Why is it important for students to have high quality teachers with whom they identify?*

**By and large, kids know what is good for them.**

Have you ever had a teacher share the same background as you?

- 0-16, most in the 2-5 range
- One student said “only when I was in daycare”
- About 1/3 said “never”
- Some students didn’t even know the background of their teachers to count.

# Benefits of teachers with a different background.

- Learn different cultures and teaching styles
- Find new ways of seeing the world
- Prevents racism of children in the future
- Learn about struggles different from my own
- Make me more knowledgeable with experiences different from mine
- Bring new things to the education system.
- More English vocabulary

# Additional Answers and Takeaways

- They treat be different from others and I don't like it
- No benefits because you can't relate with them and how they teach
  
- Most frequent word: Culture
- Hidden message: Broaden perspective

# Benefits of teachers with the same background.

- They understand where you come from
- Relate to them, sometimes even more than friends can
- They show examples using the place they come from so you know what they are talking about.
- They could know what happens in your religion or culture
- Communicate with parents better.
- They have gone through the same experiences as you
- Talk in our own language
- Learn about yourself and your own culture
- It would be more comfortable.
- Not feeling like I was the only one that struggled

# Additional Answers and Takeaways

- NO! I would get whooped every hour of my life.

Translation: They similar discipline styles and behavioral expectations.

- Frequent words: relate, understand, connection, learn better
- Hidden message: trust, validate culture and identity

# Is it important for teachers to speak the same language as your family?

- Parents can understand teachers and teachers can understand parents.
- Contact parents when you do something good.
- Catch cursing, inappropriate language, bullying.
- Adults can discuss student progress.
- Parents won't be AFRAID to ask questions.
- Don't want to deal with translators.
- Your family needs to be involved in your educational life.
- Teachers help them with vocabulary words they don't know ex: ruler/regla
- My family would be able to report things to the teacher, or the other way around

# Additional Answers and Takeaways

- Gives some families an unfair advantage.
  - Teachers should only speak English.
  - Kids who don't speak the 2nd/3rd language might feel left out.
  - Then my teacher can call my parents when I get in trouble or don't do my homework.
  - No need. We can understand both ways...
- 
- Frequent word: communicate
  - Hidden message: united front, accountability, trust

# What about the bottom line?

- This trust, connectedness, accountability, translate to real gains, especially for our student of color. For districts like HISD, students of color make up at least 80% of the public school population.
- More effective teachers of color lead to higher attendance, higher graduation rates, lower rates of discipline problems, and higher grades and test scores.
- We can't afford to ignore the contribution a diverse teacher force currently has and can continue to have on Texas students on a larger scale.



**Marcus Nelson, Superintendent, Waco ISD**

*Why is diversity of the teacher workforce important for all students?*



**Martha Salazar Zamora, Superintendent, Tomball ISD**

*What strategies have you seen districts use to successfully recruit and retain high quality and diverse teachers and administrators?*



**Cassandra Herring**, President and Chief Executive Officer,  
Branch Alliance for Educator Diversity

*What have you learned about the recruitment and support of teaching candidates of color, and what are your recommendations to districts and Educator Preparation Programs?*



# **Branch Alliance** **for Educator Diversity**

EMPOWER | CONNECT | ADVANCE



# Branch Alliance for Educator Diversity

## OUR VISION

*Highly effective diverse educators for all learners*

**Branch Alliance for Educator Diversity (BranchED) leads and supports a national network of Educator Preparation Programs at Minority Serving Institutions (MSIs) to achieve sustainable programmatic transformation leading to improved outcomes for candidates and, by extension, all of their PK-12 students.**



# UNDERSTANDING MSIs

**Minority Serving Institutions (MSIs), by federal designation, are those colleges and universities that serve a significant percentage of undergraduates in a given racial/ethnic category.**

**There are 253 MSIs that provide traditional and 100 MSIs that provide alternative route educator preparation programs.**



