WHITE HOUSE INITIATIVE
ON EDUCATIONAL EXCELLENCE FOR HISPANICS
HISPANIC TEACHER RECRUITMENT
WEBINAR
AUGUST 20TH, 2014
Recruiting, Preparing, and Retaining Latino Teachers

White House Initiative on Educational Excellence for Hispanics Webinar

August 20, 2014
2-3:10pm (Eastern)

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Deliberate Plan of Action

• Given the acute shortage of minority teachers in the profession across the nation and critical shortage areas, requires a plan of action that recruits, prepares and retains Latino, African American, & other minority, military retirees, career-changers, and other low-income college students.

• Such plan addresses gate-keeping mechanisms (coursework, financial, high-stake testing, personal barriers) and provides the infrastructure within a learning communities to ensure retention in college (Flores, Claeys, & Willis, 2006) and in the profession (Flores, Hernández, García, & Claeys, 2011).
Teacher Recruitment Efforts

- Early recruitment programs (High School)
- Articulation agreements between two- and four-year colleges
- Career ladder programs for paraprofessionals
- Multiple routes to certification
- Project Alianza: US Resident- Normalistas/normal teachers (Flores & Clark, 2002)
- Dreamers vs. Foreign Teachers
- Teach for America
- Financial Incentives
TEACHER ACADEMY LEARNING COMMUNITIES

- **Academic, Psychosocial, & Personal Support**
- **Reduce Gatekeeping Mechanisms**
  - Attend to Academic Gaps
- **Identity Development**
  - Personal to Professional
- **Increased Engagement**
  - Goal Commitment
- **Reduced Stress**
  - dealing with different role expectations,
  - first-generation issues--isolation
  - juggling responsibilities
  - guilty feelings of leaving or “neglecting” the family to pursue individual goals
Communities of Practice

- Professional Development
- Individual & Small Group Mentoring
- Induction commencing in professional/senior year
- E-mentoring CofP
Institutional Transformation & Community Engagement

Faculty Development

- Professional Development
- Research Support
- Research Seminars

Partnership Advisory Leadership Stakeholders (PALS)
Making It Happen Requires a Coordinated Approach

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RECRUITING, PREPARING, AND RETAINING LATINO TEACHERS

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS WEBINAR

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August 20, 2014
Mission

- To prepare bilingual teachers, administrators, and other educators who are reflective and transformational practitioners.
- To prepare educators to work with ethnically and linguistically diverse learners through collaboration with schools, families and community.
Need and Context

California

- 1 in 5 persons in the U.S. speaks a language other than English at home
- Over 20% English Learners and of these students 84% are Spanish native speakers
- 8.5% of professionals serving English Learners are bilingual and of these professionals 2.2% hold a bilingual credential
- 306 Two Way Immersion programs
- Seal of Biliteracy

San Diego

- U.S.-Mexico border city
- Over 65 Dual Language Immersion programs and growing
- Over 70% English Learners in one San Diego school district
- SDSU is a designated Hispanic Serving Institution
- For example: 95% Latino students in the bilingual credential program; 60% of these students are native Spanish speakers
Recruitment

**Strategies…**
- Reciprocal relationships
- Community and University continuity
- Career ladder
- Test-preparation and navigating the University bureaucracy
- Academic advising and vision planning for action
- Mentoring

**…And Substance**
- Quality Dual Language programs with financial support
  - Bilingual Credential
  - Certificate
  - Master’s
- Only stand alone bilingual credential program in CA; not an “add-on” credential
- Professors with high academic Spanish, research expertise and cultural competence
- Local and out-of-state demand for bilingual credential teachers
Project CORE (click here)

Triangular Collaborative Model of Professional Development

Pre-service Teachers work with Common Core en Español at an all day institute

In-service Teacher presents action research

Stakeholder’s Retreat
Online Certificate Programs (click here)

- Dual Language for Academic Literacy
- English Language Development for Academic Literacy
- MA pathway
- Focus on effective, standards-aligned instructional design for bilingual learners in biliteracy and/or English-only school settings
Establishing Teacher Education Programs with A Critical Perspective

- Provide students with opportunities to
  - Acquire cultural and linguistic global competence
  - Develop high levels of biliteracy, biculturalism and belongingness
  - Experience equity in language status
  - Ideological clarity
  - Self-empower through critical literacy
Contact

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