

PSC-ED-OUS

Moderator: Emmanuel Caudillo
July 27, 2016
1:00 pm CT

Coordinator: Welcome and thank you for standing by. At this time all participants will be on a listen only mode until the question and answer session starts. At the time to ask a question, please press star followed by one on your phone and record your name at the prompt.

This call is being recorded if you have objections you may disconnect at this time. I would now like to turn the call over to your speaker Beatriz Ceja. Ma'am you may begin.

Beatriz Ceja: Thank you. Good afternoon and good morning for those joining us from the west coast. My name is Beatriz Ceja. I am the division director for the Hispanic serving institution program in the office of Post-Secondary Education.

Today, we have four amazing speakers that you will get an opportunity to hear from. Before I lay out the agenda and remind you of the purpose of this series, I want to ask Dr. Ted Mitchell our undersecretary to kick off this webinar with a few words. Dr. Mitchell.

Ted Mitchell: Thanks Beatriz, appreciate it. And I really appreciate everyone joining the webinar today. It is an important set of topics as, you know, better than we. And we want to do all we can to support the important work that you're doing.

As, you know, we have been working on issues of teacher diversity and cultural competency for some time in the department. And that spans the office of post education, the office of the undersecretary and especially the white house initiative on education excellence for Hispanics.

Thanks to you HSI colleges of education, the deans, faculty and teachers are all involved in this conversation and we really look forward to learning from all of you today.

In our first conversation we share the importance and benefits of creating a teaching workforce that reflects the diversity of our K12 student population. And identified both challenges and best practices for this work.

For example, we share that there are teacher preparation programs producing well qualified Latino teachers that are not being recruited by districts. And we came up as a group with suggestions or ways in which we can align district needs for diversity with the graduates of this excellent program.

Some example of the kind of work that we hope to continue today. And in today's webinar we'll further the conversation and welcome the unique perspective of Latino teachers who will share their classroom and teacher preparation experiences.

Experiences that are key to helping us understand that'll increase the number of Hispanic teachers and the cultural competence for all of those who teach Hispanic students. We also look forward to presentations from doctors (Seth)

and Hamden on increasing cultural competency and the recruitment and retention of Hispanics teacher.

It's my hope that this webinar will be informative. That'll assist you in thinking about the ways in which your colleges can increase teacher diversity and better prepare all teachers candidates in cultural competence as well as support them once they enter the classroom.

I also hope and somewhat selfishly that we can be sure to be taken notes to understand better the federal role and how we can help you do the work that you're doing every day. I look forward to this conversation and I look forward to our fall convening.

I want to thank you once again for joining us today. Beatriz back to you.

Beatriz Ceja: Thank you Dr. Mitchell. And as he mentioned, you know, we're really excited to hear from the speakers that we have today. We have (Victoria Marcus) who is a school teacher.

And she is going to speak to us about her motivation in becoming a teacher. As well as touch a little bit about her preparation and in terms of her readiness for entering the classroom and provide us with some suggestions and thoughts about what we can do to help improve preparation and the recruitment of Latino teachers.

Before I ask (Victoria) to present, I just want to walk us through the agenda. As you heard we got a great welcome from my - and kick off remarks from Dr. Ted Mitchell. We're going to have an opportunity to speak - I mean an opportunity to hear from (Victoria Marcus).

We will get an opportunity to then get a sense of the research and why it's important that we think about building cultural competency. As well as think about the recruitment of Latino teachers and the importance of a diverse teacher workforce.

We will then hear practices from the field. Doctor Kamal Hamden in our last conversation shared just some examples when he dialed in that he - where he reflected on some of the practices that Cal State Dominguez Hills is embarking on to recruit more Latino teachers and to ensure preparedness for the classroom.

Again throughout the conversation we'll have an opportunity for questions and answers and then just followed by some closing remarks. So I want to thank you for joining us and at this time I'm going to ask the operator to provide the (Victoria Marcus) with the line so that she can speak to the group. (Victoria).

(Victoria Marcus):Hi. Hi everyone, how are you doing Beatriz? Well I am very happy to be part of this webinar. I really appreciate the opportunity to - that your giving to teachers for their voices to be heard. I think that's one of the main things and most important things.

And well, they we're asking me - they wanted to know why I wanted to become a teacher and I think that we all very important mission in this life. I believe that we all are born to be doing something important that will impact others in certain ways.

And my way - my special way was to become a teacher. When I was little, I mean I lived in the border. So I born - I part Mexican, part American. I have part - did part of my studies in Mexico and part of them in the United States.

And when I decided to go and study to the U.S. when my parents brought me to the U.S. it was a big change. It was something very, very, very difficult to me to adapt because it was a completely new culture even though I live in the border.

I mean having these completely different systems of education, a different language and everything was something difficult to adapt. So that is one of the reasons why I decided to start teaching.

I was part of these classes in which there were many challenges either with language, with culture, with friendship and sometimes I was feeling out of place. I was feeling sometime that I couldn't - that I didn't belong that much in school.

So I was like no, it's time I mean we are living in a country in which the minority has become the majority right now. And there's many Latino cultures - Latino people in the U.S.

