



Recruiting and Retaining Educators of Color
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White House Initiative on Educational Excellence for African Americans/
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Recruiting & Retaining Teachers of Color Webinar

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Increasing Teacher Diversity



2014-2015 U.S. Teachers, Male Teachers & Students Racial Characteristics



	%Latino	%Black	%Asian	%Native American	%White
Teachers	7.6	6.6	1.8	0.6	82.3
Male Teachers	2	1.9	0.5	0.1	13
Students	25.8	15.4	5.2	1.1	49.8

Source: National Center for Education Statistics (2014)

Added-Value for Students of Color When Taught by a Teacher of Color

Qualitative Research

- Lynn (2006)-Black male teachers describe positive beliefs about their Black students' academic abilities.
- Milner (2006) White middle-class teachers project negative socialized world views on Black students, which influences how they assess Black students and Black students' performance.

Quantitative Research

- Ouazad (2008) - Early Childhood Longitudinal Study
- Egalite, Kisida, and Winters (2015) – Administrative data from Florida

Teacher of Color Disappearance Crisis

- Teachers of color have the highest rate of turnover (Ingersoll & May, 2011; Sealey-Ruiz & Toldson, 2011).

Chicago: Latino teachers - 38% in 2004

- 19% in 2014

New Orleans: Black teachers - 75% in 2005

- 54% in 2013

Setting:
Boston Public Schools (BPS)
The Garrity Decision (1974)



Method for Data Collection

□ 2 Rounds of Interviews

□ Observations

□ Sample:

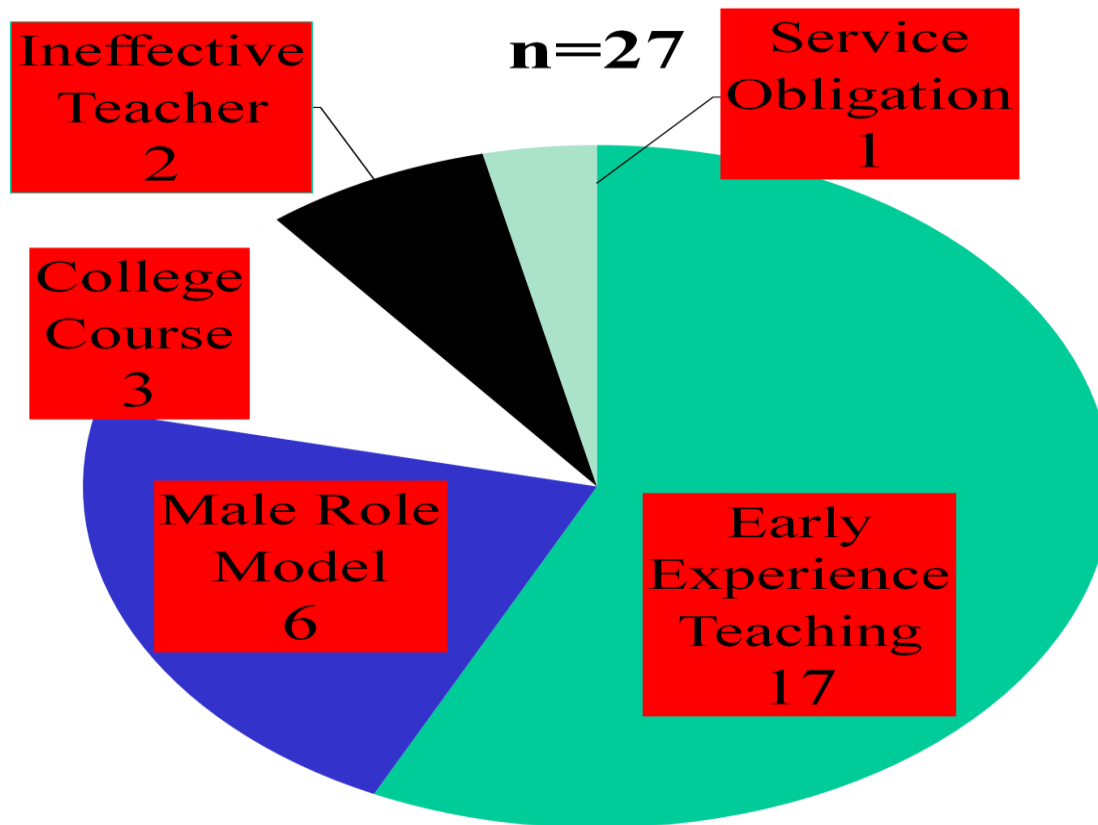
- 27 Black Male Teachers in Boston Public Schools
- 14 schools
- 7 schools with 1 Black Male Teacher (n=7) [Loners]
- 7 schools with 3 or more Black Male Teachers (n=20) [Groupers]

