



White Paper:

Improving Diverse and Inclusive Teacher Pipelines with a Focus on Latinas/Latinos/Hispanics

Prepared by the Select Committee of HSI-Serving Deans and Educators

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Introduction

While students of color are expected to make up 56 percent of the student population by 2024, the elementary and secondary educator workforce is still overwhelmingly white. In fact, the most recent U.S. Department of Education Schools and Staffing Survey (SASS), a nationally representative survey of teachers and principals, showed that 82 percent of public school teachers identified as white. This figure has hardly changed in more than 15 years; data from a similar survey conducted by the Department in 2000 found that 83 percent of teachers identified as white (Feistritzer, 2011; U.S. Department of Education, 2016, p.1).

The Latina/o population in the United States currently exceeds 54 million people (17% of the nation's population), making this the largest ethnic population in the country. As noted above, while approximately 83% of all teachers are white, Latinos/as account for about 7% of the nation's teachers. (National Center for Education Statistics, 2009). The number of Latinas/os students and English language learners (ELL) will continue to grow. In 2011, a record-breaking 23.9% of pre-K–12 students in U.S. public schools were Latinas/os (Fry & Lopez, 2012) and 10% are ELLs being served in language assistance programs in public schools (U.S. Department of Education, 2011).

This paper presents aspects of the nation's teaching workforce throughout the K-12 system focusing on programs/practices described in the literature related to attracting, preparing, employing and retaining Latino/Latina/Hispanic teachers. Highlighted here are overall findings

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related to these critical junctures along the Latina/o teaching career pathway. Facilitators as well as challenges to diversifying the teaching workforce are presented. Challenges include the passage of laws such as Proposition 227 in California requiring all children to be taught in English prompting a precipitous drop in bilingual teacher production. In 2016, Proposition 58 passed allowing the development of multilingual programs and a pathway for the increased production of bilingual teachers (Kong, 2016; Ulloa, 2016). An additional challenge to increasing Latino teachers is the introduction of new exams for certification and teaching entry (Mader, 2016; Ingersoll & May, 2011). Passing the exam and the additional time and money these exams require may present barriers for minority teacher candidates. Added to the above, the lack of faculty diversity in teacher preparation programs create contexts allowing for trends with little, if any, change on the horizon (Sleeter, 2016). Education leaders, such as principals and superintendent, are also predominantly white. For example, in 2011-12, only 20 percent of public school principals were individuals of color (U.S. Department of Education, 2016).

The Importance of Representation in the Classroom

Research shows that racial diversity among teachers can provide significant benefits to students. In their study, Cherng & Halpin (2016) conclude that “students, particularly minority students, perceive minority teachers more favorably than White teachers” (p. 407). These perceptions motivate youth to strive for academic excellence (p. 408). Their paper also presents previous studies indicating that “race matching between teachers and students is also linked to other academic and social outcomes, such as...lower rates of student absenteeism and suspension” (p. 408). “Minority teachers are said to be able to relate more easily with minority youth...by drawing from their own experiences navigating society as nondominant persons” (p. 412). Cherng & Halpin state the importance of having a diverse teaching force to help “close longstanding racial achievement gaps,” “to form strong ties with students,” and “to empower youth of all racial/ethnic identities” (p.417). In their extensive review of the literature, Villegas & Irvine (2010) provide empirical studies supporting the assertion that “students of color accrue academic benefits when taught by a same-race teacher or when exposed to a teaching force...that is racially/ethnically representative of the student population” (p. 180). They further assert that “teachers of color use their insider knowledge about language, culture, and life experiences of students of color to improve their academic outcomes and school experiences” (p. 185).

Irizarry & Donaldson (2012) underscore that while there are non-Latina/o teachers who effectively teach Latina/o youth, several studies provide evidence that the disheartening academic outcomes for many Latinas/os can be connected, at least in part, to the paucity of Latina/o teachers. They contend that academic, psychological, and social benefits accrue to students of color taught by teachers of color; that teachers of color tend to hold higher

expectations for minoritized students; that they are more likely to value the knowledge and cultural frames of reference students “bring to school”; and that they typically enter the profession with a heightened awareness of the sociopolitical contexts in which students of color are educated (p. 156).

Villegas, Strom, and Lucas (2012) warn their readers that a focus on increasing the presence of minority teachers must not “place the full responsibility for successfully educating students of color on teachers of color. Efforts to diversify the teaching force should be seen as only one component...in a broad and comprehensive policy designed to insure that children who historically have been marginalized in schools receive the high quality of education they deserve” (p.298). All involved in education must take on this responsibility.

Attracting Latinas/Latinos/Hispanics to the Teaching Profession

Teachers as Change Agents

Weisman & Hansen (2008) found that many Latino teachers feel that they are change agents within their community. They often choose to teach in largely Latino-dominated schools and are able to relate to students and families in ways that non-Latino teachers are not able to do. This connection to students and families, as well as a desire to serve as a Latino role model, are important narratives within their roles as classroom teachers (Ocasio, 2014, p. 143).