So I wanted to do that I wanted to be one of those Latino teachers in the school because as a student I didn't have many Latino teachers. They were very few and most of them were only English speakers. So it was just hard for me to feel welcome in the classroom and not because it was a sad environment or anything I was just feeling out of place.

So when I decided to become a teacher it was mainly because I wanted to help those Latino students feel part of this community as well feel welcome in this amazing country and for them to feel welcome in their classroom.

Because they deserve to have a good experience, a learning environment and know those details. So this is the main reason when I - that I - that made me

decide to become a teacher. I wanted to be that influence. I wanted to motivate students to achieve higher and not to feel out of place.

I wanted to help them to get involved. And I think it's important, I think it's really important to help them through this, because education is the basis of everything. And if we do not give sound basis to our students, it's going to be hard for them to get maybe a higher education or maybe they're going to be discouraged.

And we don't want that. We want to have students that are motivated that they're seeking for a higher education that they want to become citizen of our country. And that they want to achieve more and be productive in the future.

And for them to feel that way they have to feel connected. They need to feel connected to their school, to their teachers, to their environment. And sometimes becomes - being a Latino it's not going to help them that much in a classroom if they don't Latino teachers that will be able to support them.

Or that will be able to comprehend what they're feeling or what they're going through. I mean as a teacher I see now that it's very important to have Latino teachers like myself in the classroom. Because the curriculum is sometimes more focused onto the American or people who have been born and grown up in the United States.

And not every student sitting down in the classroom has that history, has that background. Right now that I've been teaching in a classroom most of my students are Latinos.

And it happens so often that we're seeing math for example, that we're looking at a math problem and the students are not being able to relate to that math.

For the fact that it has a name that it has nothing to do with their culture or a place that has nothing to do with what they know.

So I think that having these Latino teachers is very important because we are able to adapt that material for them to be able to relate to the material. Otherwise it's going to be hard for them to really understand or comprehend what they're trying to do.

So it's a big impact being able to improve and to increase this amount of Latino teachers in the classroom. Because they're going to be good guidance for the students. They're going to be a good guidance for that curriculum that we need to teach to our students.

For example, I often ask the students to if they don't relate to me put their own name in the problem - in the word problem. And so if they don't relate to the phrase, change the phrase to a phrase they know.

And these little details, these little modifications that we do during instructions helps the student to relate it to the instructions and for them to comprehend what we're trying to teach.

So it is really hard. We're asking a lot of our students, for them to be (unintelligible) to this new culture and for them to learn a new language. It goes so - there's so many things going on through their minds that we have to help them.

We have to make it easier for them, we need to help them with whatever we can and sometimes just a little bit of relationship in that way in which we're able to understand what they're going through. That we are able to help them by adapting curriculum.

That we are able to speak to their parents in their own native language because that's essential. Being able to keep that communication with their parents - all these things it's going to always make it easier on Latino students.

And they're going to start feeling motivated, they're going to start feeling welcoming to this new country and to this new amazing - I mean to this amazing country that it's very new to them.

Sometimes I often see parents that they feel scared of coming and getting informed to the school or scared of asking for information. Scared of advocating for their students, for their own children because sometimes they don't know the language...

((Crosstalk))

Beatriz Ceja: Yes.

(Victoria Marcus):... and they feel shame about it. They feel shame that their not being able to have this communication with their own teachers. So it is essential it is very, very important that teachers are able to communicate with these parents, that way parents will be able to be involved in student's education.

This is essential, but the teacher's job can go so far. It - we only go into a certain point, but the rest they practice it at home. And if their parents are not involved in this education it's hard for them to be able to guide their children at home. So...

((Crosstalk))

Beatriz Ceja: (Victoria)...

((Crosstalk))

(Victoria Marcus): Yes.

Beatriz Ceja: You bring up so many great points, in terms of your motivation for going into the teaching profession and you wanting to make a positive change. You wanting to be able to be a role model for students.

You also talked about, you know, your perspective and the curriculum that's available and the length you've taken to adapt that curriculum to ensure that students are engaged as their learning.

You also talked about communication. What can universities do to intentionally recruit more Latino teachers?

(Victoria Marcus): Well to recruit, you know, what it's so difficult to say because there's so many things involved in somebody choosing this career. However, I really think that it should be very important - I think many of my friends that for example, they started education and they're not being teachers, they're not being educators right now.

They decided to go to a different major or chose not to be a teacher because they said that they notice that it wasn't for them. I noticed so many other people as well that they're not even - that they didn't have an education in the university as teachers but they're challenging the test because they noticed that their good as teachers.

So I think that it's something, maybe something at the beginning I feel for example when I started studying university when I started attending college I didn't know what I wanted to study.

And I never felt anyone that would be able to guide me through this process of choosing a career. In my case I was lucky that I choose education and I am falling in love with it. But many people I think that we're lacking that guidance at the beginning...

((Crosstalk))

Beatriz Ceja: Yes.

((Crosstalk))

(Victoria Marcus):...It's very, very important for students to have that guidance at the beginning of their education for them to be able to know exactly, for them to be able to focus their studies and know exactly where to go to.

