



WHITE HOUSE INITIATIVE

on EDUCATIONAL EXCELLENCE *for* HISPANICS

25 Years of Fulfilling America's Future

Webinar
Improving Diverse and Inclusive
Teacher Pipelines

July 27, 2016



A WEBINAR IN PARTNERSHIP WITH THE OFFICE OF THE UNDER
SECRETARY AND THE OFFICE OF POSTSECONDARY EDUCATION'S
HISPANIC SERVING INSTITUTIONS (HSI) DIVISION
JULY 27, 2016

AGENDA

- Welcome
- Voices from the Field
- Research
- Practices from the Field
- Q&A
- Closing remarks



WELCOME



Under Secretary
Ted Mitchell

“There's an incredible mismatch between the diversity of the student body in our K-12 system, and increasingly in our higher education system, and the diversity of the educators who work every day to make those students' dreams become possible.”

PURPOSE OF TODAY'S WEBINAR

- Create awareness of the importance of diversity in the teacher workforce
- Discuss practices to help increase Hispanic teacher recruitment, selection, and preparation
- Discuss the importance of preparing a culturally competent teacher workforce

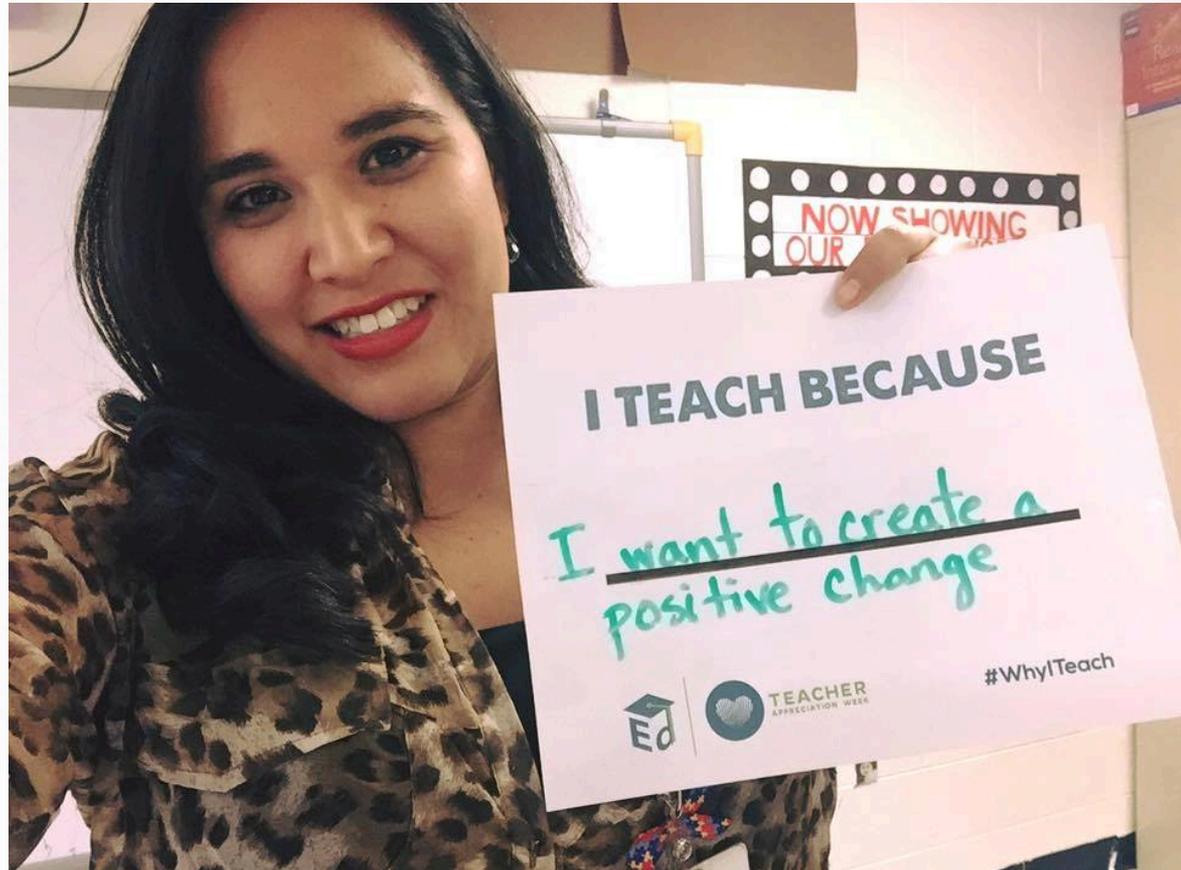


VOICES FROM THE FIELD

I Teach Because...

“I want to provide students the hope they need, and the confidence they have lost.

I teach because I want to provide them with a safe, positive and happy environment to learn.”