According to Fullan (1993), teaching at its core is a moral profession. Teachers play key roles in realizing successful changes in education. At the University of Toronto (Fullan, 1993), an examination of why people enter the teaching profession reported that the most frequent answer was “*to make a difference in the lives of students.*” Opportunities to do the following were found to promote an interest in teaching:

1. Working with *all* students in an equitable, effective, and caring manner by *respecting diversity* in relation to ethnicity, race, gender, and special needs of each learner.
2. Being active learners who continuously seek, assess, apply, and communicate knowledge as reflective practitioners throughout their careers.
3. Developing and applying knowledge of curriculum, instruction, principles of learning, and evaluation needed to implement and monitor effective and evolving programs for all learners.
4. Initiating, valuing, and practicing collaboration and partnerships with students, colleagues, parents, community, government, social and business agencies.
5. Appreciating and practicing the principles, ethics, and legal responsibilities of teaching as a profession.
6. Developing a personal philosophy of teaching which is informed by and contributes to the organizational, community, societal, and global context of education.

Teachers as Cultural Workers

The teaching profession provides an opportunity for future Latina/Latino/Hispanic teachers to become cultural workers who can inform students about historical injustices and current challenges that may not be emphasized in their school curriculum. Using critical pedagogy to engage students, teachers can use statistical data as a tool to make them aware of the status for Latinas/Latinos/Hispanics within K-12 and higher education. This knowledge can empower youth to become responsible for their learning. Teaching provides a great opportunity for future Latina/Latino/Hispanic educators to create a paradigm shift. For example, as Tillet (2015) underscores in her work, “The attempt to bring black girlhood to the forefront of public consciousness at a time when organizing, theorizing, and imagining black girlhood are still invisible to the vast majority of policymakers, academics, and activists is my form of cultural work” (p. 482).

Freire (2005) describes teachers as cultural workers because learning should not end after the completion of any degree or credentialing program. Hence, professional educators must model the development of a growth mindset in and outside of the classroom. Dweck (2015) found that students who changed their mindset from a fixed to a growth mindset were able to outperform peers. When this idea is applied to a school site setting, teachers are able to facilitate learning at its peak. In addition, this change in mindset may help aspiring Latina/Latino/Hispanic educators to be successful in the classroom and within their communities as they instill hope for change. Duncan-Andrade (2009) explains that this must be critical hope which is defined by: material hope, Socratic hope, and audacious hope. This type of hope encompasses many characteristics that include: teaching that connects students to networks, teaching that supports the development of courage, and the willingness of educators to sacrifice-self. If Latina/Latino/Hispanic students have a positive school experience, they are more likely to consider a career in teaching. Unfortunately, due to biases and stereotypes many Latina/Latino/Hispanic students do not experience a positive education during their early schooling years hence often are not inspired to pursue higher education. Saenz and Ponjuan (2009) note the effect on Latino males: “The dissonant learning styles between boys and girls in the early schooling years have other consequences that may serve to redirect boys away from traditional educational pathways” (p. 60).

The following practices were found to promote a growth mindset, hence, building capacity:

1. Workshops around unconscious bias and micro aggressions in and outside of the classroom that often create an unsafe learning environment for students and colleagues.

2. Professional development for teachers and classified staff on: equity, cultural sensitivity and family centered services.
3. Empowering students and teachers with culturally relevant curriculum and hope such as: Chicano/a Studies and Ethnic Studies.
4. Culturally relevant/welcoming environment that can promote community, belonging, positive climate, lowering students affective filter in and outside of the classroom.
5. Development of restorative justice discipline policies and practices in place of traditional zero tolerance practices fueling school to prison pipeline for students of color.
6. Workshops focused on growing capacity of Latina/Latino/Hispanic educators around club advising that helps to build students social and cultural capital. Club activities may include: guest professionals/motivation speakers, networking opportunities, academic conferences, community organizing, and college preparation opportunities.
7. After school program mentoring opportunities for Latina/Latino/Hispanic teachers to spearhead special projects including: culturally relevant mural projects, STEM classes: robotics, debate, and Math-athletes.

Teachers Touch Eternity

Tom Barone's *Touching Eternity: The Enduring Outcomes of Teaching* (2001) explores how teachers can make a long term impact on the lives of their students. Examples of how teachers can inspire and promote passions (that can touch eternity) for Latina/Latino/Hispanic students can be shared with potential Latina/Latino/Hispanic teachers. Irizarry & Donaldson (2012) report that many Latinas/os enter teaching wanting to give back to their community, ideally in their home communities, by serving students of color and low-income students. They also express a desire to transform schools, creating more positive learning environments for students like themselves (p.183).