And not to wait to the end of the career and then suddenly notice that it wasn't for them or they're doing the mistaken thing that they didn't like it at the end, I really think...

((Crosstalk))

Beatriz Ceja: So this is...

((Crosstalk))

(Victoria Marcus):I'm sorry...

((Crosstalk))

Beatriz Ceja: No I'm saying this is some great information. You touched on early support and guidance, various route into the profession and just, you know, counseling along the way to help filter those that truly want to enter the profession so that they have information about what's required.

And that we don't wait until the end when someone has already completed the credentialing program and then decide that in fact they don't want to go into the profession.

So at this time I just want to thank you for your work. I want to thank you for sharing your experience and providing us on some guidance on things that we can think about to help with recruitment, motivation and again the importance of cultural competency.

Just because of time we're going to go ahead and move into our next speaker who is Dr. Jeff Sapp and for all of you who are listening (Victoria) will be on the line and will have large Q & A session at - towards the end for all three speakers.

At this time, I'd like to introduce Dr. Jeff Sapp. His bio is up on the slide for you and Dr. Sapp if you can speak to the research and importance of cultural competency and teach preparation.

Jeff Sapp: Okay hello everyone. I really want to thank Ms. (Marcus) for that fantastic introduction. If you'll move to the next slide for me. Can you hear me? There you go thank you.

If you move to the slide and look at this Ms. (Marcus) really illustrates what Parker J. Palmer in his book *The Courage to Teach*. He said that the question we must commonly ask is the what question. What are you going to teach? What subject? What grade?

The conversation goes a bit deeper. We ask the how question. Okay, well how are you going to teach that? What methods are you going to use? If it goes deeper still, we may ask the why. Why did you go into teaching?

But seldom if ever do we ask the who question. Who is the self to teach us? And how does the quality of myself that form or deform the way I relate to my students, my subjects, my colleagues and my world?

And what I loved about Ms. (Marcus)'s personal narrative and passion about teaching is that she mentions in several places how she experiences as a young Latino in school - in our school system a sense of loneliness and alienation.

And I would suggest to you that because she was in some experiences like many of us have been in. That we're not culturally sensitive, culturally relevant. That some of her schooling not only formed her but some of it her deformed her.

And so we often talk to our students who had negative experiences. And I just yesterday graded 40 papers from our students in our program right now where they were using photographs to illustrate let's say Erik Erikson's stages of development.

They had to back into their personal life and illustrate this. And many of our Hispanic students talked about the pain that they experienced as an English language learner in our classes.

So for us to talk about how do we get our - more Hispanic teachers into the profession, one of the things that I would invite all of us to grapple with and understand is that for many of us who have had negative experiences in schooling asking us to become educators is what one of my friends refers to as returning to the scene of the crime.

And so I think that one of the ways that we can diffuse that is by looking at culturally relevant teaching. If you'll move to the next slide. The person - our foundational person who coined the phrase culturally relevant teaching was Gloria Ladson-Billings.

And she defines it as a pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural and political reference to convey knowledge, to impart skills and to change attitudes.

And that's why I like Parker J. Palmer's in the beginning because Ladson-Billings definition of cultural reference teachings it cuts across to all four questions that we must ask ourselves. The what of teaching, the how do we do it, the why are we doing it and the who are we.

If you move to the next slide, I'll tell you some of the things that we do at California State University Dominguez Hills. We certainly earlier on invite students in the spaces of reflection in regards to their conscious and unconscious bias.

And this is difficult for some students, they come believing that they don't carry bias. Many of them get and some believe for instance, you know, this is kind of the when we talk about race they might say that their color blind.

So we really invite them into spaces of talking about how they are consciously bias and unconsciously bias. But more so moving a little bit deeper how then does your bias interact with your students?

How has how we have been deformed as citizens where we all the time are consuming racism, sexism, (unintelligible) through media and cinema. How does that form and how does that play out without students?

One of the things that we do specifically is really confront deficit ideology and deficit thinking. We hear it in the terms these are at risk students. These are inner city urban students and there is almost a hush around it.

And we know that dominant society has a deficit ideology about many of the children that we work with. So we have that if we are not preparing student well, they fall back on deficit students and start using toxic rhetoric because they are the ones that are not prepared.

So we have actually had to build an assignment where they would have to confront their own deficit thinking. Interestingly enough many of our students write in their papers oh my teachers were looking at me like an at risk student and I didn't even realize it.

So part of moving them beyond deficit ideology which by the way, you know, one of the most - the favorite professional development seminars in the United States is Ruby Payne's Framework for Poverty.

And if the terrible deficit ideology that many teachers are exposed to in teacher preparation and teacher professional development. So we really give them information to kind of combat this because I know they're going to get professional development in this deficit thinking.

So we have Luis C. Moll's this particular really relevant to our conversation today, his concept of funds of knowledge.

And he went into Hispanic communities had conversations with people in the community and found out that although there are risks in some communities there are incredibly rich funds of knowledge, communities of faith, support network of families and cousins, our communities, activist communities.

And school of education often work in isolation and let's just say we don't play well with others on the playground. And we are not reaching out and finding those rich funds of knowledge.