Table 1: 2012- 2013 BPS Schools that have 0, 1, 2 or 3 or more Black Teachers Disaggregated by the Principal's Race

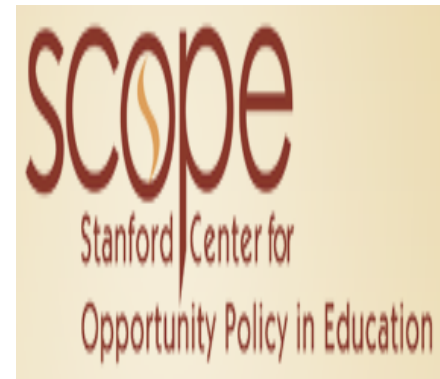


Number of Black Male Teachers in School	Number of Schools	Principal's Race			
		Black	White	Latino	Asian
0	32	31%	56%	9%	3%
1	28	43%	43%	10%	7%
2	15	40%	53%	7%	0%
3 or more	43	55%	32%	13%	0%

Recruitment: MULTIPLE PATHWAYS INTO THE TEACHING PROFESSION



Retention: Groupers - Movers/Leavers



- “This isn’t a prison. We can’t, we can’t run it like a prison. We can’t treat our kids like they are criminals – especially [when] they are not doing anything wrong... it creates tension and nobody really wants to be here.” In the end, Smith admitted, “I’m just like done with it; personally I’m over it [teaching here at Jefferson].”

-Dante Smith
Thomas Jefferson High School

Loners: Stayers

- “Lack of acceptance [for] someone who is from Nigeria, who speaks English with an accent being the chair of the English department... I’m not part of the group. There is this community and I’m an outsider. ”
- “We call our school the Country Club. If you’ve worked elsewhere you know teachers at other schools have heavy workloads. In some schools you have 150 students; here we 50 students. It’s a small school.”

-Wole Achebe
Grand Case Pilot School

Policy Recommendations: Recruitment



- Target Black male high school students to enter the teaching profession
- Target recruitment efforts at staff of community based organizations
- Target substitute teachers
- Upgrade the skills of paraprofessionals

Policy Recommendations: Retention



- Design “differentiated professional development” targeted at male teachers of color
- Implement racial and gender awareness training for new and current administrators
- Identify and intervene in schools with low numbers of Black male teachers
- Enlarge the scope of the Office of Equity

Funding Provided By



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THANK YOU!

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Recruiting & Retaining Educators of Color: A Review of Research, Policy, and Practice

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Background:

What we Know: There is chronic under-representation of teachers of color in U.S. schools, compared to existing (and growing) population of students of color:

- Children of color¹ in U.S. schools represent **47%** (in 2015) (NCES)
- Teachers of color¹ (TOC) in U.S. schools represent **17%** (in 2015)
- **White teachers, on the other hand, are ‘over-represented’:**
 - White students in U.S. schools represent **49%** (in 2015) (NCES)
 - White teachers in U.S. schools represent **82%** (in 2015)

Explanations for gap have focused on demographics & the pathways into teaching (the Pipeline):

1. Demographic changes - growth of students of color outpaced growth of teachers of color into profession
2. Teacher “shortage” - weak supply of TOC into the profession – due to weak recruitment, expanded professional options outside of education, or low pass rates among candidates of color on licensure exams

