

APPENDIX

NJASA 4 Equity

One Vision, Our Voice

#njasa4equity



How is educational equity defined?

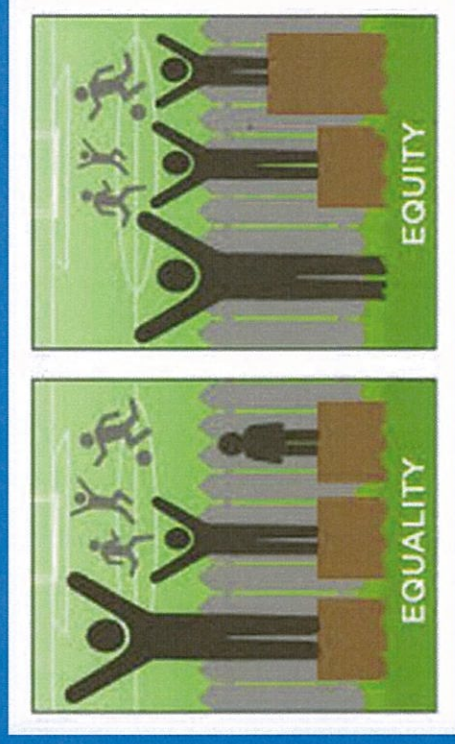
“Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.”

*Leading for Equity: Opportunities for State Education Chiefs,
Council of Chief State School Officers, 2017*

How do we differentiate equity from equality?

Equality is about giving each person the same thing.

Equity is about giving each person what she/he needs to be successful.



What is **NJASA 4 Equity** ?

- Amplifies the theme of *One Vision, Our Voice*: Using our voice as school leaders to achieve a vision of equity for all New Jersey students.
- Articulates clear beliefs that synthesize the intent of *Vision 2020* regarding our students, communities, school leaders, and association members.
- Addresses key questions to operationalize the beliefs through a sustainable action plan.

NJASA 4 Equity

Four Beliefs

- 1. EQUITY FOR STUDENTS:** We believe in equitable access to programs, services, and resources for all students.
- 2. EQUITY FOR COMMUNITIES:** We believe in equitable access to funding for all school districts.
- 3. EQUITY FOR LEADERS:** We believe in equitable access to professional development for all school leaders.
- 4. EQUITY FOR MEMBERS:** We believe in equitable access to career opportunities and fair compensation for all association members.

NJASA 4 Equity

Process

- Gather input on the plan with Executive Officers and key NJASA staff (August-September)
- Share the plan with Executive Committee and Committee Chairs, identify Belief Leaders and additional Team Members (October-December)
- Develop an Action Plan with strategies that address key questions (December-April)
- Share progress with our Executive Committee and, more broadly, at public events (March-May)

NJASA 4 Equity

Action Plan

Vision

Where are we going?

Beliefs

How will we get there?

Strategies

What is NJASA doing?

What can we as members do?

New Jersey Consortia for Equity Through Excellence

- Partnership with University of Pennsylvania Graduate School of Education

- Mission to positively transform the lives of each and every student by preparing them for success in post secondary education and in life

- Promote and support meaningful change and improvement toward excellence and equity

- North, Central and South Cohorts

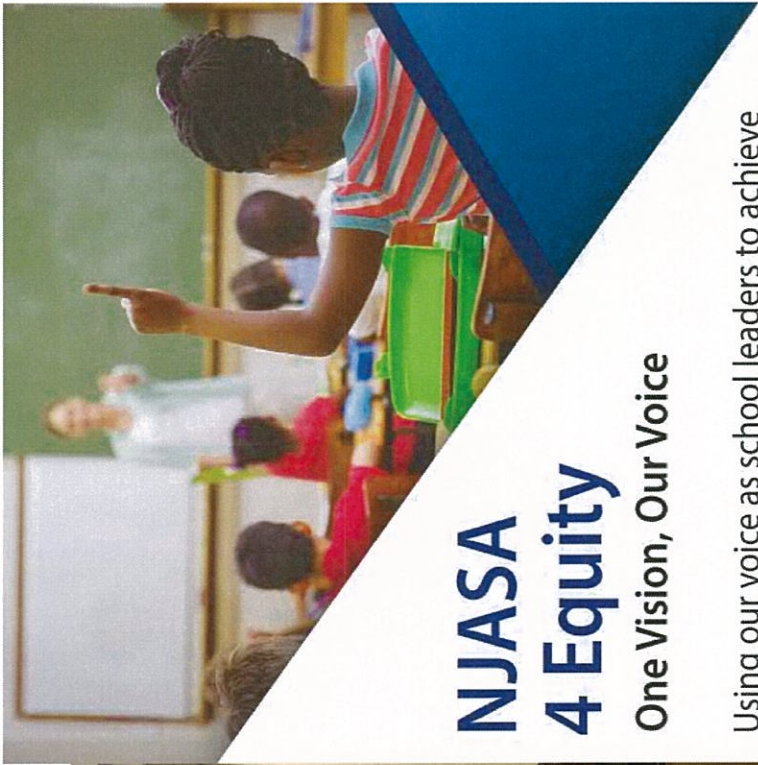


The Quest

- Eliminating the Predictability of Achievement and Attainment Disparities Defined by Race/Ethnicity or Economics
- Building Our District's Capacities for Continuous Improvement
- Recognize the Value of Networks: Positive Deviance- Expanded Sharing of Promising Practices
- Clarify the Nature of Our Attainment-Achievement- Opportunity to Learn Expectation Gaps
- Challenging Our Assumptions About Our Children's "Potential" and the Status Quo
- Increasing Access, Opportunity, Inclusion and Support to Our Most Challenged Learners
- Increasing Focus on Our Students' Strengths/Assets vs. Deficits
- Doing Our Decision-Making Through An Equity Lens: Who Benefits? Open Doors of Opportunity or Close Doors?



President Greene Shares NJASA4Equity Vision



NJASA 4 Equity One Vision, Our Voice

Using our voice as school leaders to achieve
a vision of equity for all New Jersey students.

We believe in EQUITY for:

- | | |
|---|---|
| Student access to programs,
services, and resources. | Community access to funding
for all school districts. |
| School leader access to
professional development. | Association member access to career
opportunities and fair compensation. |

NJ Association of
School Administrators
Education &
Research Foundation
#njas4equity

WHERE DO WE SEE THE GAPS- DISPARITIES?

OUTCOMES

- Student Assessments
- Student Grades/GPA
- Attendance Rates and Patterns
- High School Graduation Rates
- College-Going Rates/Attending First College of Choice
- College Persistence and Success

LEARNING OPPORTUNITIES

- Enrollment Patterns in Advanced Placement, International Baccalaureate, Honors, Gifted, Math and Science Courses
- Enrollment Patterns in “Lower Ability” Groups, Remedial Programs, Special Education
- Discipline Referral Rates and Consequences
- Extracurricular Involvement
- First Generation College-Going

STUDENT & PARENT PERCEPTIONS OF THEIR EXPERIENCES

- Questionnaires, Surveys, Interviews, Focus Groups

Excellence Through Equity



A description,
demographics
and the history of
“gaps”



Approaches to
organizing how
to address the
gaps and equity
challenges



Promising strategies moving
forward for building capacities
to reduce opportunity and
achievement disparities



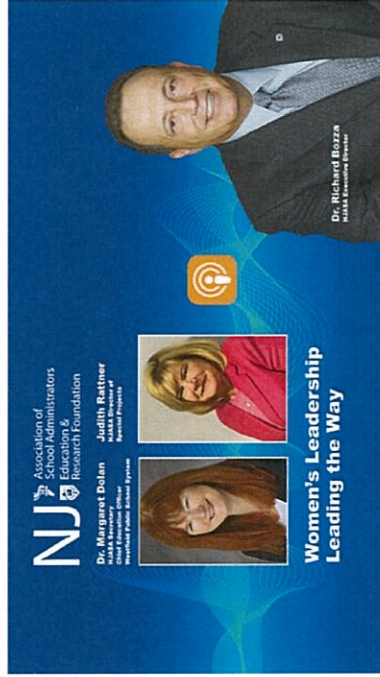
LEADERSHIP MATTERS!!!

- Forwarding a New Vision of Excellence Through Equity
- Building Our Own and Our Colleagues Individual and Collective Efficacy: Confidence and Competence
- Advocacy for Historically Marginalized Students and Families
- Sustaining a Sense of Urgency for Improvement and Dealing Effectively with Resistance to Change
- Developing Culturally Responsive and Equity Informed Policies and Practices
- Effectively Allocating Resources
- Supporting the People Who Support the Children

Excellence Through Equity

Dr. Kendra Johnson,
Montclair Superintendent





Women in Leadership Conference

March 14 & March 15, 2019

Women in Leadership Conference

New Jersey
Secretary of
State
Tahesha Way
Keynotes

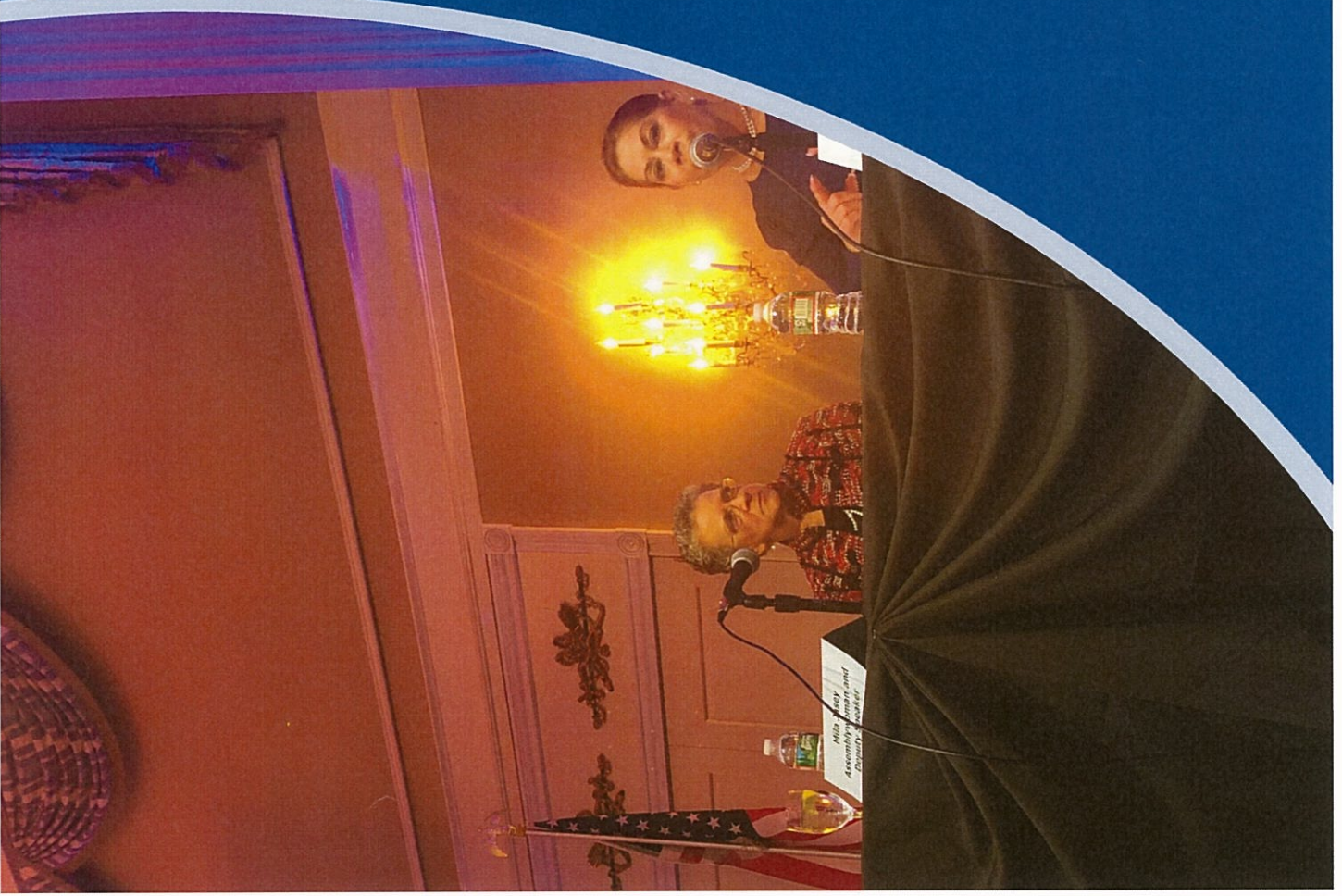
March 14, 2019



**Women in
Leadership
Conference
Session on NJASA
4 Equity**

Assemblywomen Mila Jasey and Yvonne Lopez

Legislators share their journey
with attendees at the conference.





Dr. G. Kennedy Greene
NJASA President
Chief Education Officer
Newton Public Schools



Judith Rattner
NJASA Director of
Special Projects



Dr. Scott Rocco
NJASA President-Elect
Chief Education Officer
Hamilton Twp., Mercer County



Dr. Richard Bozza
NJASA Executive Director

NJASA 4Equity

Governor Livingston High School DHH Students Perform at the Equity Conference





Panel Presentation at 1st Annual NJASA Equity Conference

- Teresa Rafferty, Piscataway
- Brian Zychowski, North Brunswick
- Kendra Johnson, Montclair
- Scott Rocco, Hamilton Township
- George Guy, Cherry Hill

**BELOW THE
SURFACE:
Taking a
Deeper Look
at Equity in
Education**

SCHOLASTIC

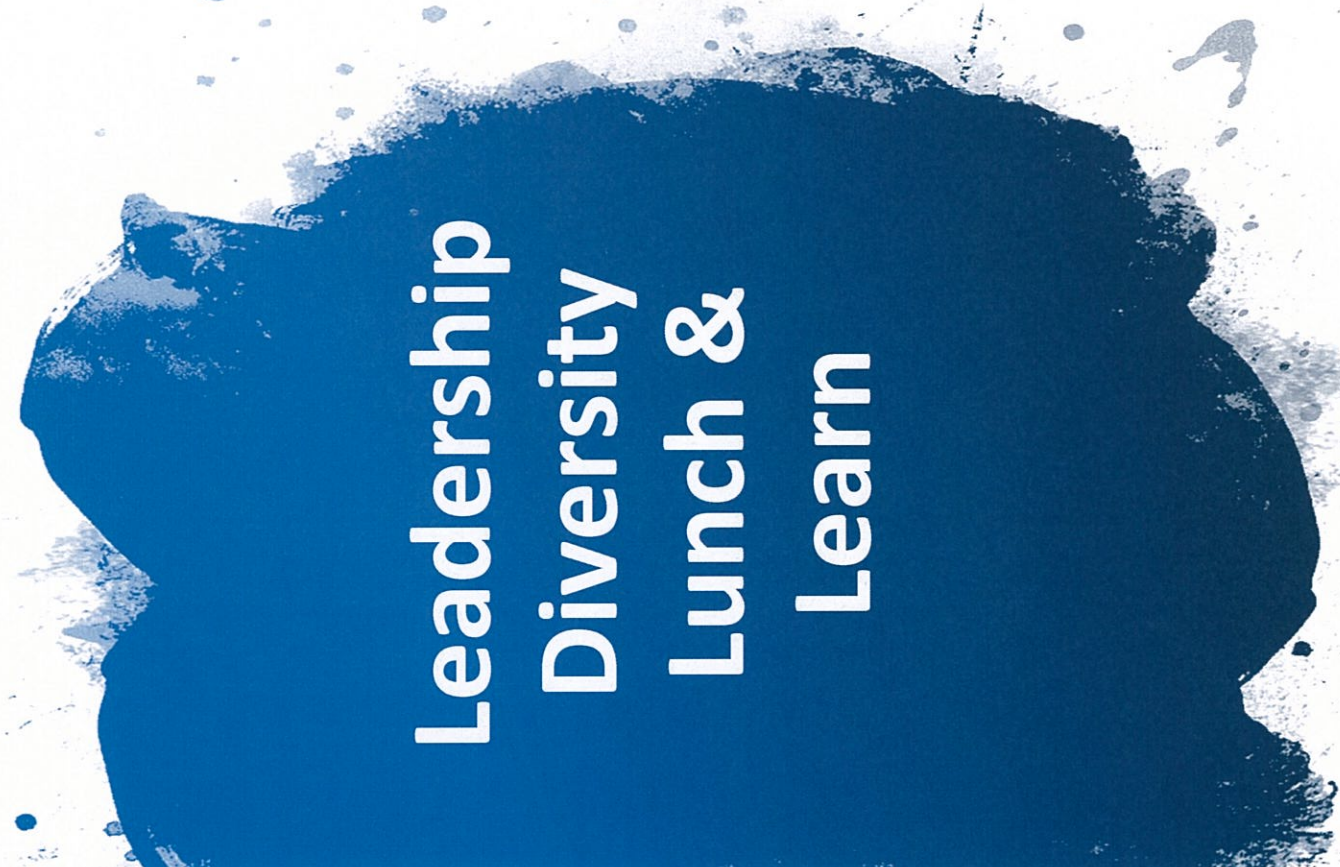
EDUCATION



Sessions Focused on Equity

- Lunch and Learn for Leadership Diversity
- Aspiring Leaders
- NJASA 4 Equity
- Women in Leadership





Leadership Diversity Lunch & Learn

We invite you to join us for this Lunch & Learn session which is designed to help minorities and women *in or aspiring to* positions in educational leadership prepare for their next interview.

With networking, support and professional development, NJASA wants to create a clear pathway for minority educators to engage, encourage, and inspire one another.

NJASA 4 Equity

One Vision, Our Voice

#njasa4equity



**NEW JERSEY DEPARTMENT OF EDUCATION
TESTIMONY OF TANISHA DAVIS, DIRECTOR OF THE OFFICE OF RECRUITMENT,
PREPARATION AND RECOGNITION
Joint Committee on the Public Schools
Hearing on Teacher Diversity
Tuesday, April 9, 2019
New Jersey State House Annex
4th Floor, Committee Room 16
9:30 AM**

Introduction

Good morning Chairman Rice, Chairwoman Jasey and members of the Joint Committee on the Public Schools. Thank you for the opportunity to participate in today's hearing on increasing teacher diversity in New Jersey.

Before I begin, it is important to note that diversifying the educator workforce is one of the Department's priorities and as such, Commissioner Repollet is currently on Capitol Hill speaking on a panel and presenting to representatives from state agencies across the country concerning this matter. I am Tanisha Davis, Director of the Office of Recruitment, Preparation, and Recognition. Accompanying me today is Colleen Schulz-Eskow, Deputy Chief of Staff at the Department of Education.

The Center for American Progress confirms that "Racial diversity benefits every workforce, and teaching is no exception." The U.S. Department of



Education's 2016 State of Educator Workforce Diversity Report also describes how all students benefit from racially diverse teachers as we work to prepare all students for a diverse society, build cultural sensitivity, counteract stereotypes, and most importantly, close the achievement gap.

As we strive to close the achievement gap and provide equity and access to all students, it is important to note research findings cited in the Learning Policy Institute's 2018 report on educator diversity, that students of color, who were taught by at least one teacher of color in elementary school, were less likely to drop out of high school, and more likely to pursue college. Despite this compelling information, our educator workforce remains predominantly white. The urgency grows as our nation's population, and most relevantly, our student population, becomes more racially and ethnically diverse.

The Department of Education's mission is to support schools and districts to ensure all of New Jersey's 1.4 million students have equitable access to high quality education and achieve academic excellence. We believe a racially and

ethnically diverse teacher workforce is critical to meeting the diverse needs of all students in all districts, from various backgrounds.

In the 2017-2018 school year, teachers of color represented 16 percent of the teacher workforce, while 56 percent of the 1.4 million New Jersey students we serve were students of color. It is important to note that New Jersey's teacher workforce is gradually becoming more diverse. The new and novice teacher workforce (those in their first four years of teaching) is about 22 percent teachers of color, compared to 16 percent of the overall teacher workforce. While the new teacher trend is positive, student diversity is increasing more quickly and so the gap continues to grow.

The Department is dedicated to ensuring that the ethnic and racial diversity of the State's educator workforce reflects New Jersey's unique diversity. The Department has expanded our definition of a high-quality educator workforce to include diversity and cultural competence. Aligned to our mission and the Governor's call for a stronger, fairer New Jersey, the Department has set a goal that by 2025, all New Jersey students will have access to a high-quality novice teacher

pool that reflects the racial and ethnic diversity of New Jersey's public-school students. Approximately 4,000 new teachers enter the profession in New Jersey each year; achieving our goal will significantly impact the diversity of the overall teacher workforce.

Educators come into the workforce through what can be described as a talent pipeline. The U.S. Department of Education's report identifies key places in this pipeline where diversity decreases. The following are critical transition points in this pipeline where we risk losing potential teacher candidates of color: from high school to college; from the time they enter college and select a major; throughout the duration of the educator preparation program to completion; transitioning into the teaching profession; and finally, retaining novice teachers of color beyond the first four years of work.

Each of the places that we lose candidates of color along the pipeline, represents an opportunity for us to collaborate and work towards a better outcome. We cannot regulate our way to a diverse teacher workforce and the Department

cannot accomplish this goal alone. We are committed to working with stakeholders, including, but not limited to, schools and districts, students, parents, educator preparation programs (EPPs), nonprofit organizations, professional associations, county colleges, policy makers and community-rooted organizations to develop a shared vision and commitment to this work and to collectively implement nationally promising recruitment, preparation and retention strategies. Our current efforts have focused on best practices in recruitment.

We have demonstrated our commitment to diversifying the teacher workforce by partnering with Rutgers University, William Paterson University, Montclair State University and Rowan University to hold the first New Jersey Diversifying the Teacher Workforce Convening. More recently, we participated in New Jersey's Association of Colleges of Teacher Education's annual conference titled "Leading for Diversity". The purpose of these convenings have been to provide a national and state perspective on teacher diversity, raise awareness, and highlight implementation of best practices throughout the state.