One of the things that we do very specifically is a community walk where we have our candidates who are from the communities we are serving map out those sources or funds of knowledge so that all of us are familiar with all of the different community organization that are around our schools.

We also are very specific in laying the cornerstone for antiracist and anti-oppressive education and we're deliberate in helping our students identify intuitional and structural violence because they're going to be working with toxic environments.

We have so many of our candidates who are African Americans and Hispanics who tell the narrative about when they went to their school counselor, their school counselor said oh, well yes a four-year college is not for you, you want to do this instead. And we hear this narrative over and over and over again.

So we have to really identify what are - what is the structural violence? How do you become a (unintelligible) of safety and an advocate within a toxic system? If you'll move to the next slide, please.

I'll just tell you this. I put in this next slide because my own grandmother was a teacher in training just over a hundred years ago and in her teacher notebook I found this quote that has become an important framework for me and for our program.

And she said a hundred years ago that education is a process of sole enrichment. And really resonates with us and our program because what we're about is building relationships.

And if students have been deformed by their school experiences and culturally un-relevant and inappropriate teaching we have to kind of reframe that for them and bring them into spaces where education could be transformed for them. Because for many of them it really kept them down and there were too many gate keepers.

So I really liked this quote and I loved it that it really rings true for me over a hundred years after my grandmother wrote it. Education is a process to sole enrichment. If you'll go to the next slide.

Why does it matter that we have culturally responsive teaching? It does benefit all of our student, every student, but it certainly particularly serves those who have been underserved. And because of that they have been under achieving, under performing.

I really love the way that Ms. (Marcus) said that one of the way reason that she wants to enter - that she entered the teaching field is she wanted to be a role model. We hear this over and over again in our teacher prep program that

they want to be role model for those like themselves who have been underserved.

And there is something to the power of Ms. (Marcus) standing in front of students and modeling to them and launching a love of learning for these. Many of the underserved population are involuntary immigrants to America and such having that access to a lot of the tools that enable them to become part of mainstream society.

And so you'll see that I put some (unintelligible) in there. That this is not culturally responsive teach but de culturalization or subtractive schooling. And I think as you've heard mentioned in the facilitator and the previous speaker that there are friends of (Ms. Marcus) that went through a program that they're not teaching now.

They didn't know what courses to take. They didn't have - if some of us are the first in our family to finish high school and go to college we don't have that scheme about which courses to take and how to do it.

So I think there's something about having access to information, that's really significant and just more of that in just a moment. And last of all that education have to recognize and understand that the cultural and linguistic behaviors they need to be legitimized and made positive.

Just yesterday we're having a mentor institute concurrently today having three days of training for our mentors who are going to be with our residents. And yesterday one of our residents from last year spoke an African American woman and she was weeping in front of our new mentors saying that one of things her mentor did last year was disparage her linguistic heritage.

And so this is really critical because we don't want to be involved in programs that are de-culturizing, that are subtracting, that as I mentioned from (unintelligible) quote that are deforming instead of forming.

And then is you'll go to this last slide I'll just mention the great poet, lesbian poet Adrienne Rich. This is one of my favorite quotes I've written it into nearly every scholarly article that I've written.

When those who have power to name and to socially construct reality choose not to see you or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs.

When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in to a mirror and saw nothing. Last slide please.

I'll just say that what we're about and Ms. (Marcus) really, I think she identified this specifically. We believe in a rigorous program and, you know, like all we believe that our program - it is such a demanding rigorous program.

The difference is that we lift our candidates up and support them through the appropriate immediacy and relationship that we have that also through finding out how they've been deformed.

And then reforming them in ways that are going to help them be successful. We believe in rigor. But we believe in supporting them and lifting them up financially, emotionally, intellectually, psychologically, culturally, we have got to lift them up.

And we have found that when we have rigor and support that we have successful candidates. In our history, in our program our candidates are the ones who are not leaving the profession. They are staying successfully in the schools that are most under served.

And we're proud of the work that we do. And culturally relevant teaching has played a key and critical role in helping our Hispanic, our students of color, our candidates be successful and end up where Ms. (Marcus) started with us, modeling now to a new generation of students that they can be teachers as well. Thank you.

Beatriz Ceja: Thank you Dr. Sapp. At this time we're going to open up the line. If you have any questions or comments for Dr. Sapp. Or if you want to make any comments or have questions for Ms. (Victoria Marcus). Operator if you could - if you have anyone on the line that has a question.

Coordinator: Thank you. We will now begin the question and answer session. To ask a question please press star followed by one on your phone. Make sure your phone is not on mute and record your name clearly when prompted.

Your name will be needed to introduce your question. To cancel the question you may press star two. One moment please for the first question.

Beatriz Ceja: Great. And while we wait we did receive an idea if someone is already doing this and wants to speak further about this, about providing internship experiences during freshman and sophomore years.

Interns are really thinking about how do we improve the teacher pipeline to ensure greater diversity in the teacher workforce.

Coordinator: We have a question from Dr. (Jenny). Your line is open.

Beatriz Ceja: Great. Thank you. Go ahead.