Teachers are Role Models

Several articles detail the importance of Latino/Latina/Hispanic teachers as role models across institutions including elementary, secondary, community colleges (post-secondary). Laura Dinehart, one of the paper authors, noted how important it was not only for Latinos/Hispanics to have Latino/Hispanic teachers but also how important it is for others to interact with Latino/Hispanic teachers. The question was posed: What can others who are not Latino/Hispanic learn from a Latino/Hispanic teacher? She stressed the need for Latino/Hispanic teachers not only to stay in their communities but to go outside of the community as well. Frankenburg (2008) contends that teachers of color "bring knowledge, insights, and perspectives to schools that otherwise would not be there, including raising issues of structural inequality present in schools and society" (p. 4).

One recommendation for this to be implemented was through potential exchange programs. How people can be attracted to teaching at different phases of one's life was also discussed. For example, Latinas/Latinos/Hispanics in other professions or who are retired may wish to change their career paths and, if interested, can be recruited to a teacher preparation program. Litow (2008) addressing the lack of Latinas/os in STEM as teachers and in other professions. This will compromise the future of the U.S. economy. He recommends the recruitment of second-career Latina/o teachers from the ranks of current math and science professionals. He urges the collaboration of private and public sectors to develop financial incentives for tuition, in-service professional development, and competitive salaries.

Critical Junctures along the Latina/Latino/Hispanic Teacher Pipeline: Preparation, Attaining a Position, Persistence

Publications (Ocasio, 2014) also address how Latinos progress through critical junctures of the teacher pipeline: high school graduation, college access and persistence, obtaining a teaching degree, and securing a job as a classroom teacher. These publications provide insight of the challenges and opportunities that Latinos face as they pursue teaching careers. Findings suggest that the Latina/o teacher pipeline is unique and often nontraditional. The critical junctures along this pathway that are particularly challenging for students are explored and opportunities for growth noted. Most of these articles do not examine an HSI context and are not specific to the Latina/Latino/Hispanic teacher pipeline but are very informative and have implications for this paper.

Recruiting Potential Latina/Latino/Hispanic Teacher Candidates

Gándara et. al. (2013) provide evidence that Latina recruitment to the teaching profession, which can also apply to the recruitment of Latinos, must focus on elements contributing to their success from pre-school experience through the attainment of a teaching credential. To that end, these scholars note several points of leverage for improving Latina educational outcomes, along with the creation of a sense of belonging throughout their educational pathway.

Related to the identification of potential candidate pools, Gándara, (2016), reports that twenty-two states, including California, and DC offer the Seal of Biliteracy. In California alone, there are more than 125,000 individuals who have received the Seal of Biliteracy. These are overwhelmingly Spanish speakers. She recommends that if a pathway for them to become teachers is created and incentivized, this may be a perfect candidate pool.

Additionally, *Diverse Issues in Higher Education* (2016) publishes lists of the top 100 producers of degrees awarded to underrepresented students. Most of the colleges and universities listed are HSIs. For example, the 2016 Hispanic Heritage Month issue lists the top producers of Hispanics graduating with a bachelor's and master's degree in Education. The same data can

also be found for Hispanics graduating from Business Administration, Engineering, and the Social Sciences.

Persistence of Latinas/Latinos/Hispanics in Teacher Preparation Programs

Latinas/os who were successful within the teacher pipeline found ways to cope with various negative factors in their pipeline experience, counteracting these barriers with support systems (Ocasio, 2014, p. x). Negative factors included: facing racial discrimination throughout the junctures of the pipeline, financial barriers, multiple life roles (issue of time), and a lack of support and resources (p. 144).

As noted above, Latina/Latino/Hispanic students who have a positive school experience are more likely to consider a career in teaching. Upon entering teacher preparation programs, mentors and role models further inspire Latinos to persist. Latinas/os thrive in programs which include a culturally-relevant curriculum and cultural role models who can support and encourage Latina/o career aspirations as well as connect them with resources (such as funding opportunities) necessary to navigate the pipeline (p.141).

Offering classes and programming outside of the traditional 9-5 weekday timeframe is important in meeting the needs of this population of educators (p.147). One pathway, or “bridge” to teaching for Latinas/os interviewed by Ocasio was the “Master’s degree + teacher certification” route to teaching (p. 143). Further exploration and development of “grow your own” programs, alternative certification, and other models of teacher preparation within colleges and universities will offer more opportunities for Latinos to become teachers.

Examples of “grow your own” programs are the **Western Oregon University Bilingual Teacher Scholars Program** and the **California Mini-Corps Program**.