Along with 10 other states, New Jersey is involved in the Council of Chief State School Officers' (CCSSO) Diverse and Learner-Ready Teachers Initiative, which aims to diversify the education workforce and to support future and current educators in implementing culturally relevant practices. Our New Jersey team includes representation from the Department, educational organizations, school and district level administration, and educator preparation providers. With support from CCSSO and national collaborators, the team has developed goals, a theory of action and a strategic plan for accomplishing these goals and monitoring progress along the way.

The state budget for fiscal year 2019 committed \$750,000 to the Department's development of a one-time grant opportunity for two projects designed to increase teacher diversity. The "Diversifying the Teacher Pipeline" grants were awarded to Montclair State University, which partnered with Newark Public Schools, and Rutgers University's Center for Effective School Practices, which partnered with a consortium of Passaic County charter schools. Grantees have begun to engage in various strategies rooted in promising research for increasing educator diversity. We

plan to learn from this work and determine how we support and scale successful strategies.

In alignment with CCSSO and The Learning Policy Institutes' recommendations to states, we are assessing New Jersey's existing "Grow Your Own" programs that provide opportunities for diverse students in middle and high school to experience the teaching profession, increasing their interest in pursuing teaching as a career. We are learning from partnerships that develop pathways for students to go from high school to educator preparation and upon completion, return to their local districts as teachers. We plan to support an increase in the number of teacher academies operating in the state's comprehensive and vocational schools and encourage partnerships and articulation agreements between districts and colleges.

The Department provides ongoing support to educator preparation programs seeking to increase program diversity. Our office shares data on the racial composition of individuals completing each program. By hosting data meetings, we encourage programs to set goals and benchmarks to monitor their progress. As additional program diversity data becomes available, the Department will highlight

best practices of preparation programs experiencing success. We recently released our annual Educator Preparation Program Performance Reports. While the reports have historically included completer diversity, for the first time, these reports also include current teacher workforce and student diversity as well.

In closing, the Department values the impact a diverse teacher workforce will have on eliminating our achievement gaps and creating equity for all students. I hope this testimony provided insight into the work currently underway at the Department and our efforts as we work towards diversifying the educator workforce of New Jersey.

Thank you, for the invitation and for the opportunity to appear before you. We are available to address your questions.

Diversifying the Teacher Workforce

New Jersey Department of Education
Division of Academics and Performance
Office of Recruitment, Preparation and Recognition



Studies Show:

- The percentage of students of color is growing exponentially faster than the number of teachers of color*
- Racially/ethnically diverse teachers with strong academic skills improve outcomes for all students**
- Students of color taught by at least one teacher of color in grades K-5 have increased graduation rates and standardized test scores**

* U.S Department of Education (2016) *The State of Racial Diversity in the Educator Workforce*

** Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*



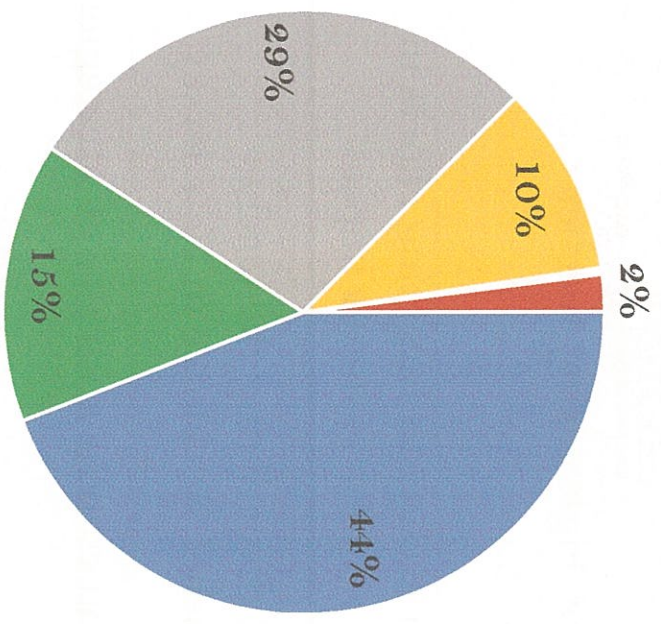
Teacher Workforce Diversity Matters

- Research from the 2016 U.S. Department of Education emphasizes the impact of racial diversity on student outcomes
- The NJDOE has intentionally expanded the definition of high quality teacher workforce to encompass racial diversity
- Over 4,000 newly certified teachers enter the profession each year; targeting efforts in recruitment, preparation, and retention provide opportunity for systemic impact
- The NJDOE is engaged in the national dialogue around diversifying the teacher workforce and is focusing efforts on diversifying the teacher workforce in New Jersey
- The NJDOE will specifically focus on racial diversity and employ a variety of strategies at multiple points in the teacher workforce pipeline.

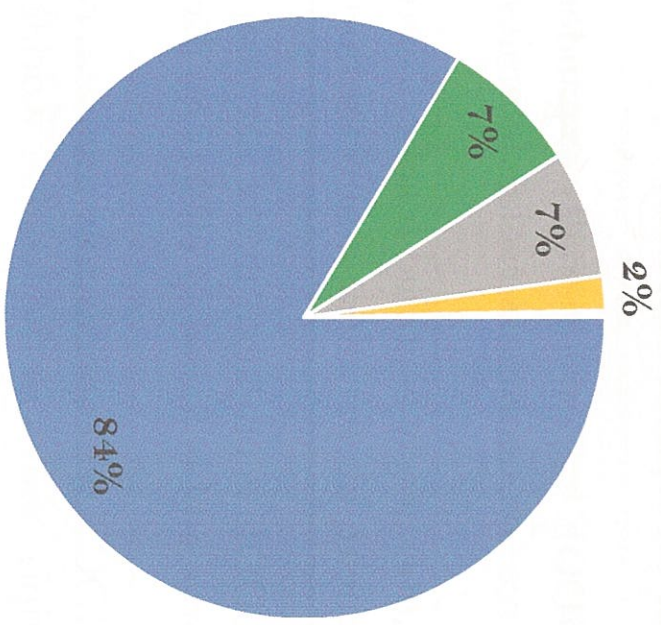


NJ Teacher Diversity at a Glance

Student Population



Teacher Workforce



- White
- Black
- Hispanic
- Asian
- Native American
- Pacific Islander
- 2 + Races

NJ Teacher Diversity at a Glance



121,500+ students see ZERO teachers of their same race in school	1 in 5 schools employed ZERO non-white teachers in 2016-17	163,000+ students see ZERO non-white teachers in school
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- Employment data - the staff-level Standards Measurement and Resource for Teaching (NJS MART) data system.
- Student level demographic data - the student student-level Standards Measurement and Resource for Teaching (NJS MART) data system.



The Pipeline – Impact Points

- In order to make a lasting impact, it is important to target each point in the pipeline from different vantage points. These points are:

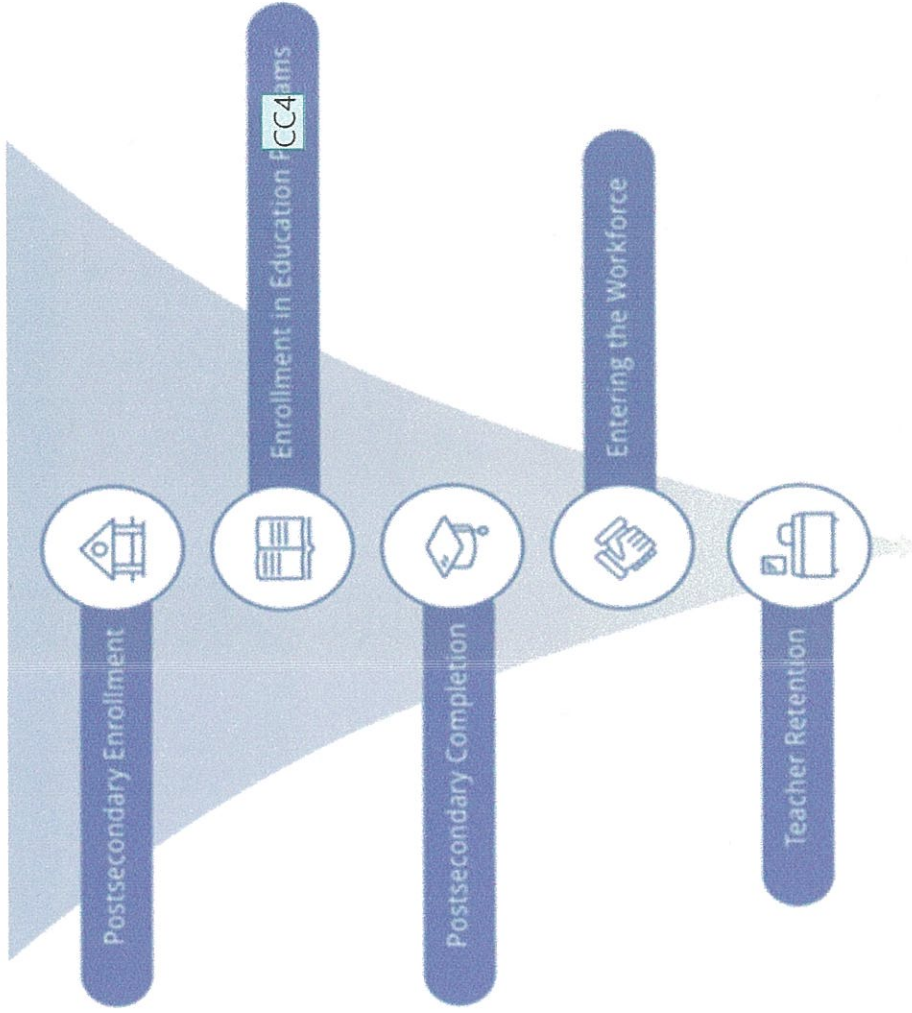
- Postsecondary Enrollment
- Enrollment in Education Programs
- Postsecondary Completion
- Entering the Workforce
- Retention

- The Department recognizes its key levers and will focus initial efforts on recruitment.

It will take all of us, working together to achieve a diverse teacher workforce.



The Pipeline



Slide 7

CC4

Can we specifically say colleges and universities?here?
Cusido, Carmen, 4/7/2019

The profession is slowly becoming more diverse:

The population of NJ novice teachers is slightly more diverse than the population of teachers with 5+ years of experience:

- 5+ Years of Experience – 85.5% White
- 3-4 Years of Experience – 79.6% White
- 0-4 Years of Experience – 78.6% White

The teacher population is becoming more diverse, just not at the same rate as the student population.

A targeted focus on diversifying the composition of novice teachers is specific, measurable, and attainable. We need to recruit, prepare, and retain our novice teachers.



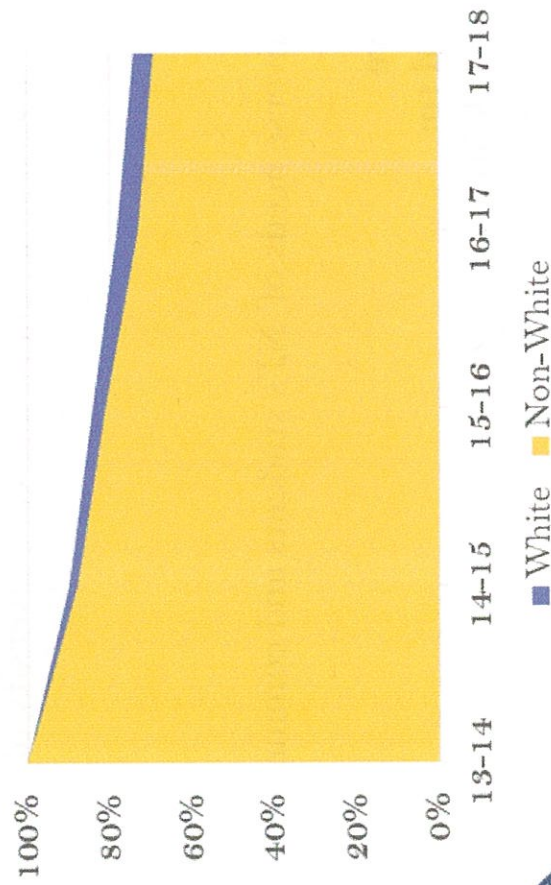
Workforce Diversity

Race of New Jersey Teachers by Years of Experience

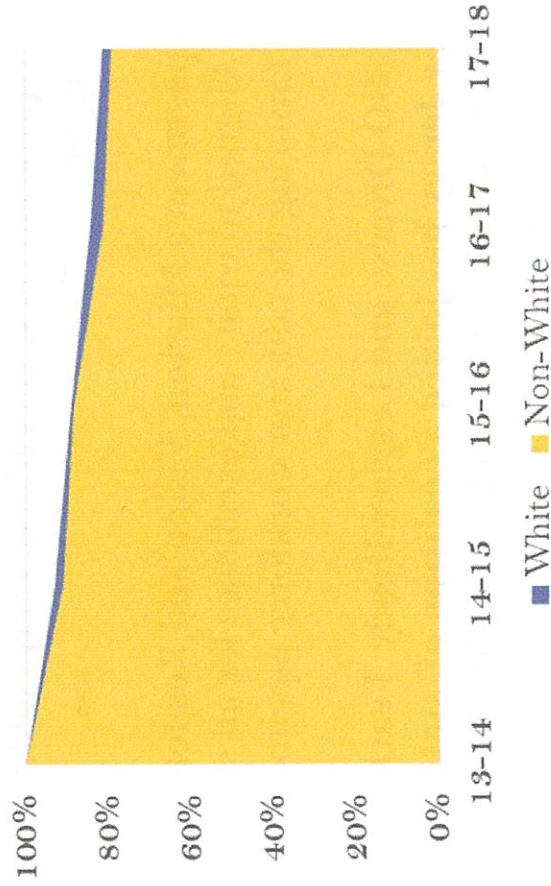


Teacher Retention by Race

Percent of Teachers who Stay in the Same District



Percent of Teachers who Stay in NJ Public Schools



NJDOE's Diversity Initiative

Governor's Priorities

- Governor Murphy is committed to a fairer, stronger New Jersey
- A diverse workforce is a strong workforce
- Intentionality in modelling diversity
- Expanding CTE, STEM and early childhood provides opportunity to also increase diversity of educator pipeline

Department's Mission, Vision and Responsibilities

- Aligned to equity and excellence for all students
- Ensuring the educator workforce pipeline meets the diverse needs of NJ's students and communities

CCSSO Diverse and Learner-Ready Teachers Initiative

New Jersey has joined a coalition of states committed to:

- Increasing the ethno-racial diversity of the educator workforce
- Ensuring that all educators engage in culturally relevant practices

The NJDOE is working to:

- Support existing programs and initiatives – The Diversifying the Teacher Pipeline Grant was awarded to two Educator Preparation Programs engaged in innovative strategies to diversify the pipeline
- Launched social media campaign - #teachlikemeNJ – to share positive stories and images of teachers of color and raise the perception of teaching as a profession for a diverse workforce
- Engaging stakeholders – The NJDOE is soliciting diverse perspectives and a variety of conversations, working groups and collaborative opportunities

45.



Thank You

New Jersey Department of Education Website:
<http://www.state.nj.us/education>

Office of Recruitment, Preparation and Recognition: rpr@doe.nj.gov

Facebook – New Jersey Department of Education [@njdeptofed](#)

Twitter – [@NewJerseyDOE](#)

Instagram – [@NewJerseyDoe](#)



Sources

1. U.S. Department of Education (2016) *The State of Racial Diversity in the Educator Workforce*
2. Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*
3. Aragon, S. (2017). *Education Commission of the States: Information request for Minority Teacher Recruitment and Retention.*
4. The New Jersey Department of Education collected, aggregated, analyzed the data used for this PPT from the following sources:
 - Certification data – the Teacher Certification Information System (TCIS), which contains all information regarding the certification status of teachers who have applied for and/or hold a New Jersey certification.
 - Employment data – the staff-level Standards Measurement and Resource for Teaching (NJSMArt) data system.
 - Student level demographic data – the student student-level Standards Measurement and Resource for Teaching (NJSMArt) data system.





Measuring the Power of Learning.®

Raising Diversity

in the Educator Pipeline

ETS®
**Professional
Educator**
PROGRAMS

Raising Diversity in the Educator Pipeline

As our nation has grown more diverse, the demographics of the teacher workforce have not kept pace with the changes in student demographics. Today, teachers of color make up 17.5 percent of the workforce, while students of color constitute about 45 percent of the public school population. While actual percentages differ from state to state, and district to district, one fact remains the same — the nation has a significant diversity gap between the teacher workforce and the PK–12 student body.

Why is being committed to teacher diversity important? According to a report by the U.S. Department of Education, *The State of Racial Diversity*, diversity in schools, including diversity among teachers, provides a significant benefit for students. The report states in part that:

"Improving teacher diversity can help all students. Teachers of color are positive role models for all students in breaking down negative stereotypes and preparing students to live and work in a multiracial society. A more diverse teacher workforce can also supplement training in the culturally sensitive teaching practices most effective with today's student populations."

Many states have adopted programs to bring more teachers of color into the profession through early identification of prospective teacher candidates in middle and high school, alternate route preparation and certifications, scholarships and other financial incentives, and professional support systems for beginning teachers. For its part, ETS directly supports these types of initiatives and others to raise diversity in the educator pipeline.

State Agency Initiatives

Connecticut: Connecticut's district leaders and educator preparation programs (EPPs) have identified ways to bolster diversity in their teacher pipeline. ETS's role is to engage with policymakers, stakeholders, EPPs, community members and alternate route programs to support key strategies to inform actions to address the diversity gap. These activities include disseminating research and information to the Minority Recruitment Task Force, providing guidance on test development and test resources, helping EPPs with test review sessions and supporting an alternate certification program that focuses on candidates of color to assist these candidates in test preparation.

Virginia: ETS worked with the Virginia Secretary of Education, the Governor's Task Force on Diversifying the Teacher Pipeline and the Virginia Association of Colleges for Teacher Education to strengthen diversity in the state's teacher pipeline. ETS accomplished this goal by sharing knowledge, providing research findings, and making presentations on key topics and successful strategies in this area.

Developing Unbiased Teacher Licensure Tests

ETS is the developer of the *Praxis*® tests for teacher licensure. A widely adopted national program, the *Praxis* tests are administered to pre-service teachers at various stages in their licensing process. ETS works with EPPs and the state agencies that oversee the preparation and licensure of new teachers to ensure that such tests provide an equal opportunity for every test taker to demonstrate their readiness to teach, regardless of race and background.

We work closely with all stakeholders to include the voices of teacher candidates of color and minority-serving EPPs in every stage of the development process to verify that tests are free of cultural bias.

Research Initiatives

ETS researchers are investigating and documenting what EPPs are doing to meet the challenge of the diversity gap. ETS is also planning research on intercultural competence to help a largely White teacher workforce teach multicultural students in a culturally sensitive way.

Current initiatives include:

- **EPP Diversity Survey:** In spring 2016, ETS distributed a survey to EPPs across the country seeking to understand how programs attract, admit, support and graduate teaching candidates from underrepresented groups. Insights from the survey were used to plan more in-depth research through interviews and case studies.

- **EPP Interviews and Site Visits:** As a follow-up, ETS conducted interviews with EPP faculty and administrators who completed its diversity survey, identifying strategies that support candidate success and explaining the challenges experienced by these programs. Seven site visits were conducted with EPPs that have been successful in raising diversity and the strategies they have used are being reported in a paper that will be available soon.
- **Literature Review:** ETS is conducting a review of the research literature seeking to identify underlying causes that have contributed to the diversity gap in the teacher workforce. We presented preliminary results at the NASDTEC 2017 Ted Andrews Winter Symposium, as well as the NASDTEC 2017 National Conference, and have conducted workshops for EPPs at two Quality Workshops (in Fort Worth, Texas, and Minneapolis, Minn.) sponsored by AACTE. ETS researchers also reported findings from site visits at the NASDTEC 2018 National Conference, describing challenges and discussing strategies with conference attendees.
- **Minority Performance on the *Praxis* Test:** A related ETS research study focuses on understanding the differences among passing rates for the *Praxis*® Core Academic Skills for Educators assessment (or *Praxis*® Core), a program entry test. The study examines students with different backgrounds and their course-taking histories. It also compares students' initial results and retake patterns. The goal of this work is to develop a better understanding of test takers' behavior before taking *Praxis* Core, and persistence if they fail to achieve a passing score, which may contribute to the development of strategies and supports for underrepresented students applying to an EPP.
- **ETS/National Education Association Study on Increasing Teacher Diversity:** ETS and the National Education Association have co-published the report, *Toward Increasing Teacher Diversity: Targeting Support and Intervention for Teacher Licensure Candidates*. It focuses on the performance gap in demographic subgroups of teacher candidates on *The Praxis Series*® assessments. This report also offers insight into strategies and interventions that can be employed to better support minority candidates in meeting full licensure requirements.

Other Projects

- **Strengthening Instruction in Tennessee Elementary Schools: Focus on Mathematics (SITES-M):** Between 2008–2015, ETS supported and improved teacher quality in hard-to-serve areas by joining Tennessee State University and launching the SITES-M project. This math instruction program was developed at the request of the Tennessee Black Caucus of State Legislators. SITES-M provided support to five universities, four of which are Historically Black Colleges and Universities (HBCUs), to create a Summer Math Institute and Saturday Math workshops. These initiatives provided innovative mathematics-centered learning communities for K–8 teachers serving in low-income urban schools.
- **Algebra Project, the Southern Initiative of the Algebra Project and the Young People's Project:** Since 2011, ETS has been collaborating with these three organizations that are dedicated to strengthening the teaching and learning of mathematics for students in the bottom quartile of socioeconomic status and in math achievement. ETS has developed assessments designed for their curricula and collaborates with them on research.
- **Young Scholars Program:** ETS and the University of Texas at San Antonio (UTSA) formed a partnership to create the Young Scholars Program. It is designed to attract minority undergraduate students who are interested in research, assessment, statistics and education. In their first and second year, students participate in a seminar series where they engage in learning activities with UTSA faculty and receive mentoring sessions from ETS staff members.
- **HBCU–ETS Steering Committee:** Founded in 1983, this committee is comprised of seven HBCU presidents who meet regularly to provide guidance to ETS, bringing to light the issues that directly affect their student and teacher populations. Recently, the committee has focused on investigating the role of noncognitive assessments in student retention.