(Jenny Pinline): Yes. This is Dr. (Jenny Pinline) and I have been working with the premed and I am working at an HSI institution. Which is great. Okay. And I'm helping develop internships for these students that they don't have a voice.

And so I hear that and I was just going to make a response to Ms. (Marcus) about thinking about developing internship before they get to that senior level and that capstone and go, this not really what I want to do with my life.

If we could embed internship early freshman, sophomore year which I'm trying to do right now in my institution, I think that would help in the teaching field. We need to have that open.

Beatriz Ceja: Great. Thank you.

(Jenny Pinline): Thank you.

Beatriz Ceja: And then just a reminder in terms of being Hispanic Serving Institution we do have Title V funds that allow for improvements in the teacher preparation program.

Additionally when you think about being a Hispanic Serving Institution we really want you to own that identity. In terms of really operationalizing the word serving.

To that extent are we as a Hispanic Serving Institution, providing support services that will enable Latino and low income students to graduate from our institution.

(Jenny Pinline): Right. Well I do work with a Title V program. And I am the director of experiential learning with that. And I'm excited about it, you know.

Beatriz Ceja: Great. Thank you.

(Jenny Pinline): Thank you.

Beatriz Ceja: Any...

(Jenny Pinline): Yes?

Beatriz Ceja: ... any other questions or comments?

(Cynthia Cole): Yes. Hi this is (Cynthia Cole) and I work here at the department. And I - my question is to Dr. Sapp around cultural competency and teaching - teacher happens to be culturally competent.

My question is that when you look at the diversity of teacher education across the nation that diversity actually is even in a more needing state than the K through12 teacher diversity.

And so my question to you is what are ways in which you believe that the teacher preparation programs can begin to increase the cultural competency of teacher educators so that we might be able to do that when we're thinking about our candidates who are coming through framework?

Jeff Sapp: Okay. Yes. You know, I've been at California State University Dominguez Hills for 10 years. But I've taught at two other institutions. I've been teaching for 37 years now.

One of the institutions I taught at here in Southern California had a predominately white population. That's not the case here at California State, Dominguez Hills

So, you know, part of my response is that I think across the board that we need to be talking about - to our white colleagues in teacher education and to administrations about culturally responsive teaching.

I think even more specifically about looking at white skin privilege. Looking at, you know, kind of white supremacy ideology and kind of deconstructing that more. So for - and then moving to like how are we - how are we allies with communities. So that it doesn't - so that it is an equal share of power.

So I think some of it is looking at that. Secondly I would just say that even in the strategies that we use - I'm so curious just about the authorship of books, you know, are they all white authors? Do we - are we reading rich and diverse theorists?

And so part of what we try to do at our program is really look at the theoretical underpinnings. Are they formed or deformed by any kind of ideology? And so looking for instance at Moll's work on Funds of Knowledge. Looking at the work of Lisa Delpit and her book Other People's Children.

So I think some of it is looking just to answer quickly, you know, these are - these are huge concepts and large things to take on in any situation. But I

think looking at white privilege, looking at building allies, and again looking at even authorship of the strategies that we're using as well.

I think we have to teach - I think part of culturally responsive - you know, we want our materials to be culturally responsive. But really I think what's probably more important is that we teach our teachers - our professionals to critically look at things.

Because many of our materials there just simply not going to be culturally responsive. So they have to be able to look critically at it and tweak it in such a way that it can be culturally responsive.

Beatriz Ceja: Great. Thank you. So at this time we are going to continue the discussion with Dr. Kamal Hamden who is also a professor at Cal State Dominguez Hills. One of our HS - Hispanic Serving Institutions.

With - he's a professor with Dr. Sapp and actually reformed a number of the teacher prep programs at Cal State Dominguez Hills through some of the federal funding offered from the Office of Innovation and Improvement. So Dr. Kamal.

Kamal Hamden: Yes. Good morning and good afternoon everyone. I too want to share our story but before I do I thought I will share with you some alarming statistics. You could see some of the statistics on the PowerPoint slide. But I thought I'll mention some of them.

Such as this not alarming the statistic. The alarming ones will be coming up in the next slides. But we all know that the Hispanic population in the United States of America is the largest minority population, at 53 million and growing.

We also know that the Hispanic population is the largest minority population. And again it continues to grow at 26% and more. But that also - I also know that it's going to continue to grow at least for the next seven to eight years.

In California for example, you probably know that the Hispanic population is the largest population at 53%. And it's expected to continue to grow. On the next slide, related to teachers and teacher population, we have about 3 million - a little bit more than 3 million teachers teaching in public schools in the United States.

But only less than 8% - it stands at 7.8% today of the teachers - the teacher population - are Hispanic teachers, compared to about 80% to 82% of the teacher population who are white.

But it is also true that the Hispanic teacher population has been increasing over the last few years. But this increase is not consistent with the increase in the Hispanic student population, we still have a long way to go.

What makes this more of a challenge is the following, and that is we are doing what we can to increase the minority - and specifically the Hispanic teacher population.

But that alone is not going to do it as long as we continue to lose teachers that we recruit. Meaning that once they begin teaching we are not doing enough to retain the minority teacher population.