Western Oregon University Bilingual Teacher Scholars Program

Latinas/os comprise nearly one-quarter of Oregon students, but only 4% of licensed teachers. The Western Oregon University Bilingual Teacher Scholars Program is an innovative partnership. Western Oregon University (WOU), two of Oregon’s largest school districts, two local smaller districts, Oregon’s most diverse school district, and a community college have created a partnership that will make progress in addressing the chronic and growing disparity between the number of Latino K-12 students and the number of Latino and Spanish speaking teachers. The Bilingual Teacher Scholars Program provides students with three foundational pillars (academic-including pedagogy and professional preparation, financial, and co-curricular) needed for collegiate success and effective preparation for a teaching career. The fourth pillar, student motivation is identified by working with high school-based future teacher tracks and the pre-education program with the community college.

Academic work includes completion of the rigorous WOU teacher education curriculum including the courses required to receive the Bilingual Teacher Endorsement. Spanish language requirements of the program recognize the distinctions between heritage speakers and those who learned Spanish as a second language. Content courses in US History and teaching pedagogy are taught in Spanish to model effective instruction in Spanish. Scholars receive a generous financial support package that is built upon federal and state aid. The university provides at least \$4,000 per year in scholarship support and partner school districts hire students each summer to work as tutors or classroom assistants. The cohorts meet monthly for professional development and social activities designed to maintain student progress towards degree completion and commencement of a successful teaching career. Every scholar is placed into one of three existing WOU support programs to help the students create additional pieces of their university networks. The lack of additional scholarship funding prevents this program from scaling up to serve more school districts.

<http://www.wou.edu/teachered/bilingual-teacher-scholars/>

California Mini-Corps Program

The California Mini-Corps Program is an example of a successful teacher pipeline model that has been in existence since 1967. The program is federally funded through the California Department of Education, under the auspices of Butte County Office of Education (California Mini-Corps, 2016). In August 2016, Mini-Corps was recognized through its two satellite programs at California State University, Fresno as a Bright Spot in Education by the White House (Ceja, 2016; Salazar, 2015). It currently has over 400 bilingual, culturally proficient tutors working in K-12 settings in California. The California Mini-Corps Program's mission is the development of bilingual teachers and increasing the academic achievement of migrant students. The program hires college tutors who are mostly Latinos/as; data shows that 80% of the tutors go on to obtain a teaching credential or some type of teaching permit (California Mini-Corps, 2016, p. 5; Gonzalez, 2012). By the time Mini-Corps tutors enter the credential program and set foot in their first classroom as teachers, they already have hundreds and thousands of hours of working in the classroom with students. Tutors also receive ongoing supervision, coaching and mentoring by a program coordinator who observes them bi-weekly in the classroom and provides verbal and written feedback during debriefing sessions. The coordinator is a certificated teacher and also provides six hours per month of professional development in core content areas and best teaching practices to his or her cohort of 18-20 tutors. The tutors are full-time college students and part-time tutors; they are paid for their tutorial work experience, which helps them financially while enabling them to focus on their career goal of becoming a teacher (Gonzalez, 2012). Program coordinators monitor tutors'

grades, and program data reflect that tutors' average GPA is 3.0 or greater (California Mini-Corps, 2016).

Mini-Corps uses a "grow our own" approach; graduating high school migrant students are recruited to work as college tutors. As evidence of the effectiveness of this "grow your own" model, numerous California Mini-Corps alumni hold positions as district and county superintendents, college presidents, professors, principals, teachers and central office administrators (Association of California School Administrators, 2016). The California Mini-Corps program has received three resolutions for exemplary performance by members of the California legislature. As part of the "grow our own" model, Mini-Corps incorporates collaboration with 22 higher education institutions (some are HSIs, approximately 50% are community colleges, and the rest are universities). This network supports the transfer of tutors from community colleges to 4-year institutions and the recruitment of tutors into the credential programs. While in college, Mini-Corps tutors work in 161 school districts throughout the state, within the 20 migrant regions (California Mini-Corps, 2016). Since tutors come from a migrant background, they have a greater understanding of the challenges migrant students face as well as their potential (Gonzalez, 2012; Sepúlveda, 2011); after all, they themselves made it to college!

<https://bcoe.org/cms/one.aspx?portalId=757608&pageId=1011618>

Persistence of Latinas/Latinos/Hispanics Teachers in the Classroom

Ingersoll & May (2011), found that efforts to recruit new minority teachers have been successful, but retaining them has not. Teacher retention rates are higher among white teachers than for black and Hispanic teachers (U.S. Department of Education, 2016). Studies examining the persistence of minority teachers (Ingersoll & May, 2011; Mader, 2016) point to the need to improve workplace conditions. Mader (2016) notes that the "number of Hispanic, black, Asian and Native American teachers has more than doubled...minority teachers are more likely than their non-minority colleagues to work in hard to staff schools, and to leave these schools or the teaching field overall." However, minority teachers placed in schools serving disadvantaged students do not leave for this reason, but leave because of the undesirable workplace environment. According to Ingersoll & May (2011), minority teacher turnover is strongly associated with the lack of teacher classroom autonomy and few opportunities to contribute to school wide decision-making. Improving teacher working conditions by providing more autonomy in the classroom, providing more supplies and resources, and giving teachers more of a say in school-wide decisions can contribute to the retention of minority teachers (Mader, 2016). Such findings underscore the importance of school organization, management, and leadership to address these issues.