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It Starts at the Top —

Promoting Diversity
Among Educator
Preparation Program
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This brief is part of a series of publications on diversifying the teacher workforce that report what we have learned from both published research and engagement with Educator Preparation Programs (EPPs). ETS has undertaken this initiative to better understand what steps EPPs are taking to improve their ability to attract, admit, support and graduate students from underrepresented groups.

The need for institutional support for diversity in EPPs. Institutional support for diversifying educator preparation programs is critical. Price & Valli (1998) stated it well: "These problems — lack of clarity about multiculturalism and lack of diversity among faculty — certainly hinder attempts to change teacher preparation programs. It is thus essential that institutions as a whole become involved in the process of transforming curriculum and the lived experiences of the various actors connected to the preparation of teachers. Without such an institutional commitment, the obstacles are insurmountable" (p. 115). ETS's engagement with EPPs, through a survey, phone interviews and site visits, identified several EPPs that have diversified their leadership, staff and faculty as part of a larger concerted effort to create a welcoming, supportive environment for students from underrepresented groups.

How EPP leadership, faculty and staff can promote diversity. Part of the recruitment challenge is ensuring a welcoming environment for diverse students. EPPs may want to examine their programs and the supports that are provided to students from underrepresented groups. Green & Martin (2018) reported on the barriers encountered by four Black men seeking to become teachers and identified several themes: 1) faculty and teachers' bias about students of color, 2) feelings of isolation, and 3) limited culturally responsive teaching practices in teacher preparation programs (p. 6). EPPs may want to consider ways to proactively identify and address their own barriers in order to provide more supportive, inclusive environments for students from underrepresented groups, which may make those EPPs more attractive to students interested in teaching careers. EPPs might also examine their hiring practices in relation to increasing faculty diversity.

The role of the Chief Diversity Officer. Another institutional support for increasing diversity in the university is the position of Chief Diversity Officer (CDO). The Standards for Chief Diversity Officers in Higher Education describes the knowledge needed by CDOs, including Standard 6: "Has an understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff, and administrators" (Worthington, Stanley, & Lewis Sr., 2014, p. 231). While the position seems to hold promise for supporting diversity efforts for EPP students, faculty and staff, little research exists on how CDOs prioritize their responsibilities and on what metrics are used to determine their success. Institutions may find it useful to document how CDOs prioritize their responsibilities and clearly define the metrics used to determine their success so that the impact of CDOs' efforts can be documented, particularly for programs (such as EPPs) that seek greater diversity.

From our engagement with EPPs, a standout example of an EPP's effort to support diversity is an all-male support group for Black teacher candidates in a predominantly White EPP. The EPP recruits African-American men who teach in nearby school districts to serve as mentors for the students in the support group.

The importance of mentoring and support for students from underrepresented groups. Research is beginning to show us that academic advisors can play a key role in attracting and supporting students of color. A study consisting of interviews with advisors (including both male and female White advisors and advisors of color) and the students of color they served in predominantly White universities found that particular characteristics of advisors may be contributors to students' success, as measured by retention in the university and graduation rates (Museus & Ravello, 2010). Analyses of the data revealed that students of color appreciated advisors who "humanized" academic advising by "being human" with them and also by being caring and committed to their students' success. Students also favored advisors who employed a multifaceted approach to advising. Finally, interview participants underscored the importance of proactive academic advisors.

Approaches used by three EPPs. We reached out to numerous EPPs and asked them to share with us what actions they were taking to increase teacher diversity at their institutions, including three programs that were situated in predominantly White institutions, but reported that they were making efforts to increase diversity among their EPP students. We interviewed program representatives and conducted site visits at the three institutions. The programs had the following characteristics: institutional commitment to diversity, Black leaders and/or recruiters in the EPP, well-resourced recruitment efforts to attract students of color, programs and organizations for supporting/mentoring students of color, caring advisors and strong mentor relationships.

- Title II data (<https://title2.ed.gov/Public/Home.aspx>) for the three EPPs showed that the enrollment of students identified as Hispanic/Latino, Black/African American, and two or more races increased from the 2013–14 to the 2015–16 academic year, which aligns with the time frame the diversity efforts were put into place or expanded (although it cannot be assumed that the diversity efforts alone led to the observed increases). In one EPP, the percentage of students of color enrolled more than doubled: from 10 percent in the 2013–14 academic year to 21 percent in 2015–16. Another EPP increased enrollment of students of color from 9 percent to 15 percent in that same period, and a third university increased from 8 percent to 11 percent. In all three EPPs, the leaders we spoke with noted the importance of their university's and their EPP's commitment to hiring leadership of color for the EPP and providing adequate funding for the EPP as they focused on increasing diversity through targeted recruitment efforts. Within the three EPPs, leaders communicated with students proactively to determine needed support and ensure that it was available to them, and multiple opportunities were provided for students of color to meet and be mentored by faculty of color.

In conversations with EPPs, we learned that underrepresented students benefitted from the university's spending on institutional supports such as additional recruiters and positions focused on attracting and admitting students of color, including traveling outside the predominantly White environs of the university when needed.

Overcoming EPP location as a barrier to attracting students of color. Across the EPPs with which ETS engaged to better understand the challenges that they are facing, a key challenge they reported in efforts to attract or recruit underrepresented candidates was quite simply the lack of diversity in their immediate geographical location. However, some EPPs, such as those described above in the three site visits, are focusing on diversifying their leadership, staff and faculty in the EPP. They develop intentional, planned recruitment and support efforts, including reaching out to high schools or community colleges serving diverse student populations, even when this means traveling to where students from underrepresented groups are and bringing them to the campus for visits.

Among the three EPPs we highlighted above, all of which are located in predominantly White geographical locations, hiring leadership and staff of color and giving them opportunities to develop targeted recruitment efforts may have played a role in diversifying their EPPs.

Green, S. L., & Martin, D. (2018). Playing the Game: Recruiting Black Males in Teaching. *Multicultural Learning and Teaching*, 13(1).

Museus, S. D., & Ravello, J. N. (2010). Characteristics of academic advising that contribute to racial and ethnic minority student success at predominantly white institutions. *NACADA Journal*, 30(1), 47–58.

Price, J., & Valli, L. (1998). Institutional support for diversity in preservice teacher education. *Theory into Practice*, 37(2), 114–120.

Worthington, R. L., Stanley, C. A., & Lewis Sr., W. T. (2014). National Association of Diversity Officers in Higher Education standards of professional practice for chief diversity officers. *Journal of Diversity in Higher Education*, 7(4), 227.



Measuring the Power of Learning.®

Diversifying Educator Preparation Programs — Financial Challenges and Targeted Solutions

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This brief is part of a series of publications on diversifying the teacher workforce that report what we have learned from both published research and engagement with Educator Preparation Programs (EPPs). ETS has undertaken this initiative to better understand what steps EPPs are taking to improve their ability to attract, admit, support and graduate students from underrepresented groups.

Financial challenges confronting EPPs. Though our research focused on challenges and solutions for increasing the diversity of the teacher workforce, ETS researchers identified three main areas in which financial issues can impact EPPs' success or failure in attracting, admitting, supporting and graduating students from underrepresented groups (students of color, language minority students and first-generation students). In this brief, we will discuss these three areas: 1) prospective or admitted students' financial insecurity; 2) scholarships or other funding at the EPP to attract and/or support students; and 3) recruitment resources and institutional commitment.

Addressing financial insecurity of students. Financial insecurity has been identified by underrepresented students as making it difficult to go to and/or continue in college (Zerquera & Smith, 2015). Zerquera and Smith found that even students receiving state scholarships to attend college still had difficulties with the cost of textbooks, housing and living expenses. They also noted that some students provided financial support for family members, and thus had to find additional sources of support (loans, work study, part-time jobs). Furthermore, in Zerquera and Smith's study, program administrators expressed concern about students' financial literacy and inability to appropriately budget their financial aid.

However, there are opportunities for underrepresented students to receive supplemental funding. Eagan et al. (2014, p. 10) noted that "Black and Latino students (54.1% and 55.7%, respectively) are more than three times as likely to receive a Pell grant as their White peers (17.1%). One-quarter of Asian American/Pacific Islander freshmen (25%), just less than one-third (29.4%) of multiracial freshmen, and nearly half (48.2%) of Native American freshmen report having received a Pell grant for the 2015–2016 academic year."

While these grants can be very helpful, not all students who qualify are aware of them or apply for them. In fact, communicating with students has been shown to be challenging — staff reported that students did not regularly check their email accounts (Zerquera & Smith, 2015).

Zerquera and Smith also found that the supports (financial as well as mentoring, work study, etc.) varied considerably from campus to campus. Students complained that support services were too general and did not give them "personal attention" or tell them what they really needed to know about campus life. But campus staff reported being prevented from providing more extensive support by their own budget constraints.

Scott-Clayton (2015) summarized research on the role of financial aid in promoting college access and success:

- Net prices matter for college access and college choice.
 - Program complexity undermines aid effectiveness.
 - Students need proactive help to navigate the aid system, not just more information.
 - Every program has incentives and these incentives affect outcomes.
 - While loans are unpopular, they may still be an important tool for access.
-

Scholarships or other funding at the EPP to attract and/or support students. Sleeter and Milner (2011) addressed the question of how to attract and support students of color in the EPP, noting that "... programs aimed toward college students offer scholarships as well as other support that will enable them to successfully enter and succeed within the teacher education program" (p. 88). To further investigate how EPPs attract, admit, support and successfully graduate teachers from underrepresented groups, ETS researchers collected surveys from 2016 to 2017 from 139 EPP representatives in 29 states.

When asked “What factors do you believe have contributed to any difficulties your college or university has had in attracting or recruiting underrepresented candidates?,” eight respondents indicated that no or limited scholarships for students made it difficult to recruit students from underrepresented groups, while 25 respondents noted that the high cost of tuition at their institutions made it difficult to attract diverse students.

When asked “When you have had success in recruiting students from underrepresented groups to your EPP and supporting them through graduation and initial licensure, what factors appear to have made the most difference?,” 20 respondents indicated that financial support and/or scholarships were most important to their success, but few had sufficient funds for all of the students who had financial needs. One survey respondent indicated that their partnership with a local community college allowed students to complete basic requirements at a lower cost, then complete their teaching courses at the university.

Federally funded TEACH grants provide up to \$4,000 a year for students in eligible EPPs who are willing to commit to teach in a high-need assignment — such as special education, bilingual education, foreign language, math, science or reading specialist — for at least four years in a school serving low-income students.

Recruitment resources and institutional commitment. In our survey, a respondent commented that one reason they had difficulty in attracting students from underrepresented groups to the EPP was because of a cut in recruitment resources. Recruitment resources may be used in a variety of ways that have the capacity to improve diversity. One example from site visits conducted by our research team was an EPP that sought to hire a recruiter of color, but when two outstanding candidates applied, they hired both. As a result, diversity within the program, within a predominantly White institution, has improved. It is notable that the institutional commitment was present in this case, since a significant increase in funds was needed to support this decision. In addition, a commitment to diversity is likely to require more funds for recruitment efforts in geographical locations that lack diversity or in areas where most students from underrepresented groups have significant financial needs.

Finally, many of the institutions ETS researchers interviewed or visited as part of our research had been very successful in diversifying their programs and most had found external funding to support their efforts at diversifying their programs from a variety of public and private sources. Using funds for strategic hiring decisions that drove targeted efforts to attract underrepresented students appears to have contributed to successful outcomes.

In summary, EPPs may find that a substantial financial commitment — to students, recruiters, EPP leadership and support staff — will be needed to ensure successful outcomes in efforts to diversify their programs. Ensuring successful recruitment, providing students with support packages sufficient for their needs, conducting workshops for students on acquiring and managing funding from multiple sources, and providing individual financial counseling as needed are all part of a complete package.

Eagan, K., Stolzenberg, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Hurtado, S. (2014). *The American freshman: National norms fall 2014*. Retrieved from <https://assets.documentcloud.org/documents/2710405/The-American-Freshman-National-Norms-Fall-2015.pdf>

Scott-Clayton, J. (2015). The role of financial aid in promoting college access and success: Research evidence and proposals for reform. *Journal of Student Financial Aid*, 45(3), 7–23.

Sleeter, C. E., & Milner IV, H. R. (2011). Researching successful efforts in teacher education to diversify students. In A. F. Ball & C. A. Tyson (Eds.), *Studying Teacher Diversity* (pp. 81–103). New York: Rowman & Littlefield Publishers, Inc.

Zerquera, D. D., & Smith, J. S. (2015). More than access: the role of support services in the transitional experiences of underrepresented students in a statewide access program. *Journal of Student Financial Aid*, 45(1), 27–44.



Attracting Them Early —

K–12 Teacher Academies
as a Lever for Increasing
Enrollment of Diverse
Teacher Candidates

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This brief is part of a series of publications on diversifying the teacher workforce that report what we have learned from both published research and engagement with Educator Preparation Programs (EPPs). ETS has undertaken this initiative to better understand what steps EPPs are taking to improve their ability to attract, admit, support and graduate students from underrepresented groups.

Attracting youth from diverse backgrounds to the teaching profession. As EPPs seek a more diverse cohort of future teachers, the problem of how to attract youth from diverse backgrounds to pursue a career in teaching remains difficult to solve. However, some EPPs have responded to the challenge by establishing school-university partnerships with local school districts — especially schools with a diverse student body — to establish teacher academies. Partnering with schools is intended to help provide students of color, first-generation students and English learners with help along the pathway to pursuing teaching as a career.

ETS's engagement with EPPs, through an online survey and phone interviews, has identified several EPPs that are in varying stages of conceptualizing and enacting teacher academies. The following brief reports on recent studies in this area, as well as some of the learning ETS researchers have recently documented.

What we know from past research. Creating innovative programs aimed at various stages in the teacher pipeline is a crucial step to bolstering the diversity of enrolled teacher candidates, and teacher academies for high school students can play a big role in a solution, as suggested by Sleeter and Milner (2011). But while such programs have been implemented since the 1980s, research on their impact and best practices of these programs remains sparse. Further, studies tend to be narrative in nature, often do not track a program longitudinally to show its long-term impacts and are not often conducted by external evaluators (Fletcher & Dicicco, 2017). However, studies documenting characteristics that may lead to success are worth considering when creating a program, such as mentorship by pre-service teachers from the EPP, early earning of college credit and exposure to the university through on-site visits, as well as the inclusion of culturally relevant curriculum (Hunter-Boykin, 1992; Fletcher, 2013; Yopp, Yopp, & Taylor, 1992).

In an online survey conducted by ETS from 2016 to 2017 of 139 EPP representatives from 29 states, 26 percent said that they “work with or sponsor teacher academies at local high schools for students interested in teaching careers” as part of an effort to recruit teacher candidates from underrepresented groups.

An example of a teacher academy showing emerging success. During in-depth interviews with EPP leaders from across the country, one emerging success story of a teacher academy partnership stood out. An EPP representative from a large public research university in an urban setting told of their school-university partnership and teacher academy program, which was implemented to address the state's teacher shortage crisis. The program recruits eighth graders into a teacher academy cohort as they prepare to enter high school. At the high school, dedicated partnership teachers engage students with a rich curriculum that is written by an EPP faculty member and supplements the students' general high school courses. The teacher academy classes, which take the place of other electives, include curriculum on critical thinking, writing and teaching-related topics. Courses are intended to provide a “solid knowledge base and foundation,” help “enrich [students'] interest in education and teaching,” and help prepare students for success in college and the workforce.

The goal is that once these students graduate high school, they will be prepared to meet entrance requirements (e.g., minimum GPA, entrance examinations) in order to enroll in the supporting university's EPP. Additionally, admissions officers provide early information sessions at the high school for students to learn about the college process, instead of waiting for students to approach the university in their junior year. This proactive measure is meant to expose students and parents as early as ninth grade to the process in order to demystify it.

The program recruits students into the cohort while they are in eighth grade through information sessions on the range of education careers. While the program currently has only two cohorts, EPP leaders are noticing an increased interest from students and parents, as

well as increased enrollment of both non-White and male students in the cohorts. For example, in the current ninth- and tenth-grade cohorts, nine out of 10 students are non-White, and the percentage of boys is 70 percent in ninth grade and 42 percent in tenth grade. Further, enrollment more than doubled in the second year.

“... [A]n effective school-university partnership must be symbiotic, embodying three basic characteristics: (1) the partners need to be dissimilar (e.g., having different missions), (2) the goal of the partnership should address the self-interest of each institution, and (3) each member should sacrifice sufficiently so as to fulfill the needs of other participants” (Ayalon, 2004).

Considerations for EPPs when envisioning teacher academy partnerships. Other EPP leaders discussed some pitfalls and concerns from partnerships that did not work out. To mitigate these troubles, leaders suggested careful planning to maintain a consistent leadership and funding source, as well as dedicated time to oversee the success of the program, being mindful that it could take at least five years from program implementation until the first cohort arrives on the university campus. It was recommended by one EPP dean not to consolidate leadership with only one individual on campus; a diversified leadership team both at the EPP and the school would ensure that one person leaving his or her position would not significantly jeopardize the program. The leaders viewed careful planning and detailed agreements as integral to assuring the program is beneficial to the EPP, the local school and the students.

Others suggested that when approaching a local school district, consider what the EPP has to offer in addition to what it has to gain. Some examples include EPP faculty leading on-site teacher professional development sessions, placing pre-service teachers in the school's classrooms, funding the development of curriculum for the teacher academy cohorts and providing funding to cover the teaching academy teacher's time.

If a teacher academy program is not possible, some EPP leaders suggested considering smaller-scale projects in partnership with the local schools, such as implementing a faculty-in-residence program. One EPP representative we interviewed discussed such a program in which a professor spends half of his or her time at the high school working with teachers and conducting research.

Through teacher academies, collaboration with local school districts is one approach for EPPs to consider to help foster and support the interest of future teacher candidates from diverse backgrounds.

Ayalon, A. (2004). A model for recruitment and retention of minority students to teaching: Lessons from a school-university partnership. *Teacher Education Quarterly*, 31(3), 7–23.

Fletcher, E. C. (2013). High school students' exposure to diversity in an urban teaching academy and their conceptions of its place in future practice. *Urban Review*, 46, 597–619.

Fletcher, E. C., & Diccio, M. (2017). Exploring teacher concerns of pre-collegiate urban teaching academy students. *The Teacher Educator*, 53(2), 114–137.

Sleeter, C. E., & Milner IV, H. R. (2011). Researching successful efforts in teacher education to diversify students. In A. F. Ball & C. A. Tyson (Eds.), *Studying Teacher Diversity* (pp. 81–103). New York: Rowman & Littlefield Publishers, Inc.

Valenzuela, A. (2017). *Grow your own educator programs*. Retrieved from: www.idraeacsouth.org/wp-content/uploads/2017/12/Grow-Your-Own-Educator-Programs-Lit-Review-IDRA-EAC-South-2017.pdf

The Praxis® Core Academic Skills for Educators Tests for Educators is Changing

The *Praxis® Core Academic Skills for Educators Tests* for Educators measures academic skills that are important to success in preparation to be an educator. As of September 2019, the content of the test—specifically the 5732: Mathematics—will change. This update tells why the test is changing, gives a picture of how the new test will be different and provides a *preview copy* of the Mathematics Study Companion, showing, in detail, what the new test measures.

Why is the Praxis® Core Academic Skills for Educators Tests for Educators Changing?

The changes resulted from a systematic re-examination of the skills that Praxis® Core Academic Skills for Educators Tests measures. Each skill in each subarea was examined by an expert panel of educator preparation faculty. The panel considered each skill based on how critical it is to success in preparation.

The process of re-examination was designed to ensure that all the skills the *Praxis® Core Academic Skills for Educators Test* is measuring are confirmed as critical skills that are important for success regardless of which path a candidate takes through the program and regardless of which grades or subjects the candidate will teach.

About Praxis® Core Academic Skills for Educators- Reading and Writing:

These tests (5712 & 5722) are not changing. The skills assessed in Reading and Writing were reconfirmed as important in the re-examination.

- Over 200 educator preparation faculty contributed their judgment to the redesign, either through detailed surveys calling for evaluation of every skill measured, or through work as part of the expert panel.
- All faculty involved in redesign taught courses that are common across all certification areas.
- All skills kept on the test were clearly confirmed as important by the teacher educators engaged in redesign.

How is the New Core Mathematics Test Different?

The new Core Mathematics test has a change in overall focus, with

- increased emphasis on *Data Interpretation, Statistics and Probability* as critical for teacher preparation, and
- reduced weight on *Algebra and Geometry*

For Geometry, the test also now includes a reference sheet that eliminates the need to measure recall of geometric formulas, which was judged less than critical for preparation. A number of mathematical topics identified as less important for preparation were *removed*, such as:

- Identifying rational vs. irrational numbers
- solving problems involving three-dimensional figures (such as volume and surface area of a cone)
- solving problems with radicals
- working with functions

Current Subareas	Approx. %		New Subareas	Approx. %
I. Number and Quantity	30%	→	I. Number and Quantity	36% (+6%)
II. Algebra and Functions	30%	→	II. Data Interpretation, Statistics and Probability	32% (+12%)
III. Geometry	20%	→	III-A. Algebra	20% (-10%)
IV. Statistics and Probability	20%	→	III-B. Geometry	12% (-8%)

About the Assessment

Assessment Name	Mathematics
Grade Level	P-12
Test Code	5733
Testing Time	90 minutes
Test Duration	2 hours
Test Format	Computer delivered
Number of Selected-response Questions	56
Question Format	The test consist of selected-response questions—select one answer choice; selected-response questions—select one or more answer choices; and numeric-entry questions. An onscreen calculator is available You can review the possible question types in the 5733 Study Companion

Content Specifications

The Program Admission Mathematics test assesses academic skills that have been identified as necessary for college and career readiness. The test will cover these major subareas:

- Number and quantity
- Data Interpretation, Statistics and Probability
- Algebra
- Geometry

The focus is on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Many of the problems require the integration of multiple skills to achieve a solution.