Efforts to improve the pathway into teaching have been innovative and comprehensive:

1. **Financial incentives** (scholarships, loan forgiveness, bonuses)
2. Recruitment and support to transition **paraprofessionals** into teaching
3. Recruitment and support for **2year college students** to transition to 4yr colleges w/ a focus on education
4. Pre-college initiatives (cadet programs) targeting **high school students**,
5. **Alternative certification programs** to target mid-career changers, returning peace corps volunteers, or non-education college graduates

But explanations for the chronic gap have changed, and so too must policy interventions:

- While recruitment strategies targeting TOC have been largely successful, recent data suggest that alone these efforts do not address the major source of the staffing problems and the under-representation of teachers of color — **teacher turnover**. (Ingersoll and May, 2011)

¹Students of Color include: Black/African American, Latino/a, Asian Pacific Islander, American Indian/Alaska Native

¹Teachers of Color include: Black/African American, Latino/a, Asian Pacific Islander, American Indian/Alaska Native

Why Diversity Matters in the Teaching Force:

Research has confirmed that:

- Teachers of color are valuable **role models** for *all* students, especially students of color (Quiocho & Rios, 2000)
- Teachers of color are often “**cultural brokers**” for students of color:
 - They tend to bring to teaching an understanding of students’ cultural backgrounds and experiences (Irvine, 1989; Achinstein et. al., 2008; see Villegas & Irvine, 2010).
 - They also bring to teaching personal experience with and insight into racism and ethnocentrism in society (see Miller & Endo, 2005; Quiocho & Rios, 2000 in Villegas & Lucas, 2012).
- Teachers of color have significant **impact on learning gains** for students of color
 - (see Egalite, Kisida, & Winters, 2015; Fairlie, Hoffman, & Oreopoulous, 2011; Dee, 2004)
- Teachers of color have significant impact on **other outcomes** for students, such as:
 - attendance, AP enrollment, gifted and talented referral, and college-going rates
 - (see Achinstein, et al., 2010; Villegas and Irvine, 2010; Grissom et. al., 2015)
- Teachers of color more often choose to work in “**hard-to-staff**” schools
 - Minority teachers are two to three times more likely than white teachers to work in hard-to-staff schools
 - (see Achinstein et. al, 2010; Clewell & Villegas, 1998; Ingersoll and May, 2011).

31 States have recruitment legislation:

State policies for minority teacher recruitment have been successful, for the most part

- A total of 31 states have legislation geared for minority teacher recruitment – meaning candidates of color are explicitly targeted for recruitment into teaching².

Five types of recruitment strategies to diversify the teacher workforce:

1. **Financial incentives** – scholarships, loan forgiveness, etc.
2. **Creating government mandates** – an agency is required to take actions to support teacher diversity goals. They typically prepare a plan to recruit teachers of color, submit reports about progress, conduct studies about strategies, and identify the targeted needs within specific underrepresented groups. Agencies include: state commission of education, state board/department of education, professional standards commission, school district, district board of education, college/university
3. **Supporting specific types of recruitment programs** - pre-college/high school programs, 2-year college transition, and targeting paraprofessional to teach, returning peace corps volunteers
4. **Establishing recruitment centers**
5. **Alternate certification programs** as a pathway to teaching

States use several combinations of strategies for recruitment (see Villegas et al, 2012):

- Twelve states use a single policy strategy (DE, GA, IN, KS, NJ, NM, NY, RI, TX, VT, WV, WI).
- Nineteen other states have adopted a policy package of two to four strategies.
- South Carolina has the most comprehensive policy package (including a government mandate, a specific recruitment program, financial incentives, and a recruitment center).
- Financial incentives and mandates seem to be the most frequent policy strategy – and the foundation of state policy initiatives to diversify the teaching force. All but one of the 31 states with a minority teacher recruitment policy (NJ) use one or both of these strategies.