Flores (2011) examines the workplace experiences of Latina elementary school teachers in two contexts; one, a Latina dominant school (Kindred) with over 70% of teachers from Latino background and the other, a white dominant school (Citrine) where over 80% of the teachers are white women. Both schools serve low-income Latino families. In these diverse school sites, Latina teachers describe vastly different experiences within which they do their work. Latina teachers in a white dominant context encounter subtle forms of racism where they need to minimize the expression of their culture and are burdened by heavier workloads. They describe feelings of disadvantage and disempowerment. In the Latina dominant school, teachers describe positive relationships with co-workers and a freedom to express their culture in their dress and use of Spanish as well as celebrations of cultural holidays. Even if anti-immigrant sentiments were expressed, Latinas described an overall supportive, cohesive environment in the Latina dominant school (p. 331). In these situations, it seems that informed and supportive leadership could shape environments to be more inclusive and welcoming. Doing so would contribute to the creation of a sense of belonging for Latina teachers (Gándara et. al., 2013).

Flores' work focused on Latina teachers in elementary schools. Recent work is emerging on recruiting Black and Hispanic/Latino males to the teaching profession (Networked Improvement Community (NIC) sponsored by AACTE, 2015) and examining the experiences of Latinos once they attain a teaching position (Lara & Franquiz, 2015). Lara and Franquiz note that Latino and Black male teachers are about 2% of the total teaching population. They also state that in a highly feminized profession, Latino males may be viewed with suspicion and/or be used to curb student misconduct. Their study concludes that Latino men must be positioned as belonging in classrooms. In their unpublished paper, Sandres-Rápalo and Cosmé echo the experience of Latino males and point out the importance of mentoring and addressing implicit bias described as "often subconscious stereotypes that guide our expectations and interactions with people" (Turner, 2016) along the educational pathway for all minorities (see also Egalite, Kisida, & Winters, 2015; Grissom & Redding, 2016). Sandres-Rápalo and Cosmé also make the reader aware of the diversity within the Hispanic population which is important when considering policy. They report that the Hispanic population, as categorized in the U.S. Census, is comprised of individuals of Mexican origin, of Central and South American origin, of Puerto Rican origin, of Cuban origin, of Dominican origin, and of other Hispanic origin.

Ahmad & Boser (2014) report that teachers of color leave the profession, in part, due to low salaries and difficult working conditions. These authors also present a set of policy recommendations to increase the pool of effective teachers of color: At the federal government level (creation of a national public-private partnership teacher corps and congressional authorization of grants to teacher preparation programs at minority serving institutions. Those HSIs that could compete for such opportunities may already be on the top 100 producers of Latinos listed in *Diverse Issues in Higher Education* (2016); For the states and districts level

(provide pathways from 2-4year colleges, provide scholarships, change compensation packages, promote statewide initiatives attract Hispanics to teaching) (pp.18-20). They conclude their paper by describing the circular nature of the teacher of color pipeline. They state that “when we have more teachers of color in the classroom, they will encourage students of color to aspire to be educators and help them to realize that they too can become teachers of color” (p. 21). Bireda and Chait (2011) underscore this conclusion, “Teachers of color provide real-life examples to minority students of future career paths...increasing the number of current teachers of color may be instrumental to increasing the number of future teachers of color...there are effective teachers of many races, teachers of color have demonstrated success in increasing academic achievement for engaging students of similar backgrounds” (pp. 1-2).

Recommendations to Address Critical Issues of Latina/Latino/Hispanic Teacher

Representation

Recruitment and retention of Latina/o teachers are critical issues to address. Ocasio (2014) states that “This conversation needs to take place alongside the discussion of what high-quality, culturally-responsive Latino teachers look like. This will ensure that the future teacher workforce is equipped with high quality, culturally-responsive Latino teachers who can serve as mentors and role models for future generations of Latino (and non-Latino) youth” (p. 153). Such concerns are also addressed by Valenzuela (2016) in her edited book, *Growing Critically Conscious Teachers*. Nieto describes this book as “for Latino/a and non-Latino/a teachers alike, and for the university faculty and school and community-based facilitators who help prepare them” (p. ix).

Please see recommendations below emerging from the discussion above. The categories present critical junctures for promoting the Latina/Latino/Hispanic teacher pipeline emerging from related literature and discussions among HSI educators. Following this section are graphics depicting the structure and highlights presented in this paper, development of next steps, a list of white paper preparers, references used, and an appendix that lists best practices related to the topics presented here.

