WANTED:
A More Diverse Teaching Force
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Assistant editor, Education Week
Wanted: A More Diverse Teaching Force

Expert Presenters:

Ana Maria Villegas, professor of education, Montclair State University

Rachelle Rogers-Ard, manager, Teach Tomorrow, Oakland
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Diversifying the Teacher Workforce: A Research Perspective

Ana María Villegas
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Tell the story of how the shortage of teachers of color first received public attention.

Review reasons for diversifying the teacher workforce.

Provide an overview of state level teacher diversity policies.

Assess progress made over the years to increase the diversity of the teaching force.
Percentage of Black Students and Black Teachers in K-12 Public Schools for Selected Years

- Students:
  - 1971: 14.8%
  - 1976: 15.5%
  - 1981: 16%
  - 1986: 16.6%

- Teachers:
  - 1971: 8.1%
  - 1976: 8%
  - 1981: 7.8%
  - 1986: 6.9%
Why Diversify the Teaching Force?

- Teachers of color serve as role models for all students.

- Teacher of color, as a group, bring to teaching unique insight into the lives of students of color, which can be used to help these children build bridges to learning.
States With and Without Minority Teacher Diversity Policies, 2010

With Minority Teacher Policies:
AL, AK, AR, CA, CT, DE, FL, GA, IL, IN, IA, KS, KY, MA, MN, MO, NJ, NM, NY, NC, OK, OR, RI, SC, TN, TX, VT, VA, WA, WV, WI (31 states)

Without Minority Teacher Policies
AZ, CO, HI, ID, LA, ME, MD, MI, MS, MT, NE, NV, NH, ND, OH, PA, SD, UT, WY (19 states)
State Policies Promoting Teacher Diversity (2010)

**Financial Incentives:**
AL, AK, AR, CA, CT, FL, IL, IN, IA, KS, KY, MA, MN, MO, NM, NC, OK, OR, SC, TN, VT, VA, WA, WV, WI (25 states)

**Government Mandates:**
AL, AR, CT, DE, GA, IA, KY, MA, MN, MO, NY, OK, OR, RI, SC, TN, TX (17 states)

**Specific State Supported Recruitment Program:**
AK, CA, FL, IL, KY, MA, MN, NC, SC, WA (10 states)

**Recruitment Center/Office:**
AK, AR, CT, NJ, OK, SC (6 states)

**Alternative Certification:**
CT, VA (2 states)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Percent in Overall Teaching Force</th>
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<tbody>
<tr>
<td>1986</td>
<td>299,627</td>
<td>13.0</td>
</tr>
<tr>
<td>1993</td>
<td>344,689</td>
<td>13.5</td>
</tr>
<tr>
<td>1999</td>
<td>470,680</td>
<td>15.7</td>
</tr>
<tr>
<td>2007</td>
<td>575,364</td>
<td>16.9</td>
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Teacher/Student Parity Index

% of teachers of a given group
% of students of the same group

1 = parity
>1 = teachers are over-represented
<1 = teachers are under-represented
Teacher-Student Parity Indices by Race/Ethnicity

- Minority: 0.41 (1987), 0.41 (1993), 0.41 (1999), 0.38 (2007)
Road Maps to COMMON CORE Success

REGISTRATION NOW OPEN!

INDIANAPOLIS
March 11, 2013

WHITE PLAINS
March 21, 2013

www.edweekevents.org/common-core-success
Local, diverse candidates have a deepened commitment to Oakland’s children and the resilience to develop their craft for at least five years. Rigorous 4-step selection process yields greater results.

OUSD and local charter schools are motivated to hire diverse, local TTO teachers.

Targeted, rigorous, routine and purposeful support result in higher TTO retention rates.

TTO support and services allow teachers to develop greater mastery of instructional practice as demonstrated by:
- High rates of student attendance
- Improved CST performance data
Context of Racism

Contributes to teacher and administrative turnover

Enables systemic inability to support the academic and social development of students.

Recruitment Bias
- Testing bias
- Selection bias
- Non local bias
- Elite bias

Placement Bias
- School placement
- Classroom placement

Lack of Institutional Support
- Leadership bias
- Professional evaluations that are not culturally responsive
- Lack of supportive peer culture
- Lack of instructional support
Pre-Service
- University-based pre-service (120 hours)
- PD sessions May - August

Middle School
- 9 Schools
- 21% of TTO Placement Schools

Elementary School
- 24 Schools
- 57% of TTO Placement Schools

High School
- 19 Schools
- 19% of TTO Placement Schools

Leadership
- Department Heads
- Common Core Team Leaders
- Effective Teachers Taskforce Leaders
- Ethnic Studies Curriculum Specialist

Placement and Professional Development

Placement
- Retention
- Monthly Professional Development
- Advocacy

TTO

Place, develop, and support local diverse teachers

Education Profession
• Recruitment pipeline
• Individualized Advising

TTO

High school
• LIBRE
• Academies

Community College
• Pathways Programs

4 Year College
• Grow Your Own Programs

Alt Cert
• State Intern Program

Leadership
• Urban Teacher Leadership Program, CSUEB

Identify & support diverse teacher candidates

Education Profession

Professional Pathway
Local people of color account for 77% of the teachers placed by TTO. Placements have been made in 44% of OUSD schools.

African Americans account for over 48% of placements made by TTO.

In schools where TTO teachers are placed, students of color account for over 90% of enrollment, while people of color are 46% of the teaching staff.
Since 2009 TTO has placed 84 teachers. 71 continue to teach, and 25 have completed at least two consecutive years of teaching.
Contact info:

Teach Tomorrow in Oakland

Oakland Unified School District, Talent Acquisition Team, HRSS
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Required Reading from *Education Week*:

**Calif. Program Takes Aim at 'Teacher-Diversity Gap'**
As the country's K-12 student population grows more ethnically diverse, students of color face the troubling possibility of never having a teacher who looks like them. But a new project is taking a deeper aim at the factors contributing to what's sometimes called the "teacher-diversity gap."