Victoria Marquez

K-6 Special Education Teacher

Sunland Park Elementary School, Gadsden ISD



Q & A



JEFF SAPP



- 37 years as a teacher, professor, scholar
- 10 years at CSUDH
- Worked for 7 years at The Southern Poverty Law Center as their lead Curriculum Specialist/Writer for their award-winning publications *Teaching Tolerance Magazine* and www.tolerance.org.
- Regularly writes/consults for national organizations like The Anti-Defamation League, The Simon Wiesenthal Center and The Museum of Tolerance, The Civil Rights Memorial Center, and other organizations committed to peace and justice.
- CSUDH 2016 Faculty Award for Excellence in Research, Scholarship and Creative Activity
- For more about Jeff, visit www.jeffsapp.com
- Contact Jeff at jeffsapp@mac.com

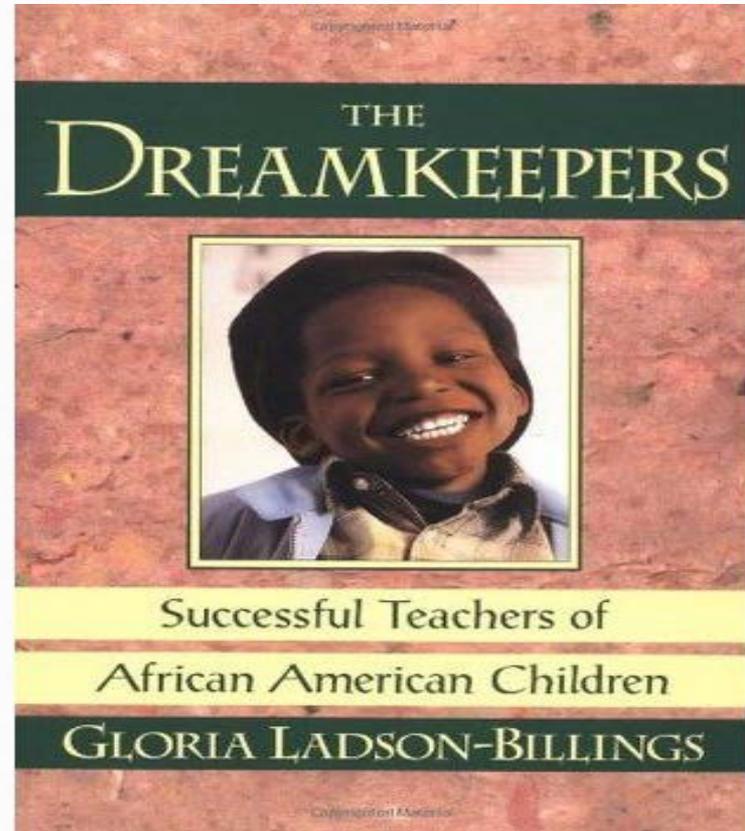
The question we most commonly ask is the “what” question – “What subjects shall we teach?” When the conversation goes a bit deeper, we ask the “how” question – “What methods and techniques are required to teach well?” Occasionally, when it goes deeper still, we ask the “why” question – “For what purpose and to what ends do we teach?” But seldom, if ever, do we ask the “who” question – “Who is the self that teachers? How does the quality of my selfhood form – or deform – the way I relate to my students, my subject, my colleagues, my world? How can educational institutions sustain and deepen the selfhood from which good teaching comes?”

~ Parker J. Palmer, *The Courage to Teach*



GLORIA LADSON-BILLINGS

“A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes.” –Gloria Ladson-Billings



WHAT WE DO AT CDUDH?

- We invite students into spaces of reflection in regards to their conscious and unconscious bias.
- We confront deficit thinking.
- We embrace students' “funds of knowledge” (Luis C. Moll) and teach our candidates to do the same.
- We lay the cornerstone of anti-racist/anti-oppressive education and are deliberate in identifying institutional and structural violence and how to work within a toxic system.



MY GRANDMOTHER'S TEACHING JOURNAL, 1913

Education is a process of
soul enrichment



CULTURALLY RESPONSIVE TEACHING – WHY DOES IT MATTER

- Culturally Responsive Teaching benefits all students and particularly those that are underserved, underachieving, and underperforming.
- Many of the underserved populations are involuntary immigrants to America and, as such, haven't had access to the tools that would enable them to become part of mainstream society. Denial of their culture and language is what Joel Spring (1994) calls “deculturalization” and Angela Valenzuela (1999) refers to as “subtractive schooling.”
- Educators must recognize and understand the cultural and linguistic behaviors that need to be legitimized and made positive.



“When those who have the 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 into a mirror and saw nothing.”