**HISTORICALLY BLACK COLLEGES AND UNIVERSITIES**



**HISPANIC SERVING INSTITUTIONS**



**TRIBAL COLLEGES AND UNIVERSITIES**



**ASIAN AMERICAN AND PACIFIC ISLANDER SERVING INSTITUTIONS**





# Minority Serving Institutions in Texas

*2<sup>nd</sup> Highest Concentration Among the States*

- **Texas is home to the largest number of minority serving institutions of any state in the country, except California**
  - **There are 63 MSIs in Texas**
    - AANAPISIs, HBCUs, HSIs, PBI, ANNAPISI/HSI, HBCU/HSI
    - Public and private
    - Four-year and Two-year
    - Undergraduate and graduate programs
  - **1/3 of the state's postsecondary institutions are MSIs**
  - **San Antonio has the highest concentration of MSIs of any city in the state, with 10 HSIs and 1 HBCU**





# CRITICAL ROLE OF MSI ED-PREP



**MSIs have a rich history of preparing highly effective diverse educators who persist in the teaching profession.**

**Data suggest that over a third of African American, Asian Americans, and American Indian/Alaskan Natives receive their education degrees from MSIs.**

**Over half of Hispanics receive their education degrees from MSIs. Notably, HSIs alone account for 44% of all education degrees conferred to Hispanics.**

# CRITICAL ROLE OF MSI ED-PREP

**MSI educator preparation programs prepare a disproportionate percentage of diverse educators—even though they represent just 13 percent of programs in the country.**

2014-15 Data	Enrolled	Grads with BA in Education	Grads with MA in Admin
% of teacher candidates	16%	12%	14%
African American	23%	32%	20%
Hispanic	38%	38%	46%
American Indian	30%	37%	29%
Asian American	30%	35%	27%
Pacific Islander	43%	11%	61%
Caucasian	9%	6%	8%

# IMPACT of MSI ED-PREP GRADUATES



Diverse educators currently teaching in America's public schools are more likely to have been trained at an MSI, than a non-MSI institution.

Teachers of color graduating from MSIs are more likely to serve as heads of their department than their counterparts trained at non-MSIs.

A review of teacher preparation report cards in Delaware, Louisiana, North Carolina, and Tennessee reveal trends that MSI graduate performance was at or above the state averages in performance evaluations; and surveys of recent MSI graduates were positive with few identified areas for improvement.

# Promising Practices

Research and Experience  
Reveal

**SAVE THE DATE:**  
BranchED's *Framework for  
the Quality Preparation  
of Diverse Educators*  
will be released March 1<sup>st</sup>.

## Recruitment

- Non-traditional Selection
- Targeted Recruitment
- Meaningful Relationships
- Equity/Social Justice Curriculum



## Preparation

- Financial, Social, and Academic Support
- Racially Literate Faculty
- Multicultural/Social Justice Curriculum
- Flexibility in Scheduling and Location



## Retention

- Humanistic Commitment
- Realities of Urban Contexts
- Induction Support
- 3-5 yr. Commitments





## Changing Ed-Prep for a Changing America

*Prominent groups acknowledge the critical role of MSIs*

*“To increase the number of highly qualified minority teachers—and particularly Black, Hispanic and American Indian teachers—entering the profession, the U.S. Education Department and the state departments of education should invest in and support high-quality teacher education programs at historically Black colleges and universities (HBCUs), the nation’s Hispanic-serving institutions (HSIs), tribal colleges and universities (TCUs) and public colleges and universities serving large numbers of minority students.”*

**Albert Shanker Institute, 2015**

*“Minority Serving Institutions educate 20 percent of college and university students and do the lion’s share of the work in educating low-income and first-generation students as well as students of color. These institutions have a special role to play in the education of future teachers and the diversification of the nation’s teaching force.”*

**Penn Center for Minority Serving Institutions, 2016**



**Branch Alliance**  
**for Educator Diversity**



# Changing Ed-Prep for a Changing America

*Prominent groups acknowledge the critical role of MSIs*

*“Invest in and support high-quality teacher preparation programs at historically black colleges and universities and public colleges and universities serving large numbers of minority students”*