Recommendations: Attracting Latina/Latino/Hispanic to the Teaching Profession

“Highlight the value Latina/o teachers add to the profession and their potential for improving the quality of education for Latina/o and other youth” (Irizarry & Donaldson, 2012, p. 184).

Implement “grow your own” programs such as examples above

Challenge implicit bias and stereotyping which creates a continuous cycle of distancing Latinas/Latinos/Hispanics from the field of education

Critically question the potential barriers to the teaching profession for Latinas/Latinos/Hispanics. Recognizing bias along their educational pathways and working to remove bias. Barriers can include federal and state laws and examinations for certification which constrain the entrance of Latinos into the teaching profession. Examine potential employment discrimination in the teacher labor market.

The recruitment of second-career Latina/Latino/Hispanic teachers

Ahmad & Boser (2014, pp. 18-20), note that at the federal government level, creation of a national public-private partnership teacher corps and congressional authorization of grants to teacher preparation programs at minority serving institutions. HSIs that could compete for such opportunities may already be on the top 100 producers of Latinos listed in *Diverse Issues in Higher Education* (2016). At the state and district levels: provide pathways from 2-4year colleges, provide scholarships, change compensation packages, and promote statewide initiatives to attract teachers of color.

Boser (2011, p. 6) reports that every state has a wide teacher-student diversity gap and lists the following as strategies for diversifying the teacher workforce:

- Increasing federal oversight of and increased accountability for teacher preparation programs
- Creating statewide initiatives to fund teacher preparation programs aimed at low-income and minority teachers
- Strengthening federal financial aid programs for low-income students entering the teaching field
- Reducing the cost of becoming a teacher by creating more avenues to enter the field and increasing the number of qualified credentialing organizations
- Strengthening state-sponsored and nonprofit teacher recruitment and training organizations by increasing standards for admission, using best practices to recruit high-achieving minority students, and forming strong relationships with districts to ensure recruitment needs are met

Recommendations: Cultivating Latina/Latino/Hispanic Resilience and Perseverance along the Educational Pipeline to and through Credential Programs

The work of Gándara et. al. (2013) suggests actionable policies to support positive educational outcomes for Latinas, many of which may also support all Latina/Latino/Hispanic educational outcomes and address concerns examined above by other researchers and policy makers. These include:

1. Recruit and support the development of more Latina teachers and counselors
2. Support the development of bilingualism and biliteracy

3. Emphasize math development and support for Latinas through math and science clubs and projects on every campus that engage young women in the excitement of the field
4. Attach every Latina student to an extracurricular activity that can bind her to school, e.g., music, art, sports, service clubs, student government
5. Help parents support their daughters' belief that they will complete high school and go onto college through programs that target Latinas and their families

<https://www.civilrightsproject.ucla.edu/research/college-access/underrepresented-students/making-education-work-for-latinas-in-the-u.s.>)

Explore alternative certification programs

Increase the representation of Latina/Latino/Hispanic faculty in teacher credential programs

Recommendations: Retaining Latina/Latino/Hispanic Teachers in the Teaching Profession

Collaboration of private and public sectors to develop financial incentives for tuition, in-service professional development, and competitive salaries

Affirm that “students of all backgrounds deserve teachers of all backgrounds” (Boser, 2011, p. 11).

“Thus, efforts to increase the diversity of the teacher force must be a central component of any policy initiative intended to provide a high quality education to all students, not just some.” (Villegas & Irvine, 2010, p. 188)

Continue to create expanded networks to attract and retain Latina/Latino/Hispanic teachers

Bireda and Chait (2011) state:

reasons for teacher attrition are varied and implicate a number of factors, including district/school dysfunction, pay, and personal career objectives. We know that teachers at high-poverty schools are especially at risk for turnover as such schools present teachers with a unique set of challenges. Schools and districts that do not provide teachers with support will continue to face high turnover. Recruitment alone will not solve the minority teacher shortage, but highly effective strategies may increase the number of entering teachers to a rate that outpaces turnover. Finely tuned recruitment efforts that seek teachers who are likely to succeed and provide support while in the classroom, even in challenging schools, can help in increasing retention and recommend:

- Increasing federal oversight of and increased accountability for teacher preparation programs. This is the first step in ensuring that minority teachers emerge from teacher preparation programs with the skills needed to be effective teachers. The federal government can also take the lead on requesting programs to report on diversity efforts.
- Creating statewide initiatives to fund teacher preparation programs aimed at low-income and minority teachers.
- Strengthening federal financial aid programs for low-income students entering the teaching field.
- Reducing the cost of becoming a teacher by creating more avenues to enter the field and increasing the number of qualified credentialing organizations.
- Strengthening state-sponsored and nonprofit teacher recruitment and training organizations by increasing standards for admission, using best practices to recruit high-achieving minority students, and forming strong relationships with districts to ensure recruitment needs are met (pp. 3-4).