Subarea I – Number and Quantity

- Solve problems involving integers, decimals, and fractions
- Solve problems involving ratios and proportions
- Solve problems involving percent
- Solve problems involving constant rates (e.g., miles per hour, gallons per mile, cubic feet per minute)
- Demonstrate an understanding of place value, naming of decimal numbers, and ordering of numbers
- Demonstrate an understanding of the properties of whole numbers (e.g., factors, multiples, even and odd numbers, prime numbers, divisibility)
- Identify counterexamples to statements using basic arithmetic
- Solve real-life problems by identifying relevant numbers, information, or operations (including rounding)
- Solve problems involving units, including unit conversion and measurements

Subarea II – Data Interpretation and Representation, Statistics, and Probability

- Work with data and data representations to solve problems
- Solve problems involving measures of central tendency (e.g., mean, median) and spread (e.g., range, standard deviation)

- Use data from a random sample to draw inferences about characteristics of a population
- Identify positive and negative linear relationships in scatterplots
- Use a linear model for a data set to make predictions
- Differentiate between correlation and causation
- Compute simple probabilities, and use probabilities to solve problems

Subarea III – Algebra (continued)

- Use properties of operations to identify or generate equivalent algebraic expressions (e.g., multiplication of whole numbers gives the same result as repeated addition, multiplication by 0.1 gives the same result as division by 10)
- Write an equation or expression that models a real-life or mathematical problem
- Solve word problems, including problems involving linear relationships and problems that can be represented by Venn diagrams
- Solve linear equations in one variable algebraically
- Solve simple quadratic equations (e.g., $x^2 = 49$)

Subarea IV – Geometry

- Utilize basic properties of common two-dimensional shapes to solve problems
- Utilize facts about angles to solve problems
- Utilize facts about congruency and similarity of geometric figures to solve problems
- Use the formulas for the area and circumference of a circle to solve problems
- Use the formulas for the perimeter and area of a triangle and a rectangle and the formula for the volume of a rectangular prism (box) to solve problems

Timeline for Implementation

Code	Test Name	National Advisory Committee	Standard Setting	Administration Date
5713	Academic Skills for Educators: Reading	July 2018	n/a	September 2019
5723	Academic Skills for Educators: Writing	July 2018	n/a	September 2019
5733	Academic Skills for Educators: Mathematics	July 2018	February 2019	September 2019



ETS, in partnership with Khan Academy, is proud to announce a new type of test preparation for the regenerated PRAXIS® Core tests. Starting in July 2019, candidates will be able to utilize a sophisticated test preparation program through Khan Academy for the regenerated Core series that will officially launch in September 2019.

Students utilizing this program will receive a personalized practice plan that is based on what their score goal is for the tests, how much time they have before the test, and how much they plan to devote to test prep. Additionally, for each component of the test (reading, writing, math), students are able to target their practice with diagnostics to identify strengths and weaknesses, receive personalized recommendations on which skills to practice, have access to timed and untimed practice (including two full-length exams with scaled scores), review lessons and questions for every skill and sub-topic on the exam, and have the ability to track progress along the way. A draft example may be seen below.

The screenshot shows the 'Practice plan set-up' page on the Khan Academy website. At the top, there's a navigation bar with 'Subjects', a search bar, the 'Khan Academy' logo, and the user name 'Jessica Appleseed'. Below this is a sub-navigation bar with 'Overview', 'Practice', 'Lessons', and 'Settings'. The main content area is titled 'Practice plan set-up' and features a vertical list of steps: 'Step 1 Intro / Diagnostics' (highlighted) and 'Step 2 Plan and Goal Settings'. To the right of the steps, the text reads 'Step 1: Praxis Core Intro / Diagnostics' followed by the heading 'Start with a diagnostic to unlock your practice plans'. Below this, a paragraph explains that the Praxis Core tests measure academic skills in reading, writing, and mathematics, and that taking a diagnostic will help determine starting points. A 'Time estimate: 22 - 55 mins per diagnostic test' is shown with a clock icon. A large 'Take diagnostics' button is prominently displayed. A large diagonal watermark 'DRAFT - WORK IN PROGRESS' is overlaid across the middle of the page. At the bottom left, under 'General Test Information', there's a short paragraph and a list of five topics: 'Intro to Praxis Core', 'Intro to Official Praxis Core Practice on Khan Academy', 'Overall time management', 'Stress management', and 'Study schedule recommendations'. The ETS Professional Educator Programs logo is at the bottom center.

Subjects Search Khan Academy Jessica Appleseed

Overview Practice Lessons Settings A collaboration with the makers of the Praxis Core ETS

Practice plan set-up

Step 1 Intro / Diagnostics

Step 2 Plan and Goal Settings

Step 1: Praxis Core Intro / Diagnostics

Start with a diagnostic to unlock your practice plans

The Praxis Core tests measure academic skills in reading, writing and mathematics. To kick off your personalized plans and reach your goals, take a diagnostic for each test so we can get a sense of your starting point! You can pause and resume your diagnostics at any time.

⌚ Time estimate: 22 - 55 mins per diagnostic test

Take diagnostics

General Test Information

If you're here, there's a good chance you're considering the teaching profession. Here's a few things you need to know about Praxis Core and why it matters.

- ▶ Intro to Praxis Core
- ▶ Intro to Official Praxis Core Practice on Khan Academy
- ▶ Overall time management
- ▶ Stress management
- ▶ Study schedule recommendations

ETS® Professional Educator PROGRAMS

Teacher Diversity Testimony to the Joint Committee on Public Schools
Monika Williams Shealey, Ph.D.
Dean

Thank you Senator Ron Rice and Assemblywoman Mila Jasey for this opportunity to share with you the work we are engaged in at Rowan University to address a persistent national problem, the lack of teachers of color.

This year we are celebrating 95 years of excellence in educator preparation at Rowan University. Yet, there remains a great deal of work, particularly for those working with underrepresented groups in education. I understand the significance of the limited presence of teachers of color in public schools across the state. For those of us in traditional teacher education programs, we have a great deal of work to do university-wide. Our teacher candidates spend their first 2 years in college taking courses outside of the College of Education and we lose a number of interested diverse students before they take one class in education.

For this reason, I reached out to Tanisha Davis at the NJDOE last year with the vision of bringing the state together to bring awareness and share promising practices in diversifying the teacher workforce.

In October of last year, Rowan co-sponsored the first Diversifying the Teacher Workforce Convening with the NJ Department of Education. The convening committee including partners from Montclair State University, William Paterson University, and Rutgers Graduate School of Education. This convening brought together over 100 P-12 educators, county colleges and educator preparation programs as well as other individuals who are invested in ensuring every child in NJ has an opportunity to experience a teacher from a diverse background. In January, I was honored to share information about the work Rowan is doing in this important area with the Senate Education and Higher Education committees.

Promising Practices

Residency Program and Alternate Route

Participants spend a year working as apprentices with highly effective mentor teachers, while completing related coursework at partnering universities. During this time, residents receive financial support, often in the form of a stipend and tuition assistance. They commit to teaching an additional 3 to 4 years in their district, with ongoing mentoring support.

We have had successful residency programs funded through the Woodrow Wilson Foundation and the USDOE Teacher Quality Partnership Grant. Now all of our math and science educators are prepared through the residency model. Camden Residency Project provides financial assistance for the year for Elementary Education and math and science majors seeking the MA in STEM Education. ASPIRE

is a two-year online CE educator preparation program which offers a 50 Hour Pre-Professional Experience Component, a Two-Year Component, and monthly PLC meetings.

- The curriculum centers on Universal Design for Learning, CREDE's Standards for Effective Pedagogy, High-Leverage Practices, and Relationship Driven Instruction.
- ASPIRE Lead Instructors (ALI's) work to help each teacher develop proficiency across the New Jersey Professional Standards for Teachers through online learning modules, video coaching, Professional Learning Community meetings (PLC's) and individualized support.

Grow Your Own Programs

We offer two types of high school programs. The **Teacher Academy** offered within high schools during the academic year and the **Rowan Urban Teacher Academy (RUTA)** offered during the summer. The academy offered during the academic year includes dual enrollment credit. We are now offering the RUTA program with district support in Camden, Pleasantville, and Bridgeton.

Project Increasing Male Practitioners and Classroom Teachers (IMPACT) is a unique recruitment and retention program for diverse males in education. We have 30 students in all programs except art education; including 4 plus 1 leading to MA in STEM Education or MST in a subject matter area. Students receive financial assistance. Our IMPACT students live on campus together in a learning and living community. The Men of Color Network is a central component of the program by addressing socio-emotional development and problems of practice through a formal mentoring program

Other Supports and Resources

Loan forgiveness programs (ex. TEACH grants for teachers in critical shortage areas-funding is on the chopping block each year)

We have hired a **Teacher Recruiter** who targets students from underrepresented backgrounds.

Praxis Core-represents a major hurdle for many of our Black and Latinx students. Rowan's Response-

1. We are adding Praxis Core as a requirement in our teacher academies,
2. We work closely with county colleges so that transfer students complete prior to transferring
3. We offer a Praxis Bootcamp with face-to-face and online modules
4. The Praxis Lab is available on campus with a full-time coordinator.

Thank you again for this opportunity. I would love to host you at Rowan if you'd like to meet our students and staff and learn more about our work.



Diversifying the Teacher Workforce

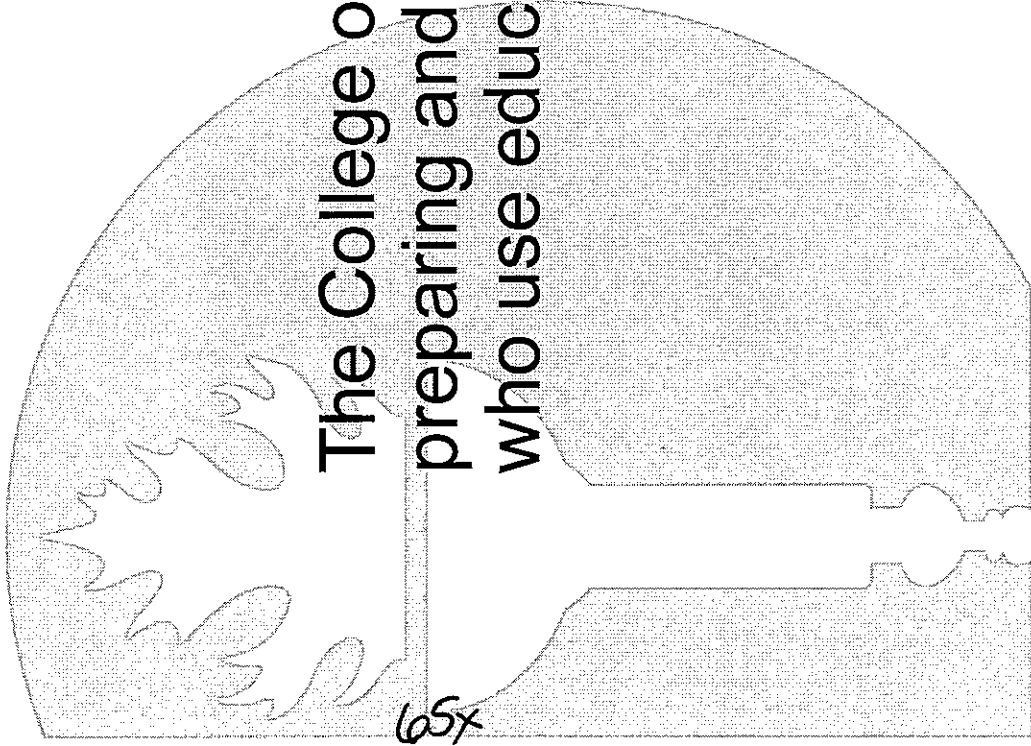
Monika Williams Shealey, Ph.D.
Dean and Professor

64x



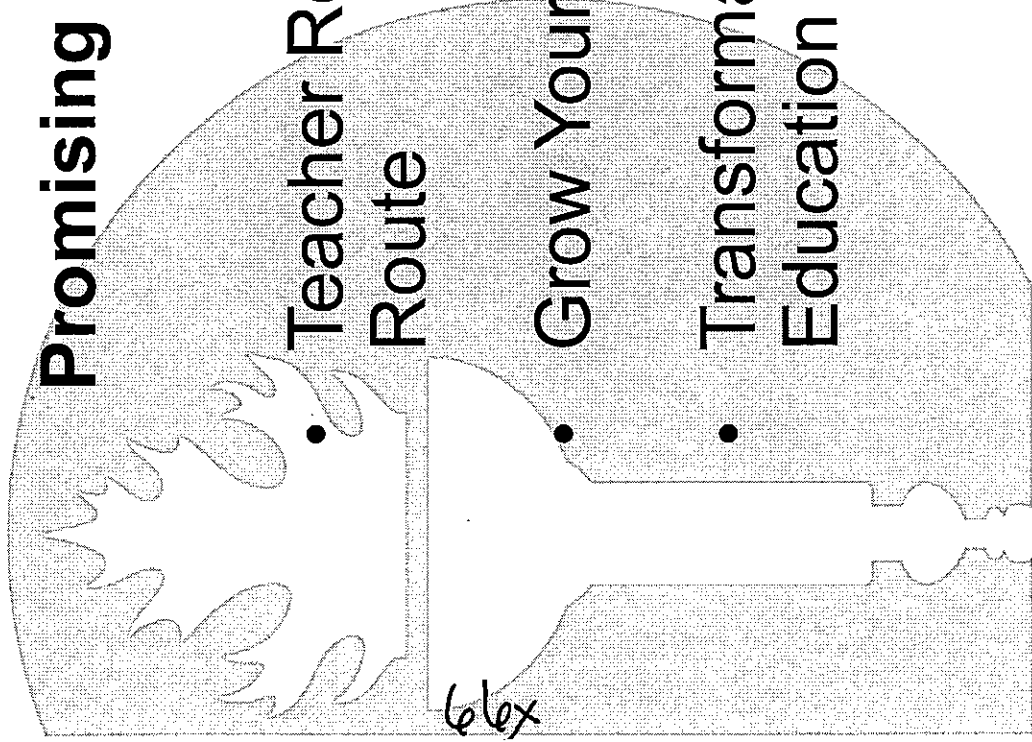
College of Education Vision Statement

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.



Promising Practices in Diversifying Teacher Preparation

- Teacher Residency Program and Alternate Route
- Grow Your Own Pipeline Programs
- Transformation of Schools and Colleges of Education



Teacher Residency Program and Alternate Route

Participants spend a year working as apprentices with highly effective mentor teachers, while completing related coursework at partnering universities. During this time, residents receive financial support, often in the form of a stipend and tuition assistance. They commit to teaching an additional 3 to 4 years in their district, with ongoing mentoring support.



We have had successful residency programs funded through the Woodrow Wilson Foundation and the USDOE Teacher Quality Partnership Grant. Now all of our math and science educators are prepared through the residency model. Camden Residency Project provides financial assistance for the year for Elementary Education and math and science majors seeking the MA in STEM Education.

68x

- ASPIRE is a two-year online CE educator preparation program which offers a 50 Hour Pre-Professional Experience Component, a Two-Year Component, and monthly PLC meetings.
- The curriculum centers on Universal Design for Learning, CREDE's Standards for Effective Pedagogy, High-Leverage Practices, and Relationship Driven Instruction.

- ASPIRE Lead Instructors (ALI's) work to help each teacher develop proficiency across the New Jersey Professional Standards for Teachers through online learning modules, video coaching, Professional Learning Community meetings (PLC's) and individualized support.



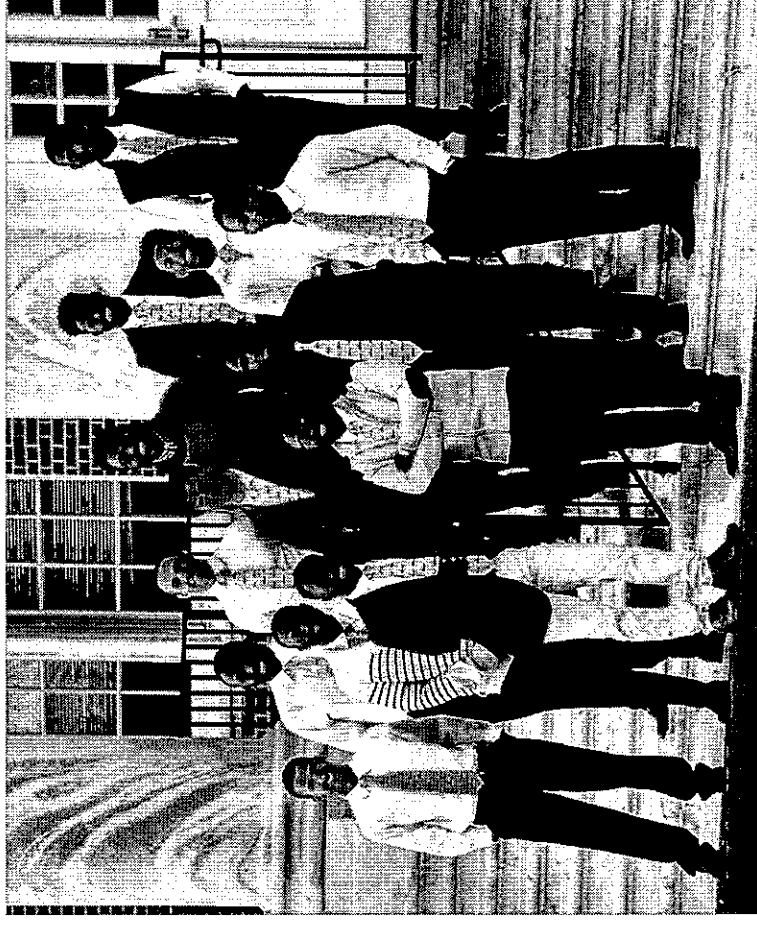
Grow Your Own Pipeline Programs

We offer two types of high school programs. The Teacher Academy offered within high schools during the academic year and the Rowan Urban Teacher Academy (RUTA) offered during the summer. The academy offered during the academic year includes dual enrollment credit. We are now offering the RUTA program with district support in Camden, Pleasantville, and Bridgeton.



Project Increasing Male Practitioners and Classroom Teachers (IMPACT)

Unique recruitment and retention program for diverse males in education. We have 30 students in all programs except art education; including 4 plus 1 leading to MA in STEM Education or MST in a subject matter area. Students receive financial assistance.



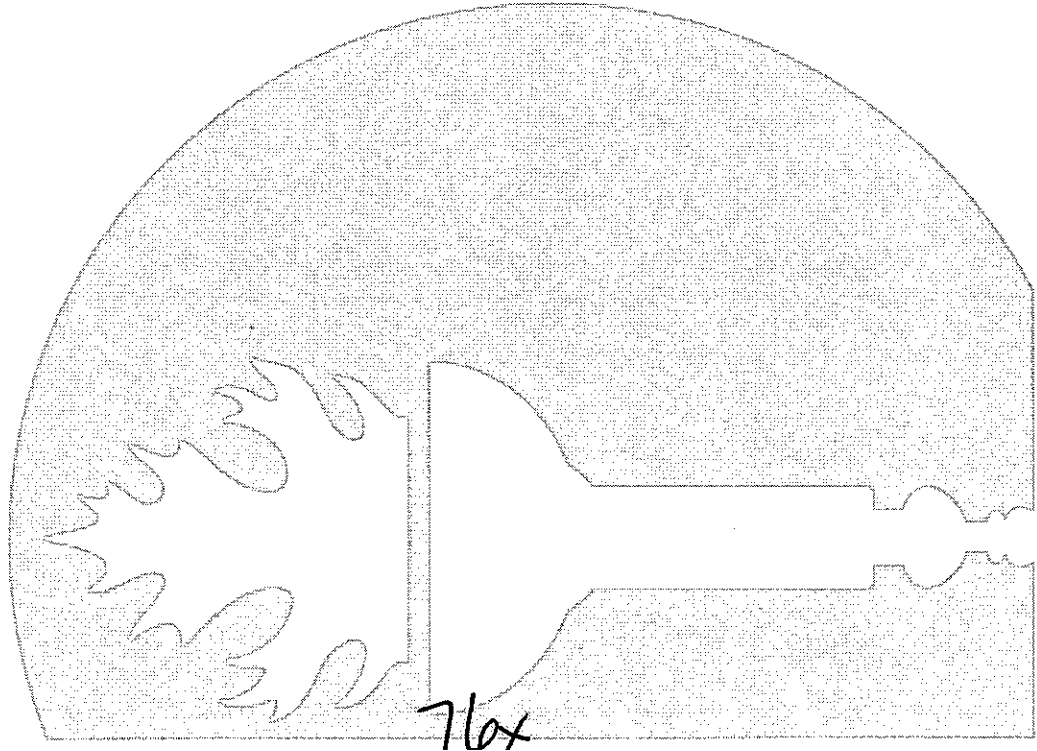
Our IMPACT students live on campus together in a learning and living community. The Men of Color Network is a central component of the program by addressing socio-emotional development and problems of practice through a formal mentoring program.





Transforming the College of Education to focus more explicitly on social justice and education

- New vision and mission statement
- Consensus on philosophical stance and theoretical framework
- Recruitment and retention of diverse students, faculty and staff
- Ongoing professional development for faculty
- Curriculum renewal and syllabi review
- Developed the first Educators for Social Justice and Equity Club



For More Information
Monika W. Shealey
shealey@rowan.edu

7/6x

The College of Education's

Mission

To positively impact and develop local, regional, national and global educational communities by:

- Collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- Integrating teaching, research, and service to advance knowledge in the field
- Preparing and supporting professionals through the development of knowledge, skills and dispositions

With the ultimate goal of ensuring equitable educational opportunities for all learners.