Education Commission of the States, September 2016

*“States and districts work with historically black colleges and universities (HBCUs) and Hispanic-serving Institutions (HSIs) to ensure diversity in the teaching profession.”*

TeachStrong, 2016

*“Make MSIs models of high quality teacher preparation”*

Education Reform Now, 2017



**Branch Alliance**  
for Educator Diversity



**Branch Alliance**  
**for Educator Diversity**

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Austin, Texas 78709-2405

[info@educatordiversity.org](mailto:info@educatordiversity.org)

(800) 519-0249

[www.educatordiversity.org](http://www.educatordiversity.org)



**Encarnacion Garza**, Professor of Educational Leadership and Policy Studies, The University of Texas at San Antonio

*What have you learned about the recruitment and support of future principals of color that could transfer to the teaching workforce?*



## Instructions for the audience to ask questions

- 1) Go to [Slido.Com](https://www.slido.com) on your phone/computer browser
- 2) Enter the event code for this panel: **TEAP4**
- 3) Type your question



# Grants to support **Grow Your Own** teacher initiatives



<http://www.tafeonline.org/>

1) Provide grant funds to support teachers to **pursue a Master's degree** and eventually offer these high school courses as **dual enrollment** – using curricular resources developed by **expert teachers**

2) Tuition stipends for your current **paraprofessionals** to become teachers

3) Stipends for college **student teachers** to be paid for a year of clinical teaching

## Education & Training Pathway High School Courses

Principles of Education and Training

Human Growth and Development

Instructional Practices

Practicum in Education and Training

freshmen

sophomores

juniors

seniors



# Grants to support **principal preparation** and **certification costs**

Grant funds can be spent on:

- Tuition reimbursements for teachers to pursue admin certification
- Certification and testing costs for the new principal exams





Recruiting, Preparing, and Retaining Top Teachers

# Texas Education Agency Grant Opportunities Page

Key words “2018-19 Grow Your Own Grant” and “2018-19 Principal Preparation Grant”



[TEA Year in Advance - Competitive Grants](#)

[Universal Errata Notices](#)

[General Fiscal Guidelines](#)

[Administering a Grant](#)

[Prior Approval and Disclosure Forms Under the New EDGAR](#)

[TEA Help Desk](#)

[Help?](#)

Welcome to ...

The Texas Education Agency’s Office for Grants and Federal Fiscal Compliance has updated its divisional email addresses. As such, questions pertaining to grants and grant funding should be sent to [grants@tea.texas.gov](mailto:grants@tea.texas.gov). The Division of Grants Administration will be working to update its various sources of documentation to correct references to this new email address.

## TEA Grant Opportunities

This site is a central resource for and link to all State and Federal grant opportunities administered by TEA. Grant management, administrative guidance, and other resources can be found at [Division of Grants Administration](#).

Search Options (Select options below to search for the available grant opportunities)

Application Name :	<input type="text" value="Select One"/>	<input type="button" value="v"/>
Program/Subject Area :	<input type="text" value="All"/>	<input type="button" value="v"/>
Posting Status :	<input type="text" value="All"/>	<input type="button" value="v"/>
Funding Type :	<input type="text" value="All"/>	<input type="button" value="v"/>
Application Type :	<input type="text" value="All"/>	<input type="button" value="v"/>
School Year :	<input type="text" value="Select One"/>	<input type="button" value="v"/>
<b>Between Dates</b>		
Availability Date :	<input type="text"/>	<input type="button" value="v"/>
Due Date :	<input type="text"/>	<input type="button" value="v"/>
<input type="button" value="Search"/> <input type="button" value="Clear"/>		



# If you want to learn more.....

[www.educatordiversity.org](http://www.educatordiversity.org)

“Diversifying the Classroom: Examining the Teacher Pipeline” Constance A. Lindsay, et al. published by the Urban Institute, October 5, 2017  
<https://www.urban.org/features/diversifying-classroom-examining-teacher-pipeline>

<http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>  
Key words “2018-19 Grow Your Own Grant” and “2018-19 Principal Preparation Grant”