With regard to the creation of statewide initiatives noted above, the provision of consistent funding, designed to keep pace with the cost of living, to ensure successful preservation of core program components and retention of talented personnel is essential.

Research examining the satisfaction of Latina/Latino/Hispanic teachers in the schools, underscore the importance of leadership in creating inclusive and welcoming work environments to address workplace difficulties is of primary importance.

Graphics Depicting Paper Highlights

Figure 1. Improving Diverse and Inclusive Teacher Pipelines with a Focus on Latinas/Latinos/Hispanics White Paper Structure and Highlights

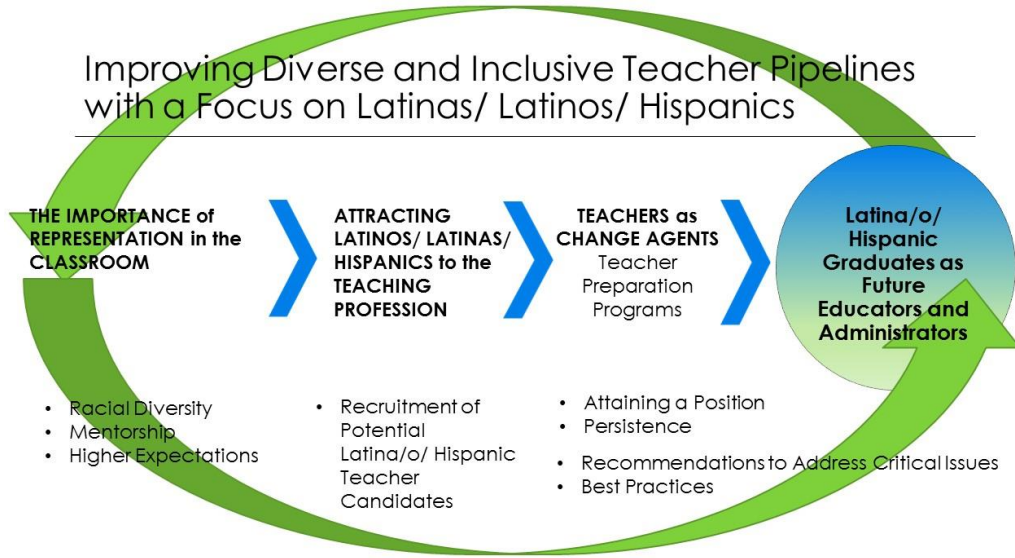
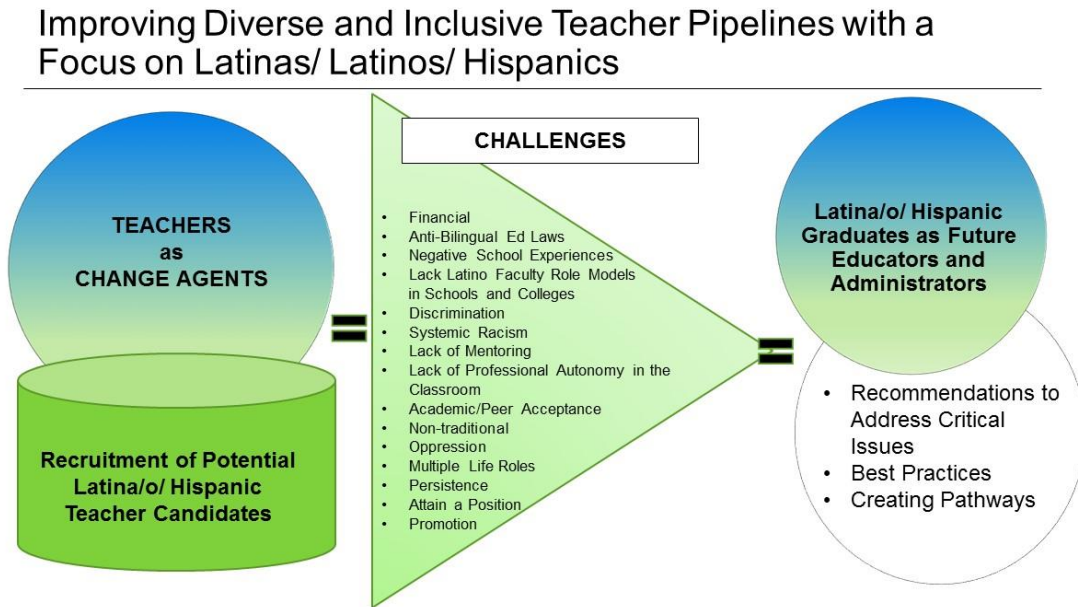


Figure 2. Improving Diverse and Inclusive Teacher Pipelines with a Focus on Latinas/Latinos/Hispanics White Paper Challenges Emerging from Literature and HSI Educator Discussions



Development of Next Steps

The committee appreciates the support given with the White House Initiative on Educational Excellence for Hispanics and the Hispanic Association of Colleges and Universities (HACU) by convening this group to author this paper. We believe that continued support is necessary and should be expanded to assemble educators regionally and nationally who are intent on creating inclusive pathways to attract, prepare, and retain Latina/Latino/Hispanic teachers to serve in our K-12 schools.