Alternative certification programs are fast becoming a major strategy of recruitment

²Based on Teacher Recruitment and Retention State Policy Database, created in 2005 by Learning Points Associates for the National Comprehensive Center for Teacher Quality (NCCTQ) – see Villegas and Lucas, 2012

TABLE 1
State Policies Supporting Minority Teacher Recruitment, 2010

States with Minority Teacher Recruitment Policies	AL, AK, AR, CA, CT, DE, FL, GA, IL, IN, IA, KS, KY, MA, MN, MO, NJ, NM, NY, NC, OK, OR, RI, SC, TN, TX, VT, VA, WA, WV, WI 31 of 50 states currently implement minority teacher policies.
Specific State Policy Strategies for Recruiting Minorities into Teaching	
Financial Incentives	AL, AK, AR, CA, CT, FL, IL, IN, IA, KS, KY, MA, MN, MO, NM, NC, OK, OR, SC, TN, VT, VA, WA, WV, WI (25 states)
Government Mandates	AL, AR, CT, DE, GA, IA, KY, MA, MN, MO, NY, OK, OR, RI, SC, TN, TX (17 states)
Specific State-Supported Recruitment Programs	AK, CA, FL, IL, KY, MA, MN, NC, SC, WA (10 states)
Recruitment Center/Office	AK, AR, CT, NJ, OK, SC (6 states)
Alternative Certification	CT, VA (2 states)
States with No Policies Specific to Minority Teacher Recruitment	AZ, CO, HI, ID, LA, ME, MD, MI, MS, MT, NE, NV, NH, ND, OH, PA, SD, UT, WY (19 states)

See Villegas & Lucas, 2012

While Recruitment Efforts have been Successful

(for which support must continue), Retention has Not

Evidence of **Recruitment Success**: *based on NCES data (1987 to 2007) (Villegas et. al, 2012)*

- The representation of minority teachers—collectively—grew at a faster pace (**92%**) than that of their white counterparts (**42%**). For example:
 - Among minority teacher groups, **Latino teachers** had **most growth** (**260%** increase),
 - Teachers of **Asian/Pacific Islander** background had 2nd fastest growth (**130%** increase).
 - Black teachers increased by (**27%**), but their white, Latino, and Asian/Pacific Island peers outpaced them. As a result, **Black teachers lost ground** in their proportional representation within the overall teaching population. In 2007, Black teachers made up **7.0%** of the overall teaching force, while in 1987 they accounted for a higher **8.2%**.
- In other words: the total teaching population expanded over the years, with Latinos and Asians/Pacific Islanders with fast growth, and then Whites and Blacks with slower growths.
- As such, the proportional representation of teachers of color has risen, but not by a large percentage - from 13% in 1987 to 16.9% in 2007.
- **The population increase among students of color**, moreover, in addition to slower rates of growth among Black teachers over the years, adds further to the demographic imbalance between students and teachers of color.

TABLE 2
Racial/Ethnic Makeup of the Teacher Population in Elementary and Secondary Public Schools, by Selected
Year (1987–2007)

Racial/Ethnic Group	Year								Overall% Increase
	1987		1993		1999		2007		
	#	%	#		#	%	#	%	
Comparison—Minority and White Groups									
Minority	299,627	13.0	344,689	13.5	470,680	15.7	575,364	16.9	92.0
White	1,994,389	87.0	2,216,605	86.5	2,531,578	84.3	2,829,140	33.1	42.0
Comparison—Minority Groups									
Am. Ind./Alaska Native	23,998	1.0	20,064	0.8	25,869	0.9	17,023	0.5	−29.0
Asian/Pac. Is.	20,709	0.9	27,510	1.1	48,281	1.6	47,663	1.4	130.0
Black	187,836	8.2	188,371	7.4	227,505	7.6	238,316	7.0	27.0
Hispanic	67,084	2.9	108,744	4.2	169,025	5.6	241,721	7.1	260.0
Two or more races	—	—	—	—	—	—	30,641	0.9	—