So as you know, the minority teachers are leaving the profession at much higher rate than all other teachers. Specifically the number of black teachers, it continues to decline. It's been declining for years.

It's expected to continue to decline, especially for male African American teachers. They tend to have the highest turnover rate. I included in one of the slides a couple of tables. Here's what I want to share with you about the table.

In the U.S., regarding the Hispanic teacher population, only 8 in 100 teachers are Hispanic teachers. So if you have 100 teachers at a given school or anywhere, only eight of them are Hispanic teachers.

In California - in California, only 5 of 100 teachers are Hispanic male teachers. Only 5 out of 100. Considering that 53% of California is Hispanic. And just imagine only 1% possibly less of the teacher population is African American males.

One in one hundred - if not less of the teachers are African American males. This is really, really alarming. We need to do better. We need to do much more. We need to do right by our students and by our population.

Now on the next slide, we also know something really, really important. I know some people wonder and they ask, like, why is it critical for us to increase the representation of minority teachers, Hispanic teachers, African American teachers?

Well we all know that one, they serve as role models, but they'll also build bridges. They make connections between cultures. This is really critically important for us. And then also, we also know - and this is - this is true, and much has been written about this. And many studies reach such conclusions.

And that is when you have teachers of color at schools, and when they are represented well at schools, you have less representation in special education

programs. You have a decrease in the rate of absences. But you also have an increase in the parental involvement in their children's education.

So we really need to do better. We need to do much more. Since we know that increasing the representation of minority teachers in the teaching force will help us achieve such important goals we need to do much more and much, much better.

Now here at Dominguez Hills, we learned the last few years that - and this is the truth - we learned that we are not, and I repeat we are not short on candidates of color who aspire to become teachers.

We definitely are not. We learned that what we are short on is effort, we are short on vision. But we are also short on a systematic approach to recruit and retain teachers of color. This is really what we are short on.

And I'll tell you, this is from our own experience. This is what we've been experiencing the last couple of years. We have a lot of teacher candidates who are teachers or candidates of color. But there are so many barriers from becoming teachers of record.

So what are the reasons? The reasons are obvious. Cost is the number one reason. Lack of support is another reason. Too many requirements, too many tests, too many barriers.

But not enough support to help this population that aspires to be teachers to overcome these barriers and meet these challenges so they can make it to the classroom. There is too much in between their desire to become teachers and the classroom door.

Too much that it's too difficult to overcome. Now - and you probably know - in California the process - the process of becoming a teacher has become a huge burden for our teacher candidates. Especially those that lack the resources.

I'm going to give you this example. And to me this is really very alarming. And this is what we learned the last few years when we started digging deeper into the reasons why we don't have enough - we're not preparing enough teachers. Or enough teachers of color.

We learned like just from one of our programs, we have a program - undergraduate program - that prepares students to become teachers once they earn their Bachelor's degree. We had about six students enrolled in that program, and a little bit over 70% of them are Hispanic.

And then they eventually graduate, and join the Credential program. And they become elementary teachers. And we learned that at a given time, we have over 200 students or candidates enrolled in the Credential program.

And to be exact, it's more like 225 candidates. But we only Credential about 45 of them every year. Just imagine the Credential candidate population is about 225. But only in a given year we Credential about 45 of them. That means a large number of them do not make it.

What happens to them? Well I'll tell you. This is what we found out. One, they are not completing the program, because they cannot afford to take the test. In California they have to take the CBEST test, and they have to take a test called the CSET test, C-S-E-T. Both cost a lot of money.

The CSET you have to take multiple subjects, and then each cost like a bit of money. Maybe to some it's not a lot of money. But to our candidates, it's a lot of money. Enough to prevent them from continuing and living their dream of becoming teachers.

Honestly this is - this is the truth. So we have - I'll give you an example. I'm going to give you only the first name, but not the last name. (Carmen), for example, who's in our program, (Carmen) just suddenly disappeared. Like we did not hear from (Carmen).

She had completed the first semester in the program, but then she needed to meet these requirements before moving on. So we looked for (Carmen), we finally found (Carmen), called (Carmen), she came to my office, I talked to her.

And I asked her, "Carmen, why didn't you continue?" She said plainly, but with hesitation, "Look, I couldn't afford the test. I'm going to wait until I'm able to save enough money to be able to take the test."

I said "If we are able to help you find the money, would you take the test immediately?" She said, "Absolutely." Honestly, (Carmen) signed up to take the test. In one week, she took the CSET, all three sub-tests in one city, and she passed all three. (Carmen) could have been part of this statistic.

Meaning that most likely she would have waited like another year to save enough money to take the test. And most likely by that time, she could have given up on her dream of becoming a teacher. So I repeat, we are not short on candidates.

We are short on support, we are short on vision, we are short on a systematic approach to really, really find and support teacher candidates. And do what we can to retain them when they become teachers.

So out of the 225 students enrolled in the Credential program, 180 of them do not make it. Meaning that because of what? Because of again financial burdens, because of certain requirements that prevent them from completing the Credential programs.

Out of the 180, 70% of them are Hispanic students. You know this number, 180, honestly it will help us staff or meet - it will help us help the schools within our service area meet their staffing needs. Can you imagine?