Vision

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Access, Success, Equity... Turning Research into Practice



Dean Monika Shealey (2nd from left) attends the 2017 AACTE Conference with Holmes Scholars.

For more information about the Holmes Scholars Program, please email:

edphd@rowan.edu

www.rowan.edu/edphd

Center for Access, Success, and Equity (CASE)

Rowan University has committed itself to a policy of equal opportunity without regard to race, color, creed or religion, sex, national origin, age, physical or mental handicap, military status, marital status, or other factors prohibited by law.



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Glassboro, NJ 08028-1701



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The Holmes Scholars® Program at Rowan University

The AACTE Holmes Scholars Program

The AACTE Holmes Scholars Program provides mentorship, peer support, and rich professional development opportunities to doctoral students from traditionally underrepresented backgrounds who are pursuing careers in education. The program also aims to help AACTE member institutions develop an outstanding pool of diverse candidates for faculty and other leadership positions.

Nearly 700 Scholars have benefitted from the program since its inception by the Holmes Group in 1991. Many former Scholars are now in tenured faculty and leadership positions, and many have gone on to hire other Holmes Scholars alumni to faculty or administrative positions at their institutions.

For more information on the AACTE Holmes Scholars Program, <https://secure.aacte.org/apps/r/!resource.php?resid=550&ref=1>

Applications to Rowan University's PhD in Education Program are accepted once per year for fall semester entry. Priority deadline is **January 4**; final deadline is **February 15**.

For further details on admission criteria and application instructions, please refer to rowan.edu/education/Ph.D.

Holmes Scholars in the Rowan University Ph.D. in Education Program are provided with:

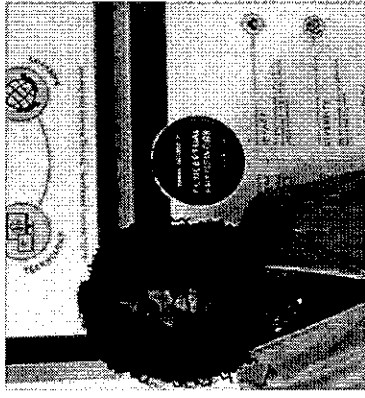
- Professional Development
- Mentorship
- Networking Opportunities
- Access to Resources
- Writers' Workshops
- Support to attend American Association of Colleges for Teacher Education (AACTE) and American Educational Research Association (AERA) conferences
- Financial Support

National Executive Board Member

Benita Kluttz-Drye is not only a member of Rowan University's first cohort of Holmes Scholars, she also serves as Historian on the Holmes Scholars National Executive Board. In this role, Kluttz-Drye is responsible for capturing and cataloging the history of Holmes. She works with AACTE to develop the *Scholar's Report*, the newsletter for Holmes Scholars. Her Ph.D. research specialization is Special Education.

To view the Scholar's Report: <https://secure.aacte.org/apps/r/!resource.php?resid=550&ref=1>

Rowan's Holmes Scholars (cohorts 1 and 2) along with Dr. Shelley Zion and Dean Monika Shealey:



The College of Education at Rowan University has a rich history of preparing highly effective educators for South Jersey and beyond. For over 90 years, the college has been engaged in teacher preparation and professional development, undergirded by a commitment to excellence in education and innovation. The time has come to look toward our future, by creating teacher preparation opportunities for high school students, today. This school-university partnership creates a pipeline of unique recruitment and retention, pairing interested students with trained teacher facilitators and university experts. Aligned with the university's strategic priorities in access, affordability, quality, and serving as an economic engine, Rowan University will continue to produce effective teachers prepared to serve in our local, national, and global community.

79x

For more information, email:

COETeacherAcademies@rowan.edu

If interested in bringing a Teacher Academy at your school, please complete an Application of Interest, which can be found at: go.rowan.edu/TeacherAcademies



Benjamin Banneker Middle School Partnership Students



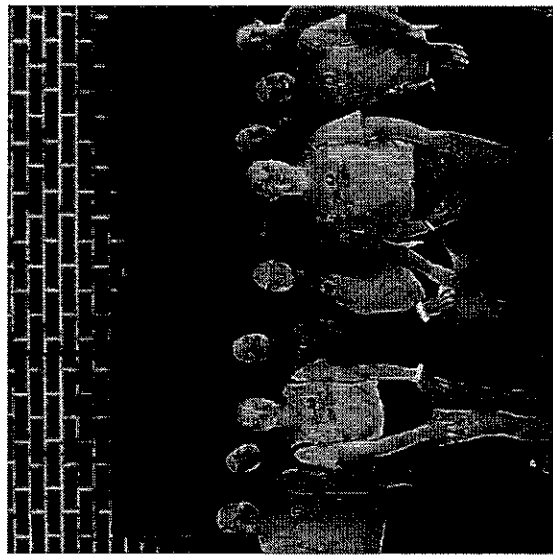
James Hall
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Glassboro, NJ 08028

Rowan University, 10/15/15 4:51



Teacher Academy

Inspiring tomorrow's teacher leaders, today



Williamstown High School, a Teacher Academy since 2015.

rowan.edu/education

College of Education

Mission

To positively impact and develop local, regional, national, and global educational communities by:

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- integrating teaching, research, and service to advance knowledge in the field and;
- preparing and supporting professionals through the development of knowledge, skills, and dispositions;

with the ultimate goal of ensuring equitable educational opportunities for all learners.

Vision

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society

What is the Rowan Teacher Academy?

The Rowan Teacher Academy is a pre-college academic program for high school students interested in exploring a career in teaching. Students will engage in a myriad of experiences to include: observing classrooms, engaging with teacher candidates and educators through a dynamic curriculum, and reflecting upon their learning experiences.

In partnership with Rowan University's College of Education, students could have access to college courses through a dual credit program*. In addition, on campus visits are planned as well as opportunities for ongoing engagement with university faculty and teacher candidates.

*A processing fee is required for any dual credit course.

Themes for Discovery

- Human Growth and Development
- Teaching for Social Justice
- Cultural Responsible Pedagogy
- Assessment and Technology

Reimagining Education

"We are reimagining teacher preparation by ensuring the pipeline of the next generation of teachers are equipped to meet the changing demands of the profession. Participants in the teacher academy are engaged in relevant and meaningful experiences that translate to a more informed and committed group of prospective teachers."

Dean Monika Shealey

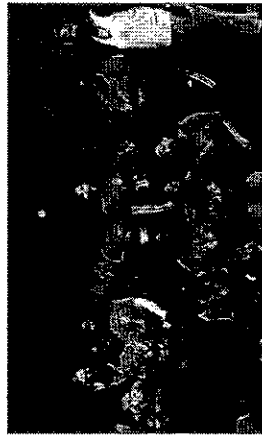
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81x

For more information, email:

RUTA@rowan.edu

If interested in holding a Rowan Urban Teacher Academy at your school, please complete an Application of Interest which can be found at: go.rowan.edu/RUTA



Camden City RUTA



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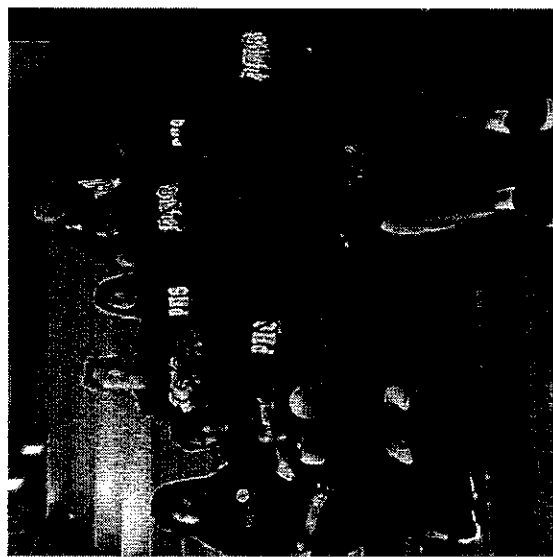
James Hall
201 Mullica Hill Road
Glassboro, NJ 08028



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Rowan University Urban Teacher Academy

Inspiring tomorrow's teacher leaders, today



Pleasantville High School RUTA

rowan.edu/education

College of Education

Mission

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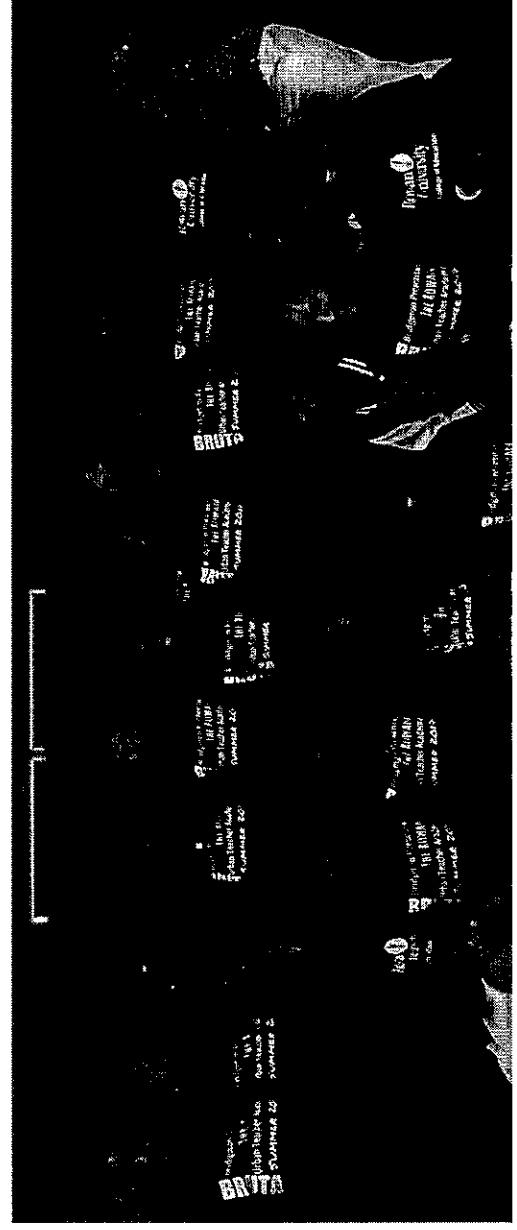
What is the Rowan Urban Teacher Academy?

The Rowan Urban Teacher Academy is a pipeline program designed to increase the number of candidates interested in becoming urban teachers. Students will:

- gain experience in an urban classroom setting while becoming acquainted with teaching on a personal and professional level
- work in small groups to plan and teach activities and/or mini-lessons to urban elementary school children
- create and maintain a portfolio and write a summary report about their experience in the Urban Teacher Academy.



Bridgeton School District RUTA



Bridgeton School District RUTA

For more information or to apply for consideration:

<https://education.rowan.edu/impact/>

FOR MORE INFORMATION, PLEASE EMAIL:

ProjectIMPACT@rowan.edu

Or contact:

Dr. Nedd Johnson, Teacher Recruiter

(856)256-4500 ext. 53796

In Partnership With :

Achieving Success Through Collaboration, Engagement, and Determination (ASCEND): An educational pipeline scholarship that provides access to a community of learners that embrace high academic standards and an appreciation for learning.

The Men of Color Network: Transfer of knowledge and skills through mentorship of male educators.

The Division of Student Life

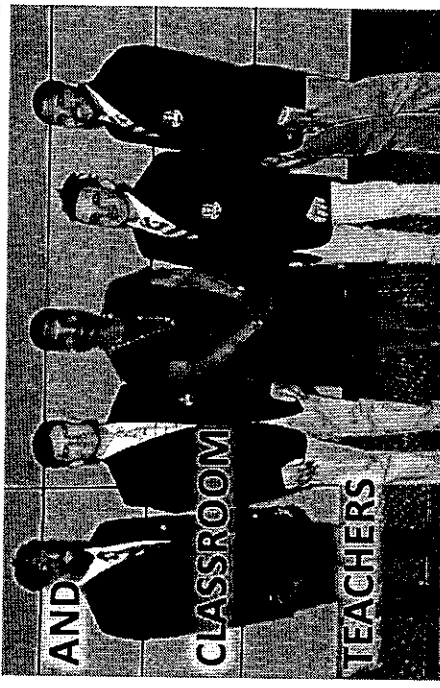
The Division of Student Success

Rowan University has committed itself to a policy of equal opportunity without regard to race, color, creed or religion, sex, national origin, age, physical or mental handicap, military status, marital status, or other factors prohibited by law.



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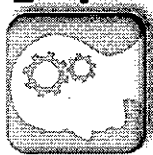
Access, Success, Equity....Turning Research into Practice.



Rowan University
COLLEGE OF EDUCATION

The goal of Project IMPACT is to increase the representation of males from racially and ethnically diverse backgrounds in the teaching and education profession. Project IMPACT provides resources and supports for **full time students** who attend the Rowan Glassboro campus.

Services include:



POWER THROUGH ACADEMIC KNOWLEDGE

- Urban education focused teacher prep in
 - Early Childhood Education
 - Elementary Education
 - Masters of Science in Teaching in English or Social Studies
 - Masters in STEM Education

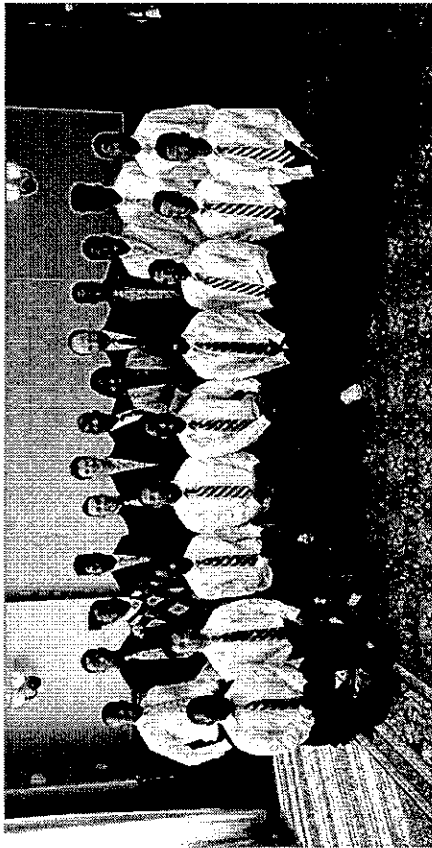
- Meaningful experiences that will improve

- professional/socioemotional development
- educational knowledge and skills

SUCCESS THROUGH PROFESSIONAL DEVELOPMENT



- Advising, meetings, workshops
- Career development, networking
- Community involvement through volunteer opportunities
- Mentoring



Cohorts 1 and 2 as well as Vice President for Student Life Richard Jones, College of Education Dean Monika Shealey, Dr. Stacey Lettwich, and Provost James Newell



EMPOWERMENT THROUGH EXPERIENTIAL LEARNING

- Workshops/guest speakers
- Practicums/hands-on learning
- Internships
- On and off-campus activities
- Develop career goals and set action plans



SUPPORT THROUGH FINANCIAL ASSISTANCE

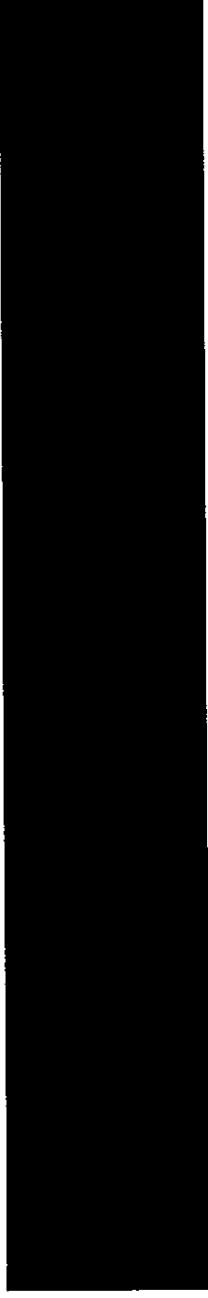
- For students attending the Rowan Glassboro campus full-time, as long as students maintain program requirements as outlined in the IMPACT student agreement.

DIVERSIFYING THE TEACHER WORKFORCE:
A DEEPER LOOK AT THE
LACK
OF BLACK AND LATINO/HISPANIC MALES
IN
NJ PUBLIC SCHOOL CLASSROOMS

Dr. Lillian Sharon Leathers
William Paterson University

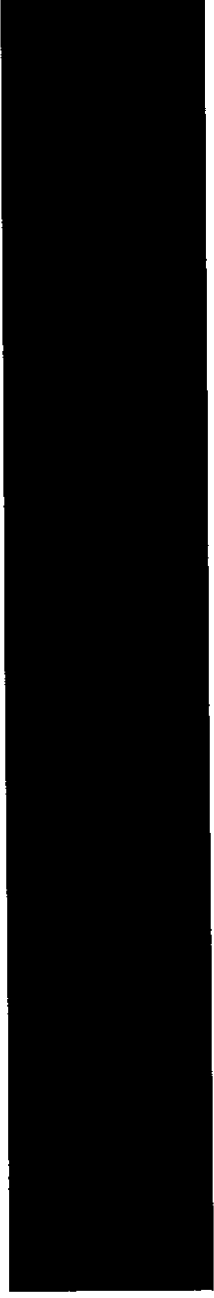
April 9, 2019

Presented to: The Joint Commission on Public Schools



I am a

- former student in Paterson Public Schools (PPS) and high-school graduate of Willingboro High School
- first in family college graduate (Rutgers University, Rutgers College)
- former K-12 elementary teacher in PPS
- former university-school liaison in PPS
- former federal and state grant director and coordinator through university partnerships
- director/coordinator of first of AACTE's Holmes Expansions programs creating mentoring, support, and professional opportunities for K-12, Undergraduate and Graduate persons from underrepresented groups (AACTE now solely focused on Scholars at doctoral level.)
- "urban" school scholar - Dissertation focus on early-career teachers in "urban" schools at Teachers College-Columbia University
- aunt of 5 nephews expelled or pushed out of Black and Brown schools



At present,

- Approximately 50% (25% Hispanic, 14% Black, 5% Asian/Pacific Islander, 1% American Indian/Alaska Native, 4% two or more race/ethnicities) (NCES, 2017).
- 17% of the teacher workforce is made up of persons of color: 6.8% African American, 7.8% Hispanic, 1.9% Asian/Pacific Islander, and 0.5% American Indian/Alaskan Native (NCES, 2014),
- Less than 2% of public school teachers are Black males; and fewer are Hispanic/Latino males (NCES, 2014),

xx

In the U.S., many Black and Latino/Hispanic male students may never have a teacher of Color and/or a male ToC and especially one from their individual racial/ethnic background.

In New Jersey --

- “121,500+ students see zero teachers of their same race in school
- 1 in 5 schools employed zero non-white teachers in 2016-17
- 163,00+ students see zero non-white teachers in school” (NJDOE)

The cultural dissonance that exists between educators and students of color continues to impact

- standardized test scores (Carver-Thomas, 2018),
- achievement rates (Burchinal et al., 2011),
- discipline rates including suspensions and expulsions (Skiba & Losen, 2015),
- the school-to-prison pipeline (Allen & White-Smith, 2014),
- underrepresentation in gifted and talented programs (Peters & Engerrand, 2016),
- restricted access to college preparatory programs (Farmer-Hinton, 2011),
- Advanced Placement coursework (McBride Davis, Slate, Moore, & Barnes, 2015),
- student feelings of isolation, being misunderstood, or treated as “other,” leading to lower graduation rates (Au, 2001; Gorski, 2013), and
- dropout rates (Fine, 1991).

Deficit thinking has shaped the state of education in society (Sleeter, 2005; Weiner, 2006) and thrives under the assumptions that low-income children, children of Color, and their families are limited by cultural, situational, and individual deficits that schools cannot alter (Gorski, 2013; Oakes & Lipton, 2006).

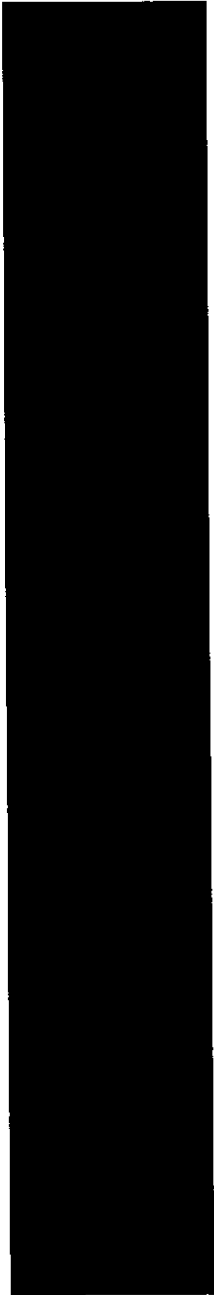
9/x

“We want stakeholders to consider how the narrative that has been constructed regarding the underrepresentation of TOCs in U.S. schools suppresses an explicit examination of and response to how

(a) historical and contemporary legislation and policy create(d) a pushout and keepout process for recruiting and retaining TOCs

(b) the often toxic environments and operational conditions for TOCs in their preparation programs and workplaces have negative implications for teacher retention and attrition; and

(c) Students of Color and White students are miseducated (Woodson, 1937) due to the lack of exposure and practices of TOCs in K-12 classrooms” (Carter Andrews et al., 2019).



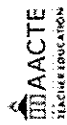
A Democratic Agenda

A society devoted to pluralistic ideals cannot maintain adequate progress towards those values if students in schools lack consistent exposure to people of Color in authoritative, powerful positions (Carnegie Forum on Education and the Economy, 1986; Mercer & Mercer, 1986, Shanker Report, 2015).



Increasing the numbers of Black and Hispanic/Latinx teachers in schools offers opportunities to

- decrease teacher turnover (Achinstein, Ogawa, Sexton & Freitas, 2010) and
- provide students of color with role models, make cultural connections, set high expectations, and reduce implicit bias (Givens, Nasir, Ross, & de Royston, 2016; Villegas & Irvine, 2010).