Sources: Coopersmith, 2009; National Center for Educational Statistics (NCES), 1990, 1993, 1996, 1997, 2002b, 2003, 2005, 2006, 2009

from Villegas, Strom, and Lucas, 2012

Retention: A Renewed Focus for Education Leaders, policymakers

While some researchers argue that the increase of teachers of color has been eclipsed by the rapid growth of the population of students of color, others suggest that even with the population growth of students of color (**73%**), it **does not** eclipse the rate of growth among teachers of color (**92%**) (see Richard Ingersoll and Henry May, 2011). Instead, **annual attrition is the problem**:

“While there is still not parity between the proportions of minority students and minority teachers in schools, the teaching force has rapidly grown more diverse. This was also true for male minority teachers... Over the past 20 years, the number of white male teachers increased by only 18%, but **the number of minority male teachers increased by 92%**. Currently, males represent about 24% of white teachers and of minority teachers” (p. 63.)

“While minorities have entered teaching at higher rates than whites over the past two decades, **minority teachers also have left schools at higher rates**. ...In recent years, minority teachers were more likely to migrate from one school to another or to leave teaching altogether. This was **especially true for male minority teachers**.” Pg. 63

“The data show that at the beginning of the 2003-04 school year, about **47,000 minority teachers entered teaching**; however, by the following year, about **56,000 minority teachers had left teaching**. These data convey an image of a **revolving door**: too many going in one door and out another.” p. 64

Sources of Attrition Among Educators of Color

“Non-policy” related sources of attrition include:

1. Retirement
2. Competitive job opportunities in other professions
3. Personal reasons and family-related decisions

“Policy-Related” Sources:

1. School and **Student Characteristics**
 - Previous studies suggested that teachers leave schools with high numbers of low-income children to work in schools serving more affluent students
 - *This theory does not fit with the attrition patterns of teachers of color; and has also been challenged more recently for white educators (see Simon & Johnson, 2015)*
2. School **Working Conditions** shape **voluntary departures**
 - Organizational factors and school working conditions are a primary issue identified by departing teachers (see Ingersoll & May, 2011)
3. **Accountability Mandates & Sanctions** shape **involuntary departures**
 - ‘hard-to-staff’ schools, where teachers of color more often work, face sanctions and punitive accountability mandates – less studied, needed research

Attrition: School Working Conditions & Organizational Factors (voluntary departures)

Research indicates that for most educators of color, departure from the profession is associated with school and organizational conditions, such as:

- Levels of **collective faculty decision-making** and
- Levels of **Individual instructional autonomy** (Ingersoll & May, 2011).
- These organizational conditions are related to management, leadership, and school practices.
- Research notes that limited decision-making and autonomy is more pronounced in some schools than others. In some cities, **charter schools** report higher attrition rates **(24%)** than in district schools **(15%)** (Torres, 2014; White, 2014)
 - Example: limited autonomy and teacher turnover is reported in particular kinds of charter schools. Researcher C. Torres (2014) found charter schools managed by charter management organizations (CMOs) had higher turnover due to teacher reports of limited autonomy (2014).
 - These findings are relevant to issues of retention among educators of color because **teachers of color have a higher proportional representation in charter schools (27.6%)** compared to teachers of color in district schools **(16%)**.
 - For researchers concerned with diversity, high attrition & turnover in charter schools can easily exacerbate existing problems of attrition & turnover among educators of color (White, 2015)

Voluntary Moves & Departures by Educators of Color in Urban Charter Schools

Recent Paper (by White, 2015) examines:

- **How might various kinds of charter schools** (by management structure), and **their working conditions, shape teacher turnover** and attrition among TOC?
- **Methods/Research Design:**
 - Researcher visited 13 charter schools in one neighborhood
 - Researcher interviewed 21 school leaders
 - Researcher selected four charter schools as case studies:
 - 1 CMO-charter, 3 independent “standalone” charter schools
 - Researcher conducted observations & interviews with 28 teachers across 4 schools:
 - 32% of teacher participants White; 57% Black; 7% Asian; 4% Latino

Findings: (see White, 2015)