And we are surrounded at Cal State Dominguez Hills, we are surrounded by highly - we have the highest concentration of high-need schools. One hundred and eighty teachers will help us, help our - the schools in our communities, our service area, meet their staffing needs.

That's how important this number is. Now, I also - I also want to give you another example, and that is I want to share with you the following before I give you the other example. And that is we really monitor our teacher candidates.

We know everything about them. Dr. Sapp forgot to share with you that we know not only their names, but we know their kids names, we know their families names, we know their cats names, we know their neighbors names. We know everything about our teacher candidates.

And we really monitor their attendance, we talk to them, we provide them with all sorts of support. And we - as I mentioned we monitor their attendance.

So yesterday I was waiting in front of - one of the classrooms, waiting for our candidates to come in, greeting them. Wishing them well. Asking about how they are doing, making sure that they are on top of things.

Making sure that there isn't anything we can help them with that is preventing them from completing the Credential program, or what. And then one of our candidates did not show up, and I waited for about half an hour, he did not show up.

And he's really - like he is - he's been on top of things the potential to be a great candidate. So I waited, waited, waited. Finally he showed up. He showed up about 45 minutes late to class. And then I was really kind of like disappointed.

I had that look on, that look of disappointment. And he didn't say anything, except apologize for being late to class, and promising that that will not happen again. I'm talking to an adult here, right, who aspires to be a teacher.

Later on that evening, I was told not by him, by someone else from the same class, that he - his car ran out of gas on the freeway. He left his car on the freeway, walked all the way to the University to be able to make it to class. So look, that - we're not short on candidates.

We are - we have enough candidates who would make great teachers. Our candidates are not short on passion and compassion. Our candidates are not short on grit.

How many of us would have left their car on the freeway, walked all the way to the university to make it to class, so that way they can continue to pursue their dream of becoming teachers?

I'll tell you I would have had many thoughts about walking on the freeway to make it to class on time. I would have stayed in my car. But that's the type of candidate that we served.

And this is the type of support that they need. You know, and we don't have to worry about retaining them, because they are so committed. They are so dedicated, they have so much passion and compassion in their heart.

But most important, they have grit. You know, they will - they are resilient, and they are persistent. And they will persevere. And in spite of all of the challenges that they will be facing when they become teachers of record.

So I wanted to sum it up in the following way. And that is it's not enough to recruit candidates of color, get them into a certification program, and then we turn our back. And we say look, you made it this far, you're on your own.

That is not enough. We need to work closely with the schools, k through 12 schools, to change the image of teaching and teachers. To inspire the next generation of teachers while they are still in elementary schools, middle schools, and high schools.

We need to do much better in that area. So that we don't have to worry later on about the representation of minority teachers in the teaching force. We need to talk more - much more - about the rewards of teaching. You know, I was a classroom teacher, I taught math in Los Angeles.

In South Central Los Angeles for 15 years. (Unintelligible) is what I took away. I didn't take away - I didn't, you know, I was paid fairly. However, what I took away are the rewards of teaching, you know, the inspiration from my own students.

The values and the respect that I had for that community, but especially for my students. So we need to talk more about the rewards of teaching, aside from the financial compensation. I'm not saying teachers get compensated enough, we need to do much better in that area.

But there are many other rewards to teaching that we do not mention, we do not talk about, we do not emphasize when we talk to those who might be, you know, inspired to become teachers.

We need to build bridges, and make stronger connections between the K through 12 schools, and the universities and the colleges. And inspire them to go to college, inspire them to become STEM majors. But also inspire them to become teachers.

We emphasize everything else except teaching. We don't talk about the young - we don't talk to the young adults about teaching as a career path as a very rewarding career path.

If we do that, we'll end up with an - I believe in my heart, if we do that we will end up with enough students who aspire to be teachers to meet this acute shortage of teachers, especially teachers of color.

But once we - they make it to college, and when once they make the decision to become teachers, we need to stay in touch. We need to provide all social

support, proactive support. It's not enough to offer financial aid. It's not enough to offer mentoring.

It's not enough to offer one thing or the other. It's a complete package. You must offer the complete package. You must offer financial support, academic support, but also effective support. It's important that we keep in touch, it's important that we ask about their well-being.

It's important to check on them frequently, to monitor, to help them. To help them get through all of these barriers and the challenges that stand in their way before they are able to become teachers of record.

And then once they are in the Credential program, we continue that proactive support. You know, we continue the advising, the counseling, we continue the financial and academic support. We also help them secure a teaching position. We don't do very well in that area.

So they invest so much in their education. They get a degree, and then they are on their own trying to find a teaching position. We need help in that area as well, we need to (unintelligible) secure teaching position. They cannot afford to get a degree and invest as much as they can in that degree in their certificate.

But then they don't have an income, a steady income. They don't have a job that will help them get through that transition between the Certification program and the classroom teaching.

And finally when they become teachers, we cannot turn our back on them. Why? Because we need to retain them, we need to do whatever we can so they to become life-long learners. And they can become teacher leaders, school

leaders, they become superintendent. You know, we're talking about a unique and special population.