-Adrienne Rich

RIGOR
+ SUPPORT

SUCCESS







DR. KAMAL HAMDAN

Dr. Kamal Hamdan is the Annenberg Endowed Professor and Director of the Center for Innovation in STEM Education (CISE), the California STEM Institute for Innovation and Improvement (CSI³) and associate professor of teacher education at California State University Dominguez Hills (CSUDH). Dr. Hamdan has over 30 years of experience working in the California public school system. For the past 15 years, he has served as the Principal Investigator and Director of multiple federally and state-funded STEM teacher initiative grants totaling over \$45 million. Before joining CSUDH in 2000, Dr. Hamdan taught mathematics at a high-need urban high school in the Los Angeles Unified School District, LAUSD. Dr. Hamdan has received numerous awards for his outstanding teaching and commitment to the profession, including the Jaime Escalante Outstanding Teacher of the Year (1990). Influenced by his work in LAUSD, Dr. Hamdan has been instrumental in recruiting and preparing a significant number of CSUDH teachers for placement in difficult-to-staff urban classrooms. Dr. Hamdan is invited to present in nationwide conferences; his research interests include teacher preparation, urban education, and mathematics education.

WHAT WE KNOW

We know that:

- The Hispanic population in the US is the largest minority population at 53 million.
- The Hispanic student population in the US is the largest minority student population at 13.1 million or about 26% of the entire student population.
- The Hispanic population is expected to continue to grow at least through 2024.
- The Hispanic student population in California is the largest at over 53% and is growing (compared to 25% White)

Sources: NCES, USDOE, USNews & World Report, CDE



WHAT WE KNOW

We also know that:

- There are about 3 million public school teachers in the US.
- Only 7.8% are Hispanic teachers (compared to about 80% White).
- The number of Hispanic teachers has increased over the past 25 years but not consistent with the growth of the Hispanic student population.
- The student-teacher gap is still wide, more so in some states such Texas, Arizona, and Nevada, and is likely to continue to widen unless more effort is put forth.
- There is no parity between the proportions of minority students and minority teachers in schools.
- Minority teachers are leaving the profession at a higher rate than other teachers.
- Number of black teachers continues to decline, especially the number of black males.
- Teachers of color have the highest turnover rates

Sources: NCES, USDOE, USNews & World Report, CDE



WHAT WE KNOW

Student population vs. Teacher population

US:	Ethnicity	Student Population	Teacher Population
	White	49%	82%
	Hispanic	26%	8%
	African American	15%	6%
	Other Minorities	9%	4%

CA:	Ethnicity	Student Population	Teacher Population
	White	25%	65%
	Hispanic	53%	18% (Males: 5%)
	African American	6%	3% (Males: 1%)
	Other Minorities	15%	9%

Sources: NCES, USDOE, USNews & World Report, CDE



WHAT ELSE WE KNOW

We also know that:

- Teachers of color serve as role models and as bridge builders between cultures.
- When students have teachers of color, fewer students are represented in special education, student absenteeism decreases, and parents' involvement in school activities increases.

Sources: NCES, USDOE, USNews & World Report, CDE



WHAT ELSE WE KNOW

- Many students, including Latinos, perceive a career in teaching as a low status career and thus it is not an appealing career choice.
- Many potential Latino teacher candidates are not able to pursue a career in teaching because of the cost associated with the process.
- The process of becoming a teacher is a financial burden, especially for Latino students “who often must help support their families”. (Cost of multiple tests, credential applications, university and program applications, tuition, etc.)
- Example at one IHE: Over 75% of candidates are not able to continue due cost, required tests, lack of support, and lack of time.

Sources: NCES, USDOE, USNews & World Report, CDE



WHAT WE NEED TO DO

- We are not short on candidates of color. There are qualified candidates of color everywhere.
- What we are short on are support and opportunities.
- If we want more teachers of color in the teaching force, we'll have to look for them, help them get into a certification program, place them where they are needed most, and do what we can to retain them. (We can no longer wait for teacher candidates, especially candidates of color, to come to teacher certification programs. Teacher certification programs need to go to them.)

WHAT WE NEED TO DO

- **Phase I:** Build pipelines from K-12 to certification programs founded on academic, financial, and affective support.
- **Phase II:** Offer pro-active academic, financial, and affective support to teacher candidates as they transition to and meet the requirements of certification programs.
- **Phase III:** Offer pro-active support as candidates complete the certification programs.
- **Phase IV:** Offer support as candidates become teachers of record and lifelong teacher-learners.



WHAT ELSE WE NEED TO DO

- Invest much more in high-quality teacher preparation programs, especially those serving large numbers of minority students
- Develop multiple pathways that lead to certification (Alternative routes to certifications, residencies, blended programs, etc.) and offer incentives to those who target teachers of color
- Reduce cost to enter and complete a teacher certification program and strengthen financial support for teachers of color
- Emphasize teacher diversity in recruitment and hiring (by IHEs, LEAs, Unions, etc.) and increase oversight and hold accountable
- Form stronger partnerships between certification programs and school districts to meet staffing needs and increase diversity
- The days of recruiters waiting for aspiring teachers to willingly hand over their tuition in exchange for a certificate are over. If we want teachers of color, colleges are going to have to recruit outside their social networks. Meaning, we really have to recruit.

Sources: NCES, USDOE, USNews & World Report, CDE,



Q & A



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