- 13 of the 28 teacher participants 'moved' to another school (46% turnover)
- 6 of the 28 participants “left” teaching by the end of study (21%, attrition)
- Teachers of Color: 7 of the 13 movers/leavers were TOC (25% turnover/attrition)
- Various types of movement were found:
 - Within CMO movers: From a charter within a CMO to another charter same CMO
 - Across CMO movers: From one CMO to another CMO
 - Across Charter movers: From CMO-to-Standalone and From Standalone to CMO
 - Across Sector movers: from charters to District Schools
- Most common movement for all teachers: “within CMO” & “CMO to Standalone”
- Most common movement for TOCs: “Within CMO” & “CMO to Standalone”

Rationales for Educators of Color Moving Across Charter Schools and/or Leaving the Profession:

- All teacher-movers and teacher leavers noted issues of **limited autonomy as an unfavorable working condition**
- However, White teachers noted dissatisfaction heavy workload and long hours, but expressed value for centralized discipline plans
- Teachers of Color expressed dilemmas, related to:
 - Satisfaction with “**tangible**” **resources** and supplies, and “**status**” via the school’s position as an oversubscribed school
 - On the other hand, teachers of color expressed dissatisfaction with school practices, including **rigid hierarchical relationships** with senior managers (in CMO charter schools), **limited multi-cultural approaches** to curriculum, and what some teachers described as inflexible, **technocratic**, and exclusively data-driven approaches to teaching. These approaches were viewed as a challenge and disincentive to remain at the school.

Attrition: Involuntary Departures of Teachers of Color

(adverse impact of accountability policies, restructuring & reconstitution of schools)

-A Needed Focus for Future Research

- Recent studies suggest a **disparate (and adverse) impact of accountability policies on teachers of color**, due to their likelihood to work in high-poverty communities. As schools in these communities are targeted for district and state intervention, It is easy for reformers to associate the struggles of these schools with teachers of color themselves.
 - School closings, turnaround efforts, and reconstitutions of schools into charter schools are more often implemented in communities of color and high-poverty communities where teachers of color work. These efforts have resulted in **involuntary dismissals**, difficulty with rehire in newly constituted schools, and may prompt early retirement among veteran educators of color.
- Example: **Newark Public Schools**; (see Education Policy Forum in Weber, Baker, and Oluwole, 2014)
 - Found **Black and Hispanic teachers are more likely to teach at schools targeted by NJDOE for interventions**
 - The authors previously found that *classifications “for intervention” disproportionately affected black and low-income students*. NPS’s Black teachers were far more likely to teach Black students; Black students were more likely to attend schools sanctioned under “One Newark” plan; consequently, Black teachers were more likely to face an employment consequence.
 - Authors concluded: “These findings are a cause for concern: to the extent that the One Newark plan disproportionately affects teachers of one race versus another, the plan may be vulnerable to legal challenge under civil rights law”
- Example: **The case of New Orleans**
 - There’s a pending class action lawsuit by **the 4,500 veteran educators whose jobs were terminated** after the storm; on the eve of the city’s major overhaul of its public schools and the transition to its current system of 100% charter schools.
 - While two lower courts sided with the teacher plaintiffs, Louisiana’s supreme court struck down their suit.
 - The case has been appealed to the U.S. supreme court. The court may or may not decide to take the case.
 - As researchers concerned with recruiting and retaining a diverse teaching force, how might we protect the ‘involuntary’ departures of teachers of color? How can we lend our research to support and protect the rights of these teachers? Might can put pressure on the federal court to take up this case and challenge what could become a precedence in other cities for how teachers are dismissed, many of whom are teachers of color?

Attrition: Involuntary Departures

Declining Unionism & Weak Political Power of Teachers of Color

-Needed focus by researchers

- Educators of color are **less likely to be unionized** than in previous years
 - This is an aspect of larger declines in unionism among all workers in most job sectors, including education.
- However, to the extent that reformers encourage the creation of more charter schools, which are less likely to have unionized staffs compared to district schools, and where educators of color work in higher numbers, should reformers consider whether they are putting educators of color in **a vulnerable predicament**:
 - As commitments of teachers of color lead them to work in hard-to-staff schools, their professional autonomy and security to control or challenge working conditions in those schools has declined
 - How can researchers concerned with recruitment and retention of teachers of color leverage their support for the political and professional rights of TOC?
- Unionism is also significantly related to higher pay, better benefits, and other professional protections for Black workers.