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Appendix

Review of Best Practices in Building a More Diverse and Inclusive Teacher Pipeline

(Note: Based on power points presented at the Hispanic Serving Institution Teacher Diversity Convening on September 22-23, 2016 at The White House Eisenhower Executive Office Building, Washington, D.C.)

1. Academic Preparation and Alignment

Dual Credit to align high school and postsecondary curriculum.

Dual credit programs between high schools and colleges and universities accomplish two significant outcomes—increased high school graduation rates and improved matriculation rates to college.

Examples:

- Exitos Cooperative and Title V Puentes Grant –San Antonio College, Patricia Medina
- Willamette Promise—Western Oregon University, David McDonald
- University of the Incarnate World, Arthur Hernandez

2. Grow your Own

Systemic programs designed to identify, nurture and graduate future teachers by creating structured academic and professional pathways from K-12 through college.

Examples:

- California State University, Dominguez Hills, John Kennedy Davis
- Bilingual Teacher Scholars Program, Western Oregon University, David McDonald
- California Mini-Corps Program, Butte County Office of Education, Juana Zamora

3. Create a compelling, accurate and continuous conversation that increases student interest in teaching through demystifying the negative stereotypes connected to teaching careers.

Early outreach including teacher academies with local high schools that enroll significant numbers of diverse students (Florida International); high school advisory courses, summer camps, focused marketing (Eastern New Mexico University); use culturally relevant messaging in a marketing campaign that uses traditional and social media to reach potential teachers, hold regional and statewide conferences for future teachers (Sacramento United School District); align local efforts with national initiatives such as TRIO, GEAR UP, and Troops to Education (Lehman College, CUNY)

- Florida International University, Laura H. Dinehart
- Eastern New Mexico University, Bianca Belmonte-Sapien
- Sacramento Unified School District, Martin M. Ramirez
- Lehman College, City University of New York, Deborah Shanley
- California Mini-Corps Program, Butte County Office of Education, Juana Zamora
- Sacramento State, Caroline Turner, Stephanie Biagetti, and Karina Figueroa-Ramirez

4. Expose college students in non-teaching majors to a K-12 classroom experience to expand the pool of potential teachers.

- Florida International University, Laura H. Dinehart

5. Teacher Preparation Programs

Offer multiple pathways to a teacher certification with a focus on taking the student from where they are and adding the necessary skills needed to be an effective classroom teacher. These alternative certification programs should be flexible enough to build on the strengths of candidates, typically content knowledge, while addressing weaker areas of preparation such as pedagogy (University of Texas, Rio Grande Valley). For states with fifth-year teacher preparation requirements, create blended (4+1) pathways that add teacher preparation content into the content specific curriculum (Sacramento State); Night and weekend certification only program offer residency programs to increase the depth of preparation of new teachers (Heritage University); create career pathways that support the movement of individuals from STEM professions into teaching (Florida International University);

- University of Texas, Rio Grande Valley, Patricia McHatton

- Sacramento State, Caroline Turner, Stephanie Biagetti, and Karina Figueroa-Ramirez
- Heritage University, Kari Terjeson
- Florida International University, Laura H. Dinehart

6. Reduce the Affordability Barrier

Reduce the affordability barrier through service grants, forgivable loans and scholarships (UT Rio Grande Valley); create a scholarship bank for students starting in middle school based upon high performance in academic and non-cognitive behaviors linked with success in school (University of Incarnate World)

- University of Texas, Rio Grande Valley, Patricia McHatton
- University of The Incarnate World, Arthur Hernandez

7. Provide new teachers with training focused on the administrative aspects of their positions especially lesson plan development.

- Eastern New Mexico University, Bianca Belmonte-Sapien

8. Predictive Analytics and Assessment

Develop predictive analytical tools that allow high schools and colleges to identify potential quality teachers through performance characteristics exhibited by the students. Based upon the assessment data, create an effective proactive response system that enhances student success.

- Texas A&M International University, Selina V. Mireles

9. Increase K-12 student retention and success

Develop culturally-relevant curriculum for middle and high school students, provision of summer camps, creation of professional networks for Latino K-12 administrators and teachers, and create partnerships with higher education.

- Sacramento Unified School District, Martin M. Ramirez
- California Mini-Corps, Juana Zamora

10. Enhanced preparation programs

Increase the depth of training by imbedding high need endorsements like ESOL and SPED produce teachers that are better trained to meet the educational needs of more students.

- Heritage University, Kari Terjeson