

APPENDIX

Testimony of Na’Jee Carter, Principal
North Star Alexander Street Elementary

-
- Good Morning.
 - My name is Na’Jee Carter, and I am Principal of North Star Alexander Street Elementary School in Newark, the city where I grew up.
 - My students are nearly all black and Latino and overwhelmingly qualify for free or reduced price lunch
 - And yet, they score higher in the math and the English state exams than their wealthier suburban peers.
 - This happens because of one reason.
 - The passion and commitment of our teachers.
 - I’m proud to say, too, that over 50% of Uncommon School’s teachers are people of color.
 - We have an organizational commitment to increase the ranks of teachers of color
 - One of the ways we do this every year is that we scour the country for the brightest college juniors who might be interested in teaching.
 - We give them each a mentor teacher, train them, and then they teach summer school, closely supervised and coached by a mentor teacher
 - And the majority of them—over 80%—go back to their senior year in college with a job offer from Uncommon to come back to teach at our schools when they graduate
 - Some of them are our own graduates of North Star
 - We are also developing partnerships with Historically Black Colleges.
 - We have a partnership with Morehouse College, the all-men’s university in Atlanta
 - So—part one—obviously, is getting people of color to come teach.
 - I told you earlier that our students have reversed the achievement gap with the more affluent kids in the state.
 - **How** our teachers CAN do that is critically important.
 - Our teachers start their year in early August with three weeks of professional development.
 - Then ongoing coaching that is not evaluative.
 - I want to stress this part. It’s NOT evaluative.
 - It’s real coaching.

- Our teachers get about 200 hours of professional development and coaching every year
- But here's the big problem. The teacher certification system gets in the way of increasing the percentage of teachers of color even when we know they are more than qualified to teach
- I want to be clear: **High standards are good.** We would not have the schools we have, we would not be sending kids to and through college the way we do without high standards.
- The problem happens when the standards don't actually match what teachers need to know to teach
- For example, I had to let go of a wonderful teacher of color who was incredible at teaching kindergartners not just HOW to read but to LOVE to read.
- This teacher shared a classroom with a certified teacher as a teaching assistant, but received the same rigorous training and coaching, as part of her supervised teaching experience.
- This gives us a chance to see how this person teaches while she or he is going through the certification process.
- And yet, no matter how hard she tried, she kept failing the math part of the Praxis by a few points.
- She wasn't failing the Praxis because she wasn't smart. She was failing because she had not received the rigorous math education she had deserved when she was a child.
- We had no choice but to let her go.
- Right now, nearly 40 teachers are at risk of not obtaining their certification and losing their jobs at Uncommon Schools New Jersey because of the Praxis
- Over 70% are teachers of color.
- Seventy percent.
- These are people that we should be helping to become teachers—not making sure they will quit and go on to another profession
- Senators Cunningham and Ruiz, I know how much you care about kids and education and equality. The certification system is broken and it is hurting kids of color and I urge you to seek a remedy so we can have excellent teachers in our classrooms

Testimony of Laura-Ann Jones