Recommendations for Policy & National Leaders Committed to a Diverse Workforce

1. Encourage more States to adopt **recruitment legislation**, targeting TOCs
2. Encourage existing States to develop more **comprehensive plans**, utilizing a variety of strategies, including: financial incentives, government mandates, recruitment centers, special programs (e.g. pre-college programs), and alternative certification programs targeting mid-career, paraprofessionals.
3. Invest significantly **more support for retention** efforts, including both ‘voluntary’ and “involuntary” sources of attrition:
 - Efforts to minimize **voluntary attrition** should focus on management, leadership, and working conditions in schools that impact teacher **autonomy** and **decision-making**.
 - Efforts to minimize **involuntary sources of attrition** should focus on the **disparate and adverse impact of accountability policies**, school closings, and reconstitution plans on teachers of color who more often work in schools targeted for intervention.
4. Leverage research to **support the protection of teachers’ civil rights** and **professional authority** – connected to pending class action lawsuits by veteran educators of color fired en mass in urban cities like New Orleans, as well as political debates about **teacher unionism** and collective bargaining rights.

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Recruiting and Retaining Educators of Color



THE WOODROW WILSON
National Fellowship Foundation

May 2015

About the Woodrow Wilson National Fellowship Foundation

- 1945:

- Supporting Ph.D. study for returning WWII veterans
- Building the professoriate for the G.I. Bill



- Today:

- Identifying and developing leaders and institutions to meet the nation's critical challenges



WW Programs Today

- Dissertation Fellowships
- Professional Preparation Fellowships
 - The Thomas R. Pickering Foreign Affairs Fellowships
 - The Woodrow Wilson Teaching Fellowships
 - WW-RBF Fellowship for Aspiring Teachers of Color
 - The Leonore Annenberg Teaching Fellowship
 - State-based WW Teaching Fellowships (GA, IN, MI, OH, NJ)
 - The Woodrow Wilson MBA Fellowships in Education Leadership



WW-RBF Aspiring Teachers of Color Fellowship

- National Program
 - \$5M grant from the Rockefeller Brothers Fund
 - 82 Fellows since 2010
 - 5 cohorts
 - 48 nominating institutions
 - 29 partnering institutions



WW-RBF Fellowship Components

- Financial support
 - \$30K stipend
 - Loan repayments (for transfer Fellows)
- Mentoring support
 - Online or virtual
 - Three years
- Obligation to teach in high-need urban and rural schools
- Webinars—special topics
- Convenings



WW-RBF Selection Process

- Nominations from program liaisons (2 per institution)
- Internal review of applications
- Selection day events
 - Panel interviews
 - Group activities
 - Graduate application coaching



Teacher Preparation Pathways

Traditional Teacher Preparation Programs

- **Recruit, select, prepare approx. 200,000 teachers every year**
 - **82% White**
 - **6% Black/African-American**
 - **4.2% Hispanic**
 - **4.2% Multi-racial or ethnic identity unknown**
 - **1.6% Pacific Islander**
 - **0.9% Native American**

(AACTE, 2013)

Alternative Teacher Preparation Programs

- **Recruit, select, prepare higher percentages of teachers of color**
 - **18% White**
 - **39% Black/African-American**
 - **53% Hispanic**
 - **24% Other races**

(NCEI, 2011)

Recommendations for Consideration

- Broaden financial incentives
- Broaden selection criteria
- Enact more robust marketing and recruitment strategies to actively pursue teachers of color
- Partner with universities to cultivate a pipeline of teachers of color



Why Is This Important?

- The importance of role models
- Academic achievement and impact on communities



Remarks from a Fellow

*...I took negativity
and turned it into my
biggest driving force.*

*Since I was told that
I would fail, I decided
that I wanted to help
guide children onto
the right path.*



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Director of Mentoring & Induction Strategy



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