You know, this is a group of teachers, candidates and teachers, who are full of life, who are full of passion and compassion, who are extremely dedicated and committed, who have grit. We're talking about like really special, special teacher population that we need to do right by. So in my...

Beatriz Ceja: Thank you.

Kamal Hamden: You bet. And my last slide, I summarize some of the recommendations that were made by many folks, good people, who did studies in that area.

Beatriz Ceja: I just want to say thank you so much to you Kamal for everything that you have shared. For those of you on the phone, I know we're running a little bit over. But we do want to allow you just at least a minute, if the speakers do not mind, we'll take two to three questions before we close.

And we have the first question, from (Cynthia Cole).

(Cynthia Cole): Hi. I just have just one question. And he spoke. And about the expense associated with certification exams, and I know how difficult those exams can be. Whether it be the practice Pierson or the specific state exams that you just named.

If you've had to take more than one of the tests, that makes it even more - even more expensive. So my question to you, and you know, I'm just thinking because my brain immediately goes to problem-solving, about something such as what we have the common application format, which sends our client to college.

It just makes me think that, you know, perhaps it's worth - would it be a valuable thing to think about? A way in which there could be a comment at type of system for teacher candidate who has completed to apply through for job placement?

Like what if there was something that was instead of just located in one state or to the district, but could be like a warehouse. Where recent grads, or you know, certified graduates could apply, and there be a way in which we could meet - match supplies with needs.

Because I try and, you know, because I don't know if that was useful from the last call, but we had a call before. And I think it was a dean who talked about they had a number of the female teachers who were graduating and did want to have placement, but were not being placed.

And we do know for a fact that there are places in the nation seeking those teachers, but there's just not a common kind of marketplace almost where those who are seeking employment and those who are looking to employ diverse teachers can meet.

Kamal Hamden: Yes, I really like that idea. In California we have something called the Ed Joint. I don't know if you're familiar with it. However, (unintelligible) don't subscribe to it, so they don't pose their needs on that Website.

In addition, I think you will probably get some hesitation from teacher preparation programs like ours when it comes to that.

Simply because there is so much need in our area, the last thing I want to do is send my teacher candidates to different areas to secure placement or a

teaching position while the need continues to persist in the communities that we have an obligation to serve.

Beatriz Ceja: Thanks, thank you. Are there any other questions? Again, I know we're a little bit over the time frame.

Coordinator: We have a question over the phone. This question is from Dr. (Zolia Morales). Your line is open.

(Zolia Morales): Yes, hi, good afternoon.

Beatriz Ceja: Good afternoon.

(Zolia Morales): I just wanted to say I'm super excited about what I heard from Kamal. I am actually a mathematics educator, I have a PhD. I'm born and raised in Brownville Texas, the tip of Texas. And he made me excited about doing it all over again.

And so I appreciate the energy. I also wanted - I want to make another comment. So thank you so much, by the way, for those contributions. I want to make a - elaborate a little bit on my background.

Like I mentioned I was born and raised in Brownville Texas. I had one teacher when I was growing up that looked like me. I am Mexican-American, indigenous to the valley. When I went off to college, I was a math major. None of my professors looked like me.

When I went back to do my PhD, none of my professors looked like me. And even in my career, I was at another university for close to almost 20 years in

the math department as a math educator, and I was the only Mexican-American female in the department.

And even when I left. And now in my current position, the same thing. So I appreciated the - that Dr. Kamal was and is a math educator. I appreciated him saying that.

And I think that it would be nice to think about how we can make concerted efforts in the STEM field. Having these same discussions, but narrowing them to the STEM fields. Thank you.

Beatriz Ceja: Thanks, thank you. Again, I don't want to keep so much over the time, so at this point if you have any additional questions or comments, we will leave the webinar open for a few more minutes, so that you can type in your questions or your comments, because we will be taking a transcript of the webinar as well as this conversation.

But I don't want to close without thanking our speakers. Thank you to (Victoria Marcus) for sharing her narrative as to why she became a teacher. We want to just thank her for continuing to be in the classroom, and serving as that role model for so many students.

We also want to make sure to thank Dr. Sapp and Dr. Kamal for their intentional support of so many students, and the work that they do to support these students not only get access to a teacher preparation program.

But to insure that they complete the program, that they're well-prepared, and that they're placed in a classroom where they, too, can make a difference. Serve as a role model, and insure that those bridges are built for those students.

Again, I want to thank all of you. If you have any suggestions, comments for our third webinar that we will host in August, please be sure to send them to the White House Initiative on Educational Excellence for Hispanic Americans. Their Twitter handle, their email address is all available to you on this last slide.

Also, if you are interested in possibly participating in a face-to-face conversation about this important topic, please be sure to send us an email again to the WhiteHouseInitiative@ed.gov as listed on the information listed on the slide that you are seeing and let us know your interest in participating, your contact information. And we want to be able to bring in a group to have these discussions and possibly at the end have a white paper or some recommendations that we could share with others.

Thank you again for being on this conversation and with that I'd like to just say goodbye. So thank you, enjoy the rest of your day.

Coordinator: Thank you. And that concludes today's conference. Thank you for your participation. You may now disconnect.

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