The Black and Hispanic/Latino Male Teacher Networked Improvement Community: Promising Practices to Recruit and Retain Male Teachers of Color

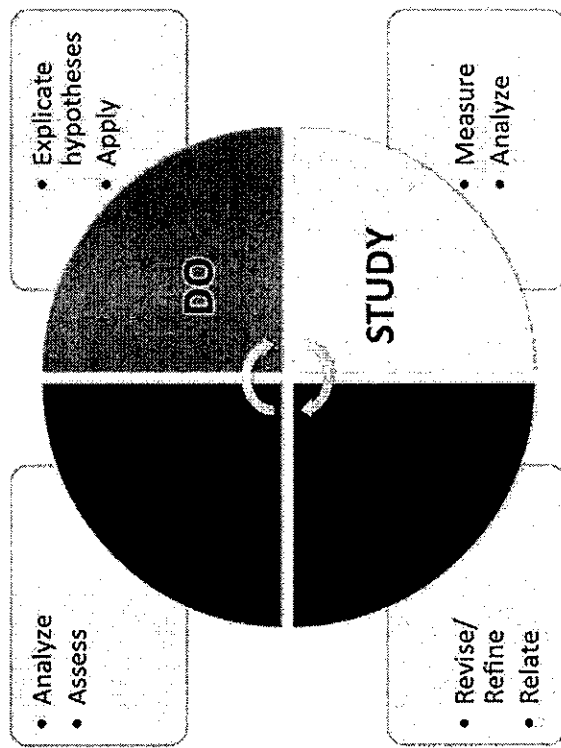
Phase I: Exploring New Pathways to Recruit and Retain

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**BUILDING AND SUSTAINING A
NETWORKED IMPROVEMENT
COMMUNITY**

Boston University
California State University, Fullerton
Florida Atlantic University
MidAmerica Nazarene University
(KS)
Northeastern Illinois University
University of Arkansas at Little Rock
University of Connecticut
University of Saint Thomas (MN)
Western Kentucky University
William Paterson University (NJ)

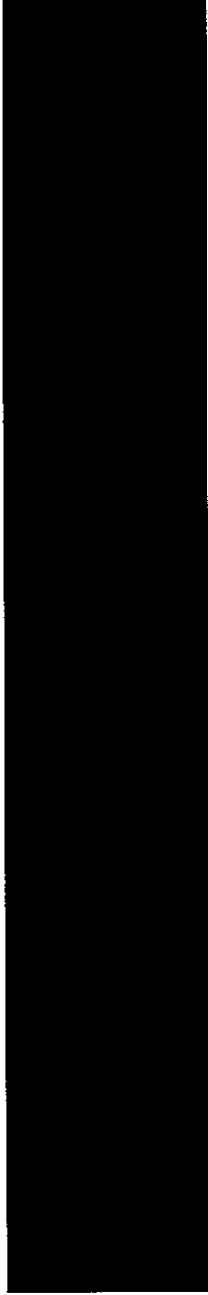


Anthony Bryk (2015)

- 4 Cycles
- Plan-Do-Study-Act
- Identified Problem of Practice:

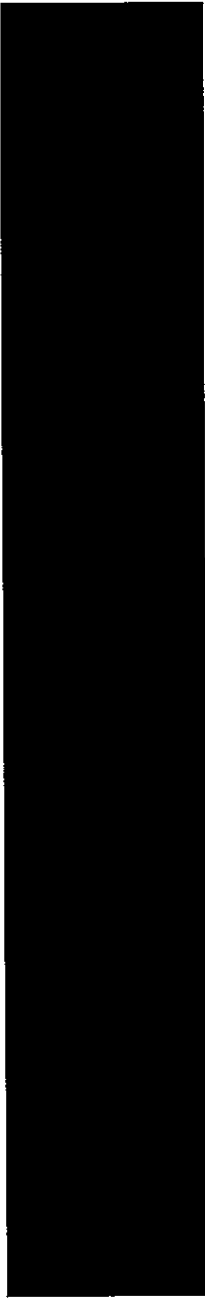
*Increasing the numbers of Black and Hispanic/Latino men
enrolled in educator preparation programs (EPP's)*

2 Areas of Study: Recruitment and Retention



TALK TO YOUR STUDENTS of COLOR

We cannot underestimate how it is important to talk to students of Color.
Create avenues for their voices to be heard both formally and informally.

- 
- Strengthen Community Ties
 - Community colleges
 - Community centers
 - Hire K-12 Paraprofessionals into the Profession
 - Expand K-12 Partnerships
 - Host information sessions
 - Facilitate high school future teacher programs (mentoring, advisement of K-12 students)
 - Grow your own programs (State, University and K-12 partnerships)
 - Increase collaboration amongst higher education offices



Voices in Higher Ed and K-12 Schools

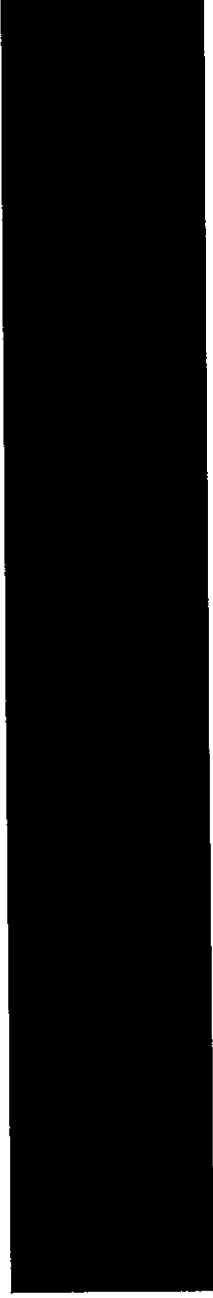
- Empower men to have a voice
- Voices must be heard from individual cultural groups

Cultural Imperatives

- Gain expertise in cultural backgrounds (e.g., cultural competencies, historical narratives)
- Decrease Eurocentric views
- Implement social justice frameworks

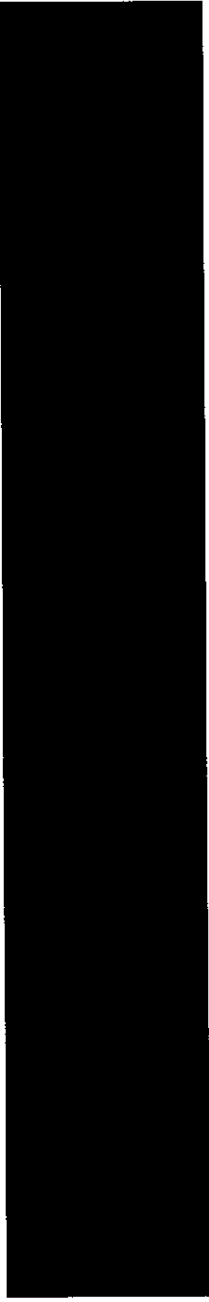
Mentoring and Advisement

- Intrusive advising
- Focused mentoring



Overall:

- Cyclical impact of the lack of racial, ethnic, and cultural representation in Educator Preparation Programs (EPPs) and K-12 classrooms
- Cyclical impact of racialized structures with/in institutions and society
- Costs related to becoming a teacher



To being a teacher education candidate:

Testing

- Numerous entrance and exit state requirements
- Multiple part-time jobs erases study hours, advisement in office hours, and test-prep workshops
- High expense of entrance and exit state requirements

Student teaching/residency semesters

Lack of cultural competent/relevant pedagogies

** Fees

- Fingerprinting fees
- Substitute license fees

Student Loans

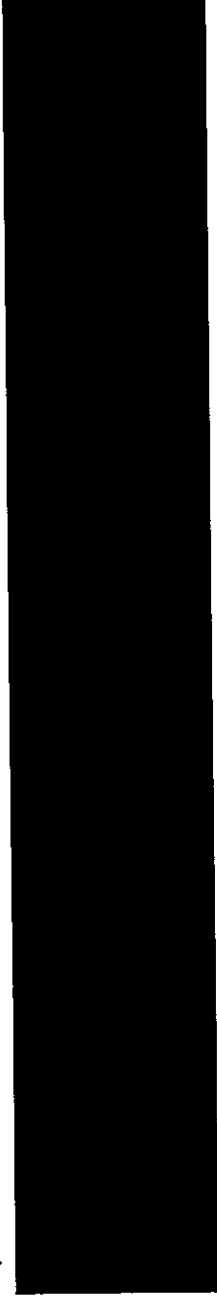


Challenges

- Low prestige
- Culture of teaching in the United States
- Teacher pay inequitable to other careers with advanced degrees
- Teacher pay (classroom) vs. administrative pay (school administrators)

Committed state-university-district partnerships that understand pre-service, ToC

- work full-time or have multiple part-time jobs,
- are many times the sole or primary financial support for origin families,
- have had to work in such positions throughout high school,
- are sometimes homeless,
- battle racial, cultural, and low-income or poverty fatigue,
- face racial, ethnic, and cultural discriminatory practices, and
- are hard-working, high-achieving, committed PoC who often do not graduate college/university.



Committed states understand the intricate weaving of associated costs of K-12 schooling, college tuition and fees, educator preparation programs, and compound-interest education loans.

104x

Committed universities build collaborative structures amongst departments and offices to understand student needs and student services across initiatives; and partner with school districts across these departments and offices.

Committed districts understand how pre-service teachers of Color can serve their students, teachers, and families.

115x

Create, sustain and increase funding and support for

- University programs to increase graduation rates
- Pipeline Programs such as Grow Your Own Programs (Gist, Bianco, & Lynn, 2019)
 - Programs that allow ToC to teach anywhere
 - Grant funding with new timelines
 - Loan forgiveness programs for teaching in classrooms

Paid internship programs

- Students of color cannot presently take advantage of internships because they must stay employed.
- How can state and or “committed district” funding support paid internships for college students?

State waivers

- Waive fingerprinting and substitute licensing fees for full-time students

Pre-service teachers of Color (ToC) and school districts can benefit from new paradigms of employment in K-12 districts

- Programs to hire cohorts of teachers of Color within K-12 schools
- Opportunities for substitute and part-time jobs in K-12 schools
- Allow school districts to hire teacher candidates in final semester of EPP (traditionally TCs are required to volunteer 5-days per week/all-day)
Option: Hire them as "conditional" teachers who commit to working districts post-graduation
- Expand the paraprofessional/aide role to hire full-time students of Color as "paraprofessionals" to work in schools
- half-day schedules, after-school programs, Saturday programs, etc.

(For half-day programs, these positions should be stable and consistent to benefit students and teachers.)



Use of college and public housing

- Provide opportunities for students who are sole-income providers for families of origin access to housing benefits (for summer study programs and internships)
- Provide opportunities for teachers to qualify for specialized, affordable housing, mortgage loans, etc.

108x



In our Black and Brown districts, I request a “moratorium” on purchasing new reading and math programs that

- Situate “new” as “reform”
- Cost millions of dollars
- Replicate previous “old” programs
- Lack culturally relevant and “effective” pedagogies – encourage workbook, “teacher-proof” teaching
- Are not designed for NJ students, teachers, and schools

Until internal and comprehensive studies of current programs occurs

Cultural competence and relevancy; promote hands-on engaged learning; support holistic learning for whole child; adequate resources for all students in all classrooms (i.e., enough books and resources for all students including special education classroom and resource rooms; community engagement; multicultural and social justice frameworks

Dr. Lillian Sharon Leathers

lsleathers@gmail.com

PowerPoint and Reference PDF available upon request.

The Black and Hispanic/Latino Male Teacher Networked Improvement Community: Promising Practices to Recruit and Retain Male Teachers of Color

Phase I: Exploring New Pathways to Recruit and Retain

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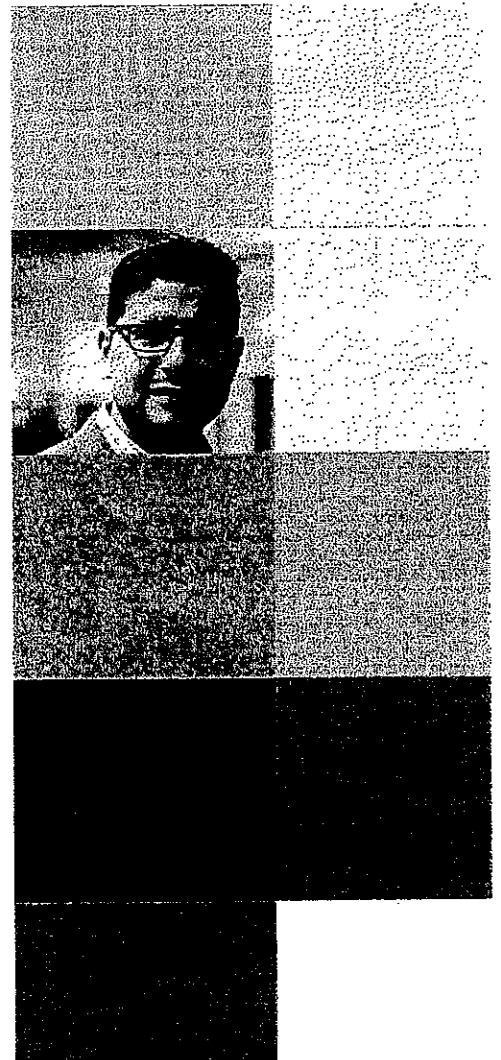
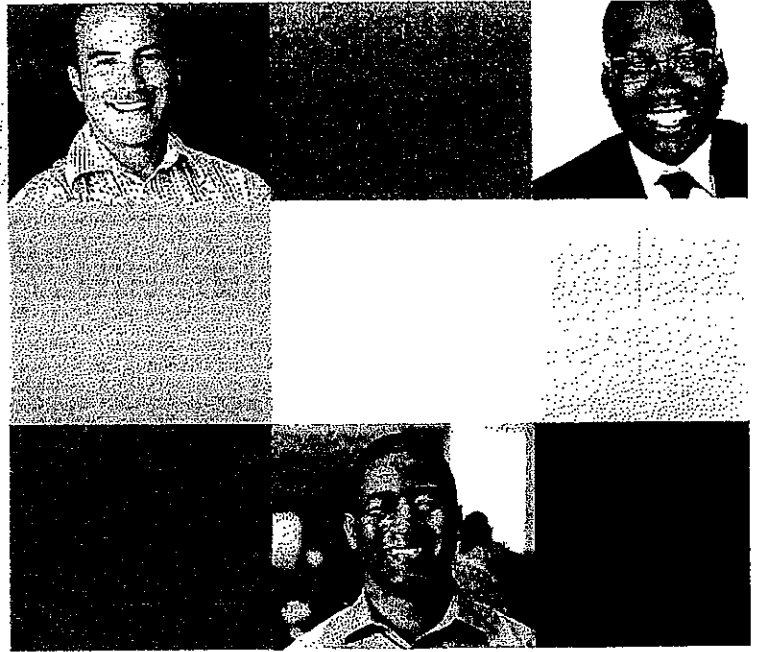


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ABOUT AACTE: The American Association of Teacher Education

AACTE is a national alliance of educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are profession-ready as they enter the classroom. Nearly 800 member institutions include public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, and Guam. Through advocacy and capacity building, AACTE promotes innovative and effective practices that strengthen educator preparation.

AACTE members are committed to increasing the diversity of their faculty and the educators they prepare so that they more accurately reflect the diversity within PK-12 schools. As AACTE looks ahead to the future, this report documents promising practices and significant challenges that all schools, colleges, and departments of education around the country will face as they prepare professionals for increasingly diverse and complex educational environments. AACTE's goal as an association is to build a portfolio of programs, products, and services to help educator preparation leaders thrive in this dynamic environment, and this report is an installment in that growing portfolio. Learn more at www.aacte.org

INTRODUCTION

Why is Workforce Diversity Important?

Research scholars (Gay, 2010; Gorski, 2013; Howard, 2014; Irvine, 2003; Ladson-Billings, 1995; Noguera, 2008) assert that traditionally marginalized children suffer academically within educational systems that (a) refuse to acknowledge culturally-based epistemologies of students of color and (b) fail to create educational curricula and pedagogies responsive to students' experiences and cultural knowledge. The cultural dissonance that exists between educators and students of color impacts (1) achievement rates (Burchinal et al., 2011); (2) representation in gifted and talented programs (Peters & Engerrand, 2016); (3) access to college preparatory programs (Farmer-Hinton, 2011); (4) access to advanced placement coursework (McBride Davis, Slate, Moore, & Barnes, 2015); (5) discipline rates including suspensions and expulsions (Skiba & Losen, 2015); and (6) the school-to-prison pipeline (Allen & White-Smith, 2014). On far too many occasions, students from culturally and linguistically diverse backgrounds feel isolated, misunderstood, or treated as "other," leading to lower graduation rates (Au, 2001; Gorski, 2013), and higher dropout rates (Fine, 1991).

While it is important to advocate for all teachers to engage in creating equitable and culturally-inclusive classrooms (Ladson-Billings, 1994), recent research revealed that when teachers who are not familiar or do not have experience with people who are different from themselves, they may perceive difference as less valuable or deficient (Egalite, Kisida, & Winters, 2015). Teachers who identify with their students may therefore see certain characteristics as attributes to embrace rather than as deficits. For example, findings from an impact study in North Carolina and Tennessee conducted by Gershenson, Hart, Lindsay, and Papageorge (2017) indicate that Black primary school students demonstrated lower high school dropout rates when matched with a same-race teacher. Additionally, when measured over time, Black students in North Carolina have increased self-reported college aspirations, and Black students in Tennessee were more likely to complete a college entrance exam. Ultimately, increasing the number of teachers of color in schools provides students of color with role models, offers opportunities to culturally connect, sets high expectations, and reduces implicit bias (Givens, Nasir, Ross, & de Royston, 2016; Villegas & Irvine, 2010).

How Close Are We Toward Realizing A Diversified Teacher Workforce?

Although research and experience substantiate the need for a more diverse teacher workforce, educator preparation programs (EPPs), along with other alternate route programs, are not producing male teachers in proportion to the number of males in public schools (Ingersoll & May, 2011). According to data from the Integrated Postsecondary Education System (IPEDS), women earned 81% of undergraduate degrees and certifications awarded by colleges of education in 2015-2016, and the deficiency of racial/ethnic diversity is even greater (AACTE, 2018).

Current research on teachers of color indicate that the teacher workforce does not mirror that of the students they teach. The Shanker Report (2015) reviewed data on teacher diversity from 1987 to 2012 in nine U.S. cities and found that the representation of teachers of color in public schools grew from 12% to 17%. The findings, however, also indicated that the progress toward reducing the substantial representation gaps between teachers of color and students has been very limited; teachers of color remain significantly underrepresented relative to the students they serve. According to the authors, while teachers of color are being hired at higher

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proportional rates than other teachers, teachers of color are leaving the profession at a higher rate than their counterparts and this is especially evident in urban districts (Albert Shanker Report, 2015). This accounts for the continued disparity between students of color and teachers of color.

Additional research from The National Center for Education Statistics (2014) found that less than 2% of public school teachers are Black males and fewer are Hispanic/Latino males. Over the

course of their public school experiences, White female teachers will teach the majority of Black and Latino/Hispanic male students. This disparity has significantly impacted our public school system and the education of Black and Hispanic/Latino male students. The education community is compelled to seek meaningful methods to increase the recruitment and retention of Black and Hispanic/Latino male candidates of color into preparation programs in order to realize a diversified teacher workforce.

Addressing a Diversified Teacher Workforce through a Networked Improvement Community

AACTE identified a Networked Improvement Community (NIC) as a pathway to examine and act upon the overwhelming absence of teachers of color in our public schools. In spring 2013, AACTE issued a request for proposals from member institutions to join its first NIC with the specified aim of increasing the diversity of our nation's teacher candidate pool by focusing on the recruitment of Black and Hispanic/Latino men into EPPs. It was the hope that by preparing diverse learner-ready teachers, a secondary outcome to increasing the number of Black and Hispanic/Latino male teacher candidates would be an increase in the success of all students in their classrooms. Increasing the racial diversity of the teacher workforce is a major step toward ensuring all students have a diverse learner-ready teacher (CCSSO, 2019).

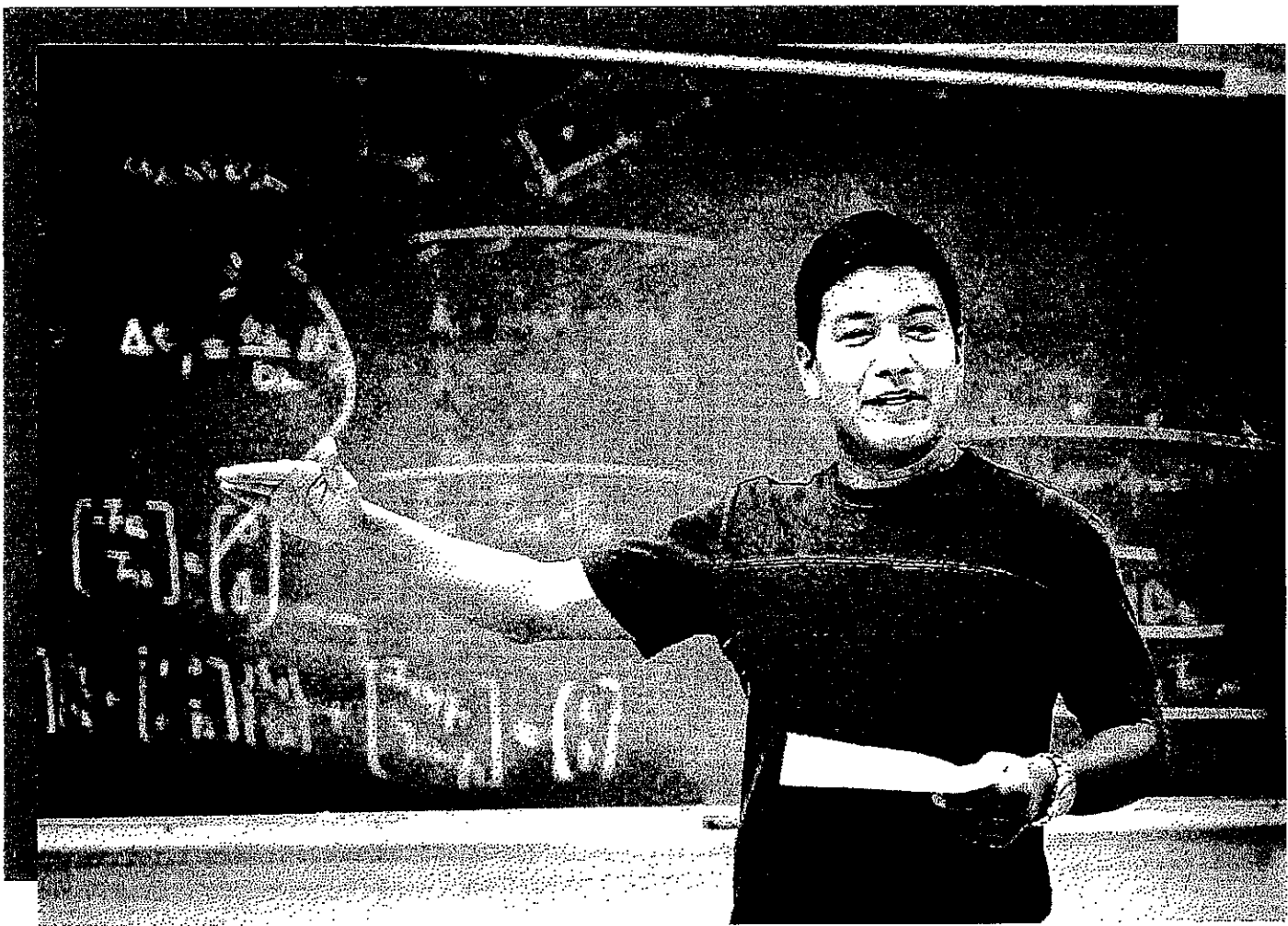
The AACTE Committee on Professional Preparation and Accountability completed a rigorous review of over 50 applications and selected 10 universities to join the new NIC. Numerous criteria guided their decision-making process including evidence of

- Great diversity within the school districts and community served;
- Alignment of NIC goals to existing strategic initiatives and mission of the institution; and
- Strategic attention to enrollment trends and retention of subgroups of male candidates by race/ethnicity within their perspective EPPs.

Building the AACTE Networked Improvement Community

- Boston University
- California State University, Fullerton
- Florida Atlantic University
- Mid-America Nazarene University (KS)
- Northeastern Illinois University
- University of Arkansas at Little Rock
- University of Connecticut
- University of Saint Thomas (MN)
- Western Kentucky University
- William Paterson University (NJ)

The universities selected by AACTE reflected EPPs of various sizes, geographic locations, and program types. The initial proposals toward increasing recruitment and retention of male teachers of color from each EPP varied. Through careful discussion, the NIC member institutions agreed to move forward with an overall aim of increasing the number of Black and Hispanic/Latino males admitted as teacher candidates into their EPPs by 25% per program by September 2016. The goal is being measured in the second phase of work.



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What is a NIC?

In the most comprehensive text to date on the NIC, *Learning to Improve: How America's Schools Can Get Better at Getting Better*, Bryk, Gomez, Grunow, and LeMahieu (2015) describe a NIC as combining the analytical discipline of improvement science with the capability of networked communities to innovate and learn together around a shared problem of practice. Today's educational institutions are complex and nested in larger interconnected systems, and thus result in natural variations in performance across institutions. When introducing change to the daily practices of complex systems, it is imperative for stakeholders to agree that resulting consequences cannot be identified prior to its implementation. Additionally, introducing change that results in quality outcomes, at scale, requires attention to solving local issues. By centering the focus on variations in performance within and across systems, Bryk et al. (2015) compel education leaders, researchers, and policymakers to avoid *solutionitis*—the tendency to solidify beliefs “based on an incomplete analysis of the problem to be addressed and without full consideration of potential problem-solving alternatives” (Bryk, 2015, p. 468).

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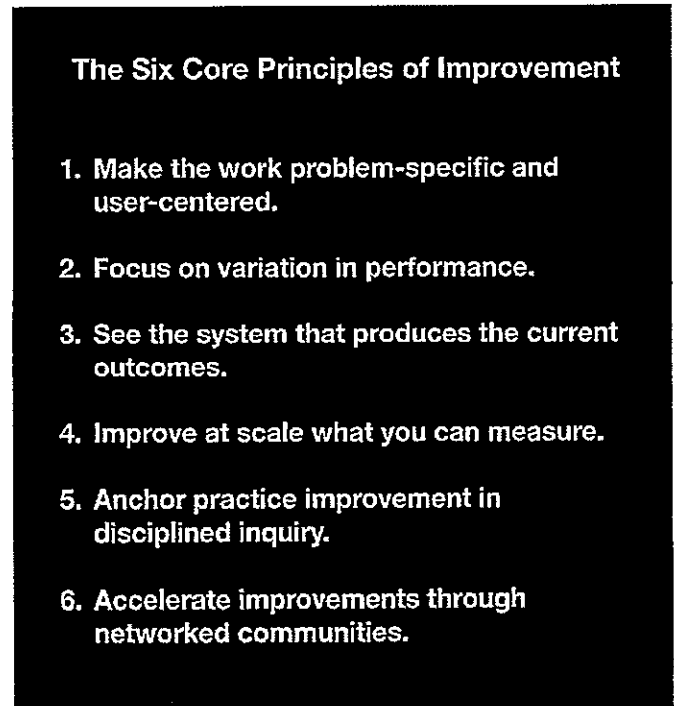
Through improvement science, which aims to address specific tasks, processes, policies, structures, and norms within the larger interconnected system, a NIC can capitalize on the value of social learning in a group context, thereby increasing the capacity of the collective group to improve. Accordingly, a NIC, through the use of improvement science, requires participating members to shift away from implementing processes and procedures for the sake of promised outcomes to a more systematic approach that improves outcomes (Bryk et al., 2015). While potential changes introduced into a system should be grounded in empirical evidence, NIC member institutions must learn how to apply those changes to various contexts in order to produce reliable results at scale. To guide this work, Bryk et al. (2015) outlined six principles of improvement, which are foundational elements for how improvement science can be used in networked communities as shown in **Figure 1**.

Throughout the NIC process, member institutions continuously asked three core improvement questions: (1) What is the specific problem I am now trying to solve? (2) What change might I introduce and why? and (3) How will I know if that change is an improvement? (Bryk et al., 2015). To test potential changes to the system, NIC member institutions used the *Plan→Do→Study→Act* (PDSA) cycle, which is considered the engine of change in improvement science.

What are PDSA Cycles?

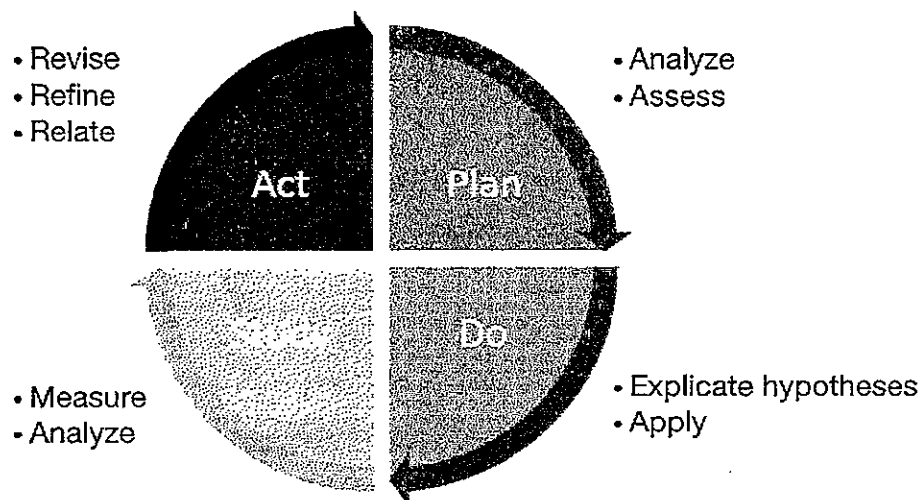
PDSA cycles are methods of inquiry that follow “the logic of systematic experimentation common to scientific endeavors, now applied to everyday practices” (Bryk et al., 2015, p. 121) as illustrated in **Figure 2**. Each PDSA cycle must contain a plan of action, implementation of that plan, a study of how that plan progressed (including measurement data), and actions to be taken based on what was learned for the next cycle. The cycles are continuous, one following the other, and build on one another to “answer new questions as the scope on inquiry expands” (Bryk et al., 2015, p. 121). The intent behind PDSA cycles is to aid a network in learning fast and moving from a small-scale test to a large-scale improvement.

Figure 1: The Improvement Principles



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Figure 2: PDSA cycle



While Bryk, Gomez, & Grunow (2011) established a networked improvement science around 90-day cycles of *Plan→Do→Study→Act*, developing a NIC for institutions of higher education (IHEs) requires noting challenges specific to the university setting. One of those challenges relate to faculty contracts. Faculty representatives are typically contracted around semester schedules, which exceed 90-days. As a result, several cycles of our NIC had to be extended by a few weeks to allow for their continuous engagement. In addition, faculty are often 9-month employees and NIC member institutions exceeded their contracted time by engaging in the work outside of the semester schedule, often in the summers. The members of the participating institutions, therefore, volunteered their time to engage fully with the problems of practice.

AACTE's NIC: Process Description

As referenced above, the overall aim of the AACTE NIC was to increase the number of Black and Hispanic/Latino males admitted as teacher candidates into participating member institutions' EPPs by 25% per program by September 2016. In keeping with Bryk and colleagues' (2015) concept of the NIC, member institutions studied the problem of practice through a collaborative process that looked collectively and individually at four assigned focal points or drivers: initially, the four drivers were identified as: (1) recruitment strategies; (2) incentives to pursue a career in teaching; (3) equity-based admissions policies; and (4) support for Black and Hispanic/Latino males. After a second stage of review, NIC member institutions determined that all aspects of these drivers could be meaningfully consolidated into two primary drivers: (1) recruitment, and (2) retention. Each member institution divided its representation into both drivers. The recruitment driver addressed aspects of attracting more Black and Hispanic/Latino males into EPPs, while the retention driver addressed programs and initiatives to retain teacher candidates through program completion and graduation.

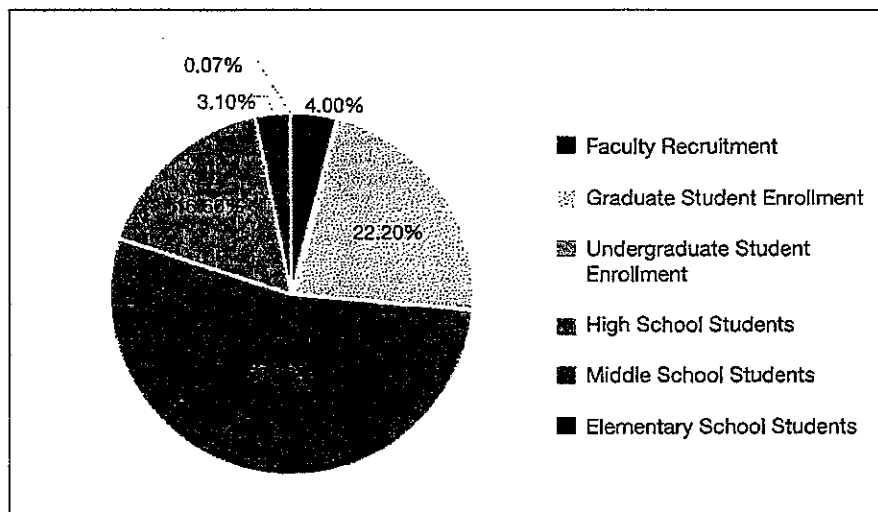
INITIAL OUTCOMES

initiatives existed prior to the start of the NIC (September 1, 2013) with 75 being implemented after the launch of the NIC (see **Figure 3**). The collection of this data ensured members would look at recruitment initiatives created and enacted within PDSA cycles and across the 10 NIC EPPs and consider the practices that would lead to long-term outcomes at their institutions.

Two areas proved essential to improving the recruitment of Black and Hispanic/Latino male teacher candidates into EPPs: (1) developing tools for collecting data on recruitment efforts and (2) identifying teacher candidates as resources to better understand their experiences. For the NIC member institutions, tools for gathering data included surveys, questionnaires, interviews, and focus groups with prospective, current, and alumni students. Although general data collection tools existed within the university offices, NIC member institutions engaged the stakeholders in these offices to request the topics, questions, and sessions that specifically addressed male teachers of color. NIC member institutions also developed focus groups for the teacher candidates, providing them with the opportunity to discuss their experiences as male teachers of color in EPPs.

NIC member institutions learned that recruiting males of color to their EPP was a goal shared by their universities. However, the EPPs at the NIC member institutions often reported feeling isolated from the general university setting. It was also reported that initiatives of the EPPs, although similar to the entire university, could be scaled and amplified if communication and partnerships within the university were increased. Ultimately, EPPs that began communicating and collaborating with different entities at their university increased their teacher candidate pools.

Figure 3. Recruitment initiatives



RETENTION

The retention team identified three promising practices to increase the retention of male teacher candidates of color: (1) mentoring programs; (2) coursework grounded in culturally responsive pedagogy; and (3) financial assistance. Research indicates that mentoring programs are highly effective ways to meet the needs of underrepresented student populations who experience varied levels of marginalization on their campuses (Phillips Joplin, Orman, & Evans, 2004). Black and Hispanic/Latino male teacher candidates at the participating NIC member institutions indicated that mentoring was important to their enrollment, entrance, retention, persistence, and development as they navigated through EPPs. They also emphasized the importance of having opportunities to see, witness, and fully engage with education professionals who looked like them and who may have encountered similar cultural and gender challenges during their academic and professional journeys. Mentors can consist of Black and Hispanic/Latino male faculty and staff members, K-12 teachers, members of fraternal/civic organizations, local religious entities, and other community-based professional groups.

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Therefore, NIC member institutions recruited mentors from university and K-12 settings and provided comprehensive and culturally-based mentor training to all current and prospective mentors.

Culturally relevant pedagogy (CRP) played a significant role in mentorship training and in the EPP classrooms. Ladson-Billings (1994) defines culturally relevant pedagogy as curriculum and instruction that empowers “students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1994, p. 17-18). Gay (2010) suggests that practitioners practicing culturally responsive pedagogy teach “to and through [students’] personal and cultural strengths,” and reject the deficit perspective; but instead they recognize that teacher candidates of color “come to school having already mastered many cultural skills and ways of knowing” (p. 213). This mindful practice requires educators to engage in critical self-reflection through the examination of one’s own biases and stereotypes;

and to deepen one’s cultural competence in order to validate and affirm teacher candidates and their communities (Gay, 2010). As NIC member institutions focused on the tenets of CRP, many opportunities arose to examine its integration within and across EPPs. Member institutions began to address the general lack of CRP in numerous critical areas of their programs, such as mentor and faculty training.

Overall, the thoughtful integration of CRP practices were both beginning and continuing steps toward creating EPP environments capable of sustaining Black and Hispanic/Latino males. Moreover, financial resources were allocated systematically to support men of color within EPPs—such as facilitating new workshops focused on passing program entrance and exit exams. The NIC member institutions also developed new student groups aimed at supporting teachers of color. These student groups only included Black and Hispanic/Latino males and proved instrumental for the teacher candidates.

Recommendations from NIC Members

In addition to the aforementioned promising practices to address the recruitment and retention of male teachers of color, the NIC member institutions identified emerging practices due to early stage success. NIC member institutions recommend that EPPs consider the emerging practices shown in **Figure 4**.

Additionally, faculty in EPPs must evaluate their curricula and course delivery in order to meet the needs of our diverse teacher candidates. NIC

member institutions recommend that faculty and staff receive formal professional development in CRP. As faculty in EPPs evaluate their program curricula and course delivery methods in order to meet the needs of our diverse teacher candidates, NIC member institutions encourage faculty and staff to follow steps shown in **Figure 5**. Through these and other efforts, the authors contend that male teacher candidates of color will increasingly come to the profession and stay in the profession.

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Figure 4: Promising practices for recruitment

Five Recommendations from NIC Members

1. Host information sessions at local, community colleges and within the community such as cultural centers.
2. Recruit paraprofessionals.
3. Expand K-12 partnerships to attend schools, host information sessions, facilitate high school future teacher programs, and foster relationships with K-12 students through mentoring and advisement.
4. Continue to support the work of "Grow Your Own" teacher programs focusing on recruiting men of color at the high school or freshmen levels from communities with large populations of students of color who might be interested in teaching, and especially, returning to their communities once they enter the profession.
5. Collaborate with university academic admissions and advising offices to make a concerted effort to reach potential candidates.

Figure 5: Promising practices for retention

Seven Recommendations from NIC Members

1. Give voice to each group separately (Black males and Hispanic/Latino males) and do not converge them as one culture group.
2. Understand cultural background and identity of each individual as a Black and/or Hispanic/Latino man.
3. Avoid projecting Eurocentric view on Black and Hispanic/Latino male teacher candidates.
4. Know the cultures of teacher candidates and create a bridging or early support program that acknowledges issues of segregation and poverty that challenges the initial pipeline into teaching.
5. Create historical narratives for each culture group that will connect with their cultural pride.
6. Practice intrusive advising.
7. Foster teacher candidate success through focused mentoring throughout their programs.

INITIAL OUTCOMES

Barriers and Challenges to Systemic Change

The NIC member institutions realized early on that varied policies, definitions, and procedures in practices presented challenges in creating common goals for each driver that would be applicable across institutions. For example, candidates at NIC member institutions matriculate at varying points in their degree programs. There also were differences in strands of funding based on the size of the institution and whether the university was a public or private entity. Thus, throughout the four PDSA cycles, NIC member institutions grappled with identifying similarities and differences among EPPs, considering university-specific characteristics, and developing action plans that took into account their various contexts.

In regards to recruitment and retention strategies, NIC institution members reported how Black and Hispanic/Latino males encountered numerous entrance and program barriers to their respective EPPs. A few of the recurring themes included state testing requirements, a lack of Black and Hispanic/Latino faculty and staff, and a lack of CRP in educator preparation classrooms.

ASSESSMENT MANDATES

The majority of NIC member institutions' EPPs require prospective teacher candidates to pass the Educational Testing Service's (ETS) PRAXIS Core Academic Skills for Educators test or a state equivalent. NIC member institutions referred to the "cut scores" of these tests as one of the major impediments for Black and Hispanic/Latino males entering EPPs. Bennett, McWhorter, and Kuykendall (2006) found that a disproportionately higher percentage of Black and Hispanic/Latino teachers who applied to educator preparation programs did not pass one or more of their Praxis exams in order to gain admission. This served as a barrier for interested candidates who wanted to pursue the teaching field.

To undertake the state-mandated testing, NIC member institutions emphasized the need for systematic test preparation support. How schools might offer this service/support to Black and Hispanic/Latino male teacher candidates varied across different EPPs. Finding the resources to provide and fund test preparation was a daunting task for all NIC member institutions. In addition to funding test preparation, NIC member institutions grappled with how to support and fund teacher candidates if they did not pass the mandated test. Identifying solutions to these challenges is crucial to teacher candidate retention.

NIC member institutions continuously reinforced how meeting other entrance requirements, e.g. GPA, written and oral proficiency tests, and even completing a dual major, demonstrated the strength of these applicants, and negated the importance of the state-mandated tests. Additionally, without evidence of a clear connection between these standardized test scores and future teacher effectiveness, obstructing these teacher candidates' admission into EPPs, and therefore the teacher workforce, was tantamount to failing to effectively and equitably address the shortages felt across all disciplines in the field of education. Such a compelling argument bolstered some of the members to request, or revisit previous requests, to their institutions for additional test supports (e.g., funding for test registration and test preparation workshops) and to argue for legislative reforms around state-mandated testing.

FINANCIAL OBSTACLES

The NIC member institutions learned that many Black and Hispanic/Latino male teacher candidates face a lack of financial support while pursuing their academic degrees. Financial assistance allows teacher candidates to concentrate fully on their academic studies as opposed to working full- or part-time to supplement family income.

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Scholarships, grants, and fellowships are excellent ways to assist teacher candidates who are otherwise struggling to maintain their level of focus on their academic success. Navigating the complex network of financial assistance offices at most colleges and universities often requires substantial teamwork across faculty, staff, and prospective or admitted teacher candidates.

DEARTH OF PROFESSIONAL DEVELOPMENT FOR EPP FACULTY IN CULTURALLY RESPONSIVE PEDAGOGY

At the onset of the NIC, it was assumed that Black and/or Hispanic/Latino faculty would be able to support and understand the experiences of Black and/or Hispanic/Latino teacher candidates. It became evident early in the NIC process that this assumption was misguided. Many faculty members at NIC member institutions have not

received professional development in the area of culturally responsive pedagogy. Thus, faculty are not grounding their teaching and assessments in culturally responsive practices. Teacher candidates who did not experience CRP during their programs described feeling “woefully unprepared” to enter the education profession. The lack of experience with CRP also impacts the climate within EPP classrooms. While some NIC institutions began providing workshops and training for faculty to implement CRP, members encountered resistance from other faculty. Since culturally responsive teaching practices were an outcome of the NIC work and not the primary focus, institutions found it difficult to receive financial support for these trainings.

NEXT STEPS: DATA COLLECTION AND EVIDENCE OF IMPACT

NIC institutions continue to deploy the recommended strategies from this report and collect data on the impact and effectiveness of these strategies in recruiting and retaining male teachers of color into EPPs. In the next phase of this initiative, AACTE will collaborate with member institutions to measure the progress made toward the NIC’s overall aim of increasing the number of Black and Hispanic/Latino males admitted as teacher candidates into their EPPs by 25% per program. The recruitment and retention strategies identified above by the NIC take time to test, adapt, and implement. While the formative data collected by the NIC was helpful in determining the promising practices, examination of the data from a longer time frame is needed to deduce effectiveness and sustainability. Therefore, in addition to measuring progress toward the overall aim, AACTE and member institutions will also analyze which strategies have been the most impactful over time, based on the longitudinal data collected. The findings from this analysis will be shared more broadly with the field in a forthcoming report.

NIC MEMBERS

This list comprises all of the individuals who diligently worked on the AACTE NIC project. AACTE is enormously grateful for the time, attention, and expertise of all of the NIC members.

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Wildwood Public Schools

April 9, 2019

RE: Equity Testimony Before the Joint Committee on Public Schools

Members of the Joint Committee on the Public Schools,

My name is Kenyon Kummings and I am currently the Superintendent for Wildwood Public Schools (WPS). WPS has a high percentage of economically disadvantaged students and is racially and ethnically diverse. Our district is unique in that we continuously have one of the highest percentages of students living in poverty in New Jersey (50%). We have a high special education population (24%), as well as a large number of English Language Learners (35% Pre-K to 8th Grade).

Recruiting minority candidates that understand the experience of our students has been a challenge for our district. Anecdotally, we can share that the pool to hire from is small. This testimony contains more questions than answers, but emphasizes the need for this issue to remain a priority of the New Jersey Department of Education (NJDOE) and legislature. It will also offer examples of how we may improve the pipeline to allow more diversity within our public educator population.

Do we have a pipeline issue, more so than a recruitment issue?

The NJDOE references the "Pipeline" in their presentation, "Diversifying the Teacher Workforce" (https://www.state.nj.us/education/educators/rpr/Diversity%20Convening%20PPT%20Accessible_v2.pdf). Target points identified for the "Pipeline" include Postsecondary Enrollment, Enrollment in Education Programs, Postsecondary Completion, Entering the Workforce, and Retention. It is important to focus on the entry point to the pipeline, and question if potential barriers exist for candidates to qualify for Educator Preparation Programs (EPP).

The current president for New Jersey Association of Colleges for Teacher Education (NJACTE) shared that the Title 2 data from traditional route programs show trends that New Jersey overall saw a decline in the number of completers in EPP's. This decline was observed in 2014 when the number declined from 5,027 in 2008-2009 to 3,819 in 2013-2014, and eventually fell to 3,281 in 2015-2016. It is worth noting that in 2012, the college GPA requirement was raised to 3.00 (N.J.A.C. 6A:9B-8.2). During that time period, students were also required to pass all sections of the Praxis Core in addition to the Praxis II for their clinical internship. Further study is needed to determine the patterns within demographic subgroups. Could one or a combination of these changes have resulted in a barrier to certification for minority populations? Has this decrease been sustained with the introduction of the EdTPA requirement in 2017?

Do barriers to the pipeline exist prior to exiting high school?

Working as a district in the New Jersey Network of Superintendents (NJNS), the approach to creating equity is predominantly focused on opportunity and access for ALL students regarding Pre K to 12 programs. We often hear about the outcomes of leveled coursework beginning in elementary school. Finding solutions to remove barriers for minority populations is a focus of the group, and we learn that these barriers exist throughout the state. Often times staff recommendations are required for students to enter higher level course work, and this potentially biased process often loses students who could handle and benefit from the increased challenge,

because current systems do not always identify them due to the limitations of the entry measures used.

Schools also tend to heavily weight standardized test scores in this identification process. A great volume of research exists regarding the validity of these assessments, as well as the bias many of their items contain. There is also plenty of data to show the difference in performance trends when comparing demographic subgroups. These same trends can be witnessed when looking at Praxis Core data for reading, writing and math, as well as when SAT scores are compared by household income (scores increase with wealth). It should also be noted when discussing entry into the pipeline, that New Jersey is one of 12 states in the country that still ties a passing score on a standardized state assessment to graduation from high school.

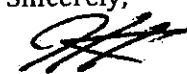
What can we control?

Given the data we have, a deeper analysis of potential barriers for our students to enter an EPP is warranted. However, we can take some initial steps toward developing an action plan.

- Determine if the outcomes of tracking and leveling prior to high school graduation prevent students from attaining the education needed to gain entry into an EPP, and if so, address them.
- Determine if the high school graduation assessment is an unnecessary barrier for students, and analyze the demographic makeup of students utilizing the portfolio appeal.
- Determine if the change in college GPA and the associated assessments required to gain certification (Praxis II, Praxis Core, and EdTPA) have negatively impacted completion of EPP's for minority students.
- Determine if there are additional barriers brought about by the increased number of college assessments, including the high cost of these assessments, and if there has been value added by their adoption.
- Compare the college GPA requirements for EPP to those of other initial certification programs.
- Scale the work of groups such as the NJNS to help districts give opportunity and access for students who are able to receive more challenging coursework through the development of unbiased, multi-faceted entry criteria and innovative, scaffolded, course delivery models.
- Allow the NJDOE and the NJ Legislature to improve the pipeline by creating Career and Technical Education (CTE) opportunities (with funding) within comprehensive high schools to identify and prepare students who have a passion for education in an effort to recruit students into the profession at the secondary level.
- Encourage the development of partnerships between Comprehensive High Schools and EPPs to allow for articulation of expectations for EPP entry to ensure that minority students have access to these programs upon high school graduation.

Several data sources exist to begin to address the questions mentioned throughout this document. Perhaps we need to create systems that will allow us to conduct a deeper analyses of our practices in New Jersey. The need to increase the representation of minority educators in NJ is well documented via data sources found within the NJDOE's Educator Preparation Provider Performance Reports (<https://eppdata.doe.state.nj.us/>). In addition to teacher preparation/certification, I would also emphasize the need to monitor the representation of minorities within educational leadership positions as well. In addition to looking at the status of our pipeline, we should also incorporate studies that exist regarding the experience of minority teachers. This would inform our practice as we strengthen recruitment and retention.

Sincerely,



J. Kenyon Kummings, Superintendent



Dean Suzanne McCotter

Dr. Suzanne McCotter is the Dean of the School of Education and Professor of Educational Leadership at The College of New Jersey. She holds a Ph.D. in Middle School Education from the University of Georgia along with a B.A. and M.L.S. from Rutgers University. Her areas of interest include curriculum development, grant seeking, and school-university collaboration.

Dean McCotter came to The College of New Jersey in 2017. As dean, she leads the School's four departments and numerous centers and offices. Under her leadership, School initiatives include diversifying the teacher workforce, environmental sustainability education, and working with urban middle schools. During her time in the School of Education, she has brought a renewed focus on data-driven decisions, assessment, and accreditation.

On the institutional level, Dr. McCotter leads the Social Justice Taskforce, is part of the team that created the Center for Integrative Wellness, and chaired the search for a new Dean of the School of Business.

Before coming to TCNJ, Dr. McCotter served as the Associate Dean for Academic Affairs of the College of Education and Human Services at Montclair State University. Previously, she was a faculty member in Montclair's Educational Leadership Program, chair of Montclair's Counseling and Educational Leadership Department, and chair of the Department of Educational Foundations at Millersville University in Pennsylvania.

At Montclair, Dr. McCotter was the faculty lead on a team that grew the master's in educational leadership program, significantly increasing enrollment and accessibility without compromising quality. By thinking creatively, she helped to expand the program to include a 15-month accelerated degree, off-site programs delivered directly to current teachers in local school districts, and a fully online version.

As a faculty member at Montclair, she received a Spencer Foundation Grant to examine the ways that school leaders learn to use data. Her other scholarly interests include instructional supervision, reflection in the practice of teachers and leaders, and the work of middle school principals.

A New Jersey native, she began her career as a school media specialist in Rahway. As an active leader in teacher education for the past 11 years, she holds a deep understanding of the policies and regulations surrounding K-12 education in our state and region.



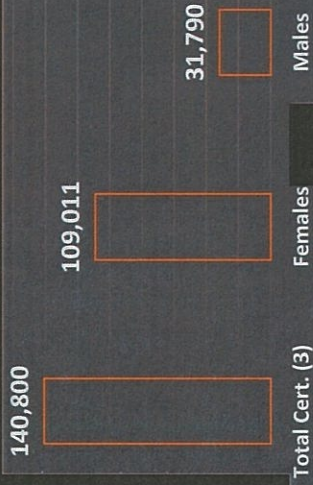
TCNJ THE COLLEGE OF
NEW JERSEY

Diversifying the Teacher Workforce

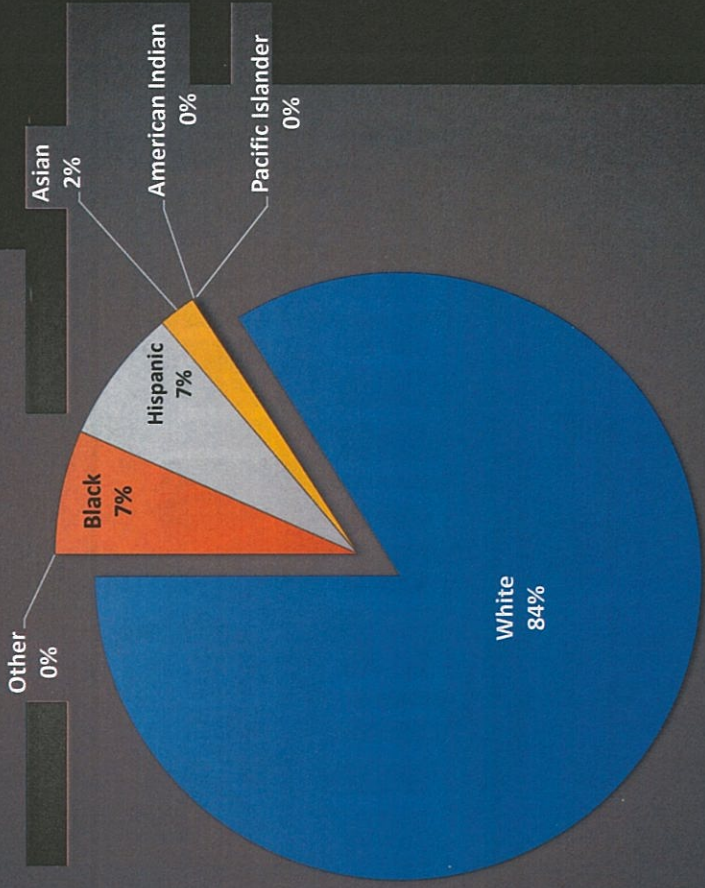
*Dr. Suzanne McCotter, Dean
School of Education*

Data Overview: Certified Staff in NJ, 2018

Certified Staff – Total/Gender



Teacher Demographics: 2018



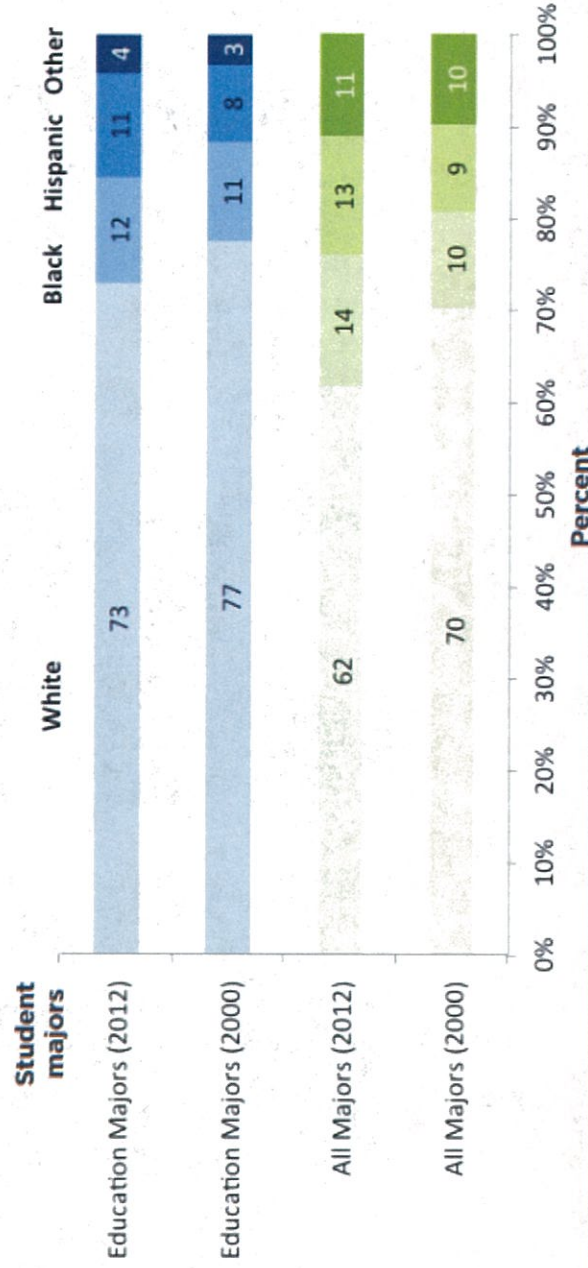
4,300 new teachers required each year.

Certified Staff - Subgroups



Percentage Distribution by Majors & Race/ Ethnicity

Figure 6. Percentage distribution for bachelor's degree students, by major and race/ethnicity: 1999 – 2000 and 2011 – 12

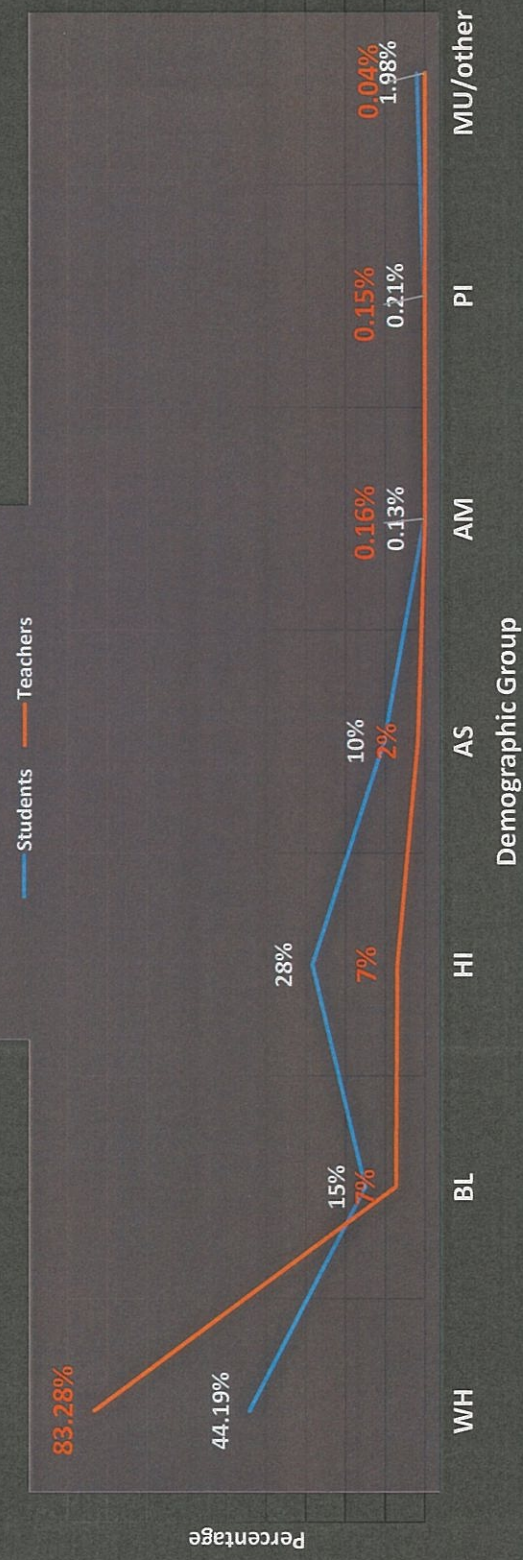


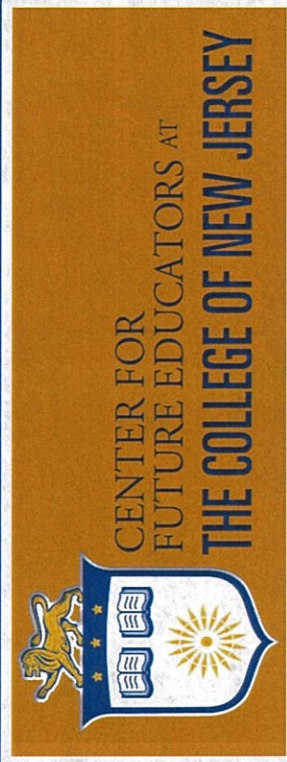
Comparison Data: New Jersey, 2018

Students: 1,370,236

Teachers: 115,858

Student/Teacher Gap 2018





New Jersey Future Educators Association

Statewide Network

14 Chapters
261 Students

NJFEA Conference 2019
Monmouth University

Tomorrow's Teachers

226 High School
Instructors Trained

Four Credit-Issuing
Higher Ed. Partners

Training Sites

- Fairleigh Dickinson Uni.
- Rider University

Leadership Initiative

Recruit
Underrepresented
Students

Five-Week Program
with Capstone Project

Phase 1: Males of
Color

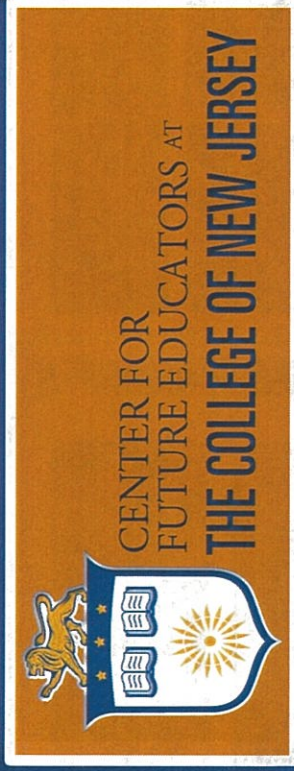
Phase 2: Males &
Females of Color

Urban Teacher Academy

Theme: Reimagining
Urban Education

Two Weeks of
Experiential Learning

Capstone Project



TDI-MOC

(Teacher Diversity Initiative – Men of Color)

30 Mentors
30 Male Students of Color

1-on-1 Coaching

- Weekend Leadership Training
- Service-Learning Activities
- Capstone Project & Presentations

TDI-STAT

(Teacher Diversity Initiative – Statistical Recruitment)

Collaborate:

Data-Driven Recruiting Method with NJDOE

Identify:

School subset with high SOC population and upper percentile composite scores

Launch:

3-year collaborations statewide to introduce CFE programs into schools

Other Initiatives

- Diversity, Equity, and Inclusion Grants
- Hiring Endowed Chair of Urban Education
- Raising money for scholarships to alleviate “extra costs”

Extra Costs

- Praxis Core (\$150)
- Praxis Content (\$125-\$170)
- Praxis Retakes (\$90 each)
- Fingerprinting/Criminal Background (\$68)
- Substitute Certification (\$125)
- LiveText Assessment System (\$150)
- edTPA (\$300)
- edTPA Retake (\$100 per section)
- Certification fees (\$190-\$360)
- Transportation to clinical settings
- Clothing for clinical practice
- Loss of income

Range of Total Expenses: \$1000-\$3000 without transportation or clothing

Remove Economic Barriers to Teaching

- Reduce state-required extra costs
- Institutionalize ways to earn money for clinical practice
 - Incentivize schools to use clinical interns as subs or paraprofessional, especially in high need areas and districts
- Increase loan forgiveness for teachers in those areas



HOW TCNJ IMPROVED ITS FOUR-YEAR GRADUATION RATES

The College of New Jersey has the sixth-highest four-year graduation rate in the nation among public colleges and universities, according to current U.S. Department of Education data. This eminence is rooted in an academic transformation that integrated high-impact learning practices into the curriculum in 2004. As a result, TCNJ's four-year rate climbed from 64 percent for the class graduating in May of that year to 71 percent for the class entering in fall 2004 and graduating in May 2008.

But not all students were succeeding at that rate. A 2010 report by the Education Trust ranked TCNJ fifth on its list of public colleges and universities with the largest gap between the graduation rates of white and African-American students. The study, which examined six-year rates, showed a difference of almost 30 percent between 2006 and 2008.

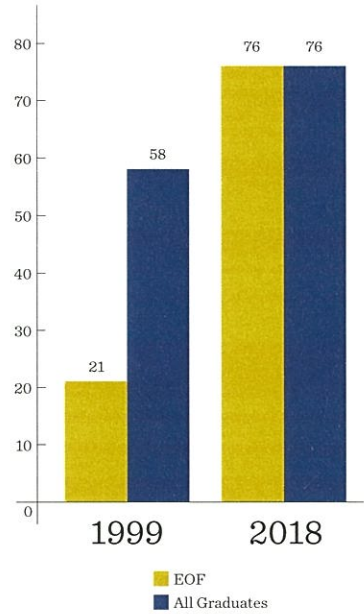
While the rates for both cohorts were above the national average, the college was not satisfied. In early 2012, TCNJ created an integrated Division of Enrollment Management to provide students with a seamless support network across the arc of their college experience. From admissions and the transition to campus through to graduation, it focused on providing the kind of support that leads to academic success and persistence through the program.

Through the new division, TCNJ invested in the Center for Student Success Services (CSSS), which offered one-on-one academic coaching. An intrusive advising model was implemented, requiring students to get approval from faculty advisors before registering for or withdrawing from classes. New workshops taught skills to help with success outside the classroom, and students' progress through the program was monitored closely.

In 2013, the college revamped its Educational Opportunity Fund (EOF) program for educationally and economically disadvantaged students. In addition to the initiatives piloted by CSSS, EOF lengthened and strengthened its pre-college summer orientation program.

The results have been striking. The gap that was reflected in the Education Trust study has narrowed significantly, with the six-year graduation rate for African Americans jumping from 57 percent in 2006 to 72 percent in 2018. The four-year graduation rate for EOF students jumped from 54 percent for the cohort graduating in 2013 to 76 percent in 2018, which is even with the rate for the class as a whole.

FOUR-YEAR GRADUATION RATES



SIX-YEAR GRADUATION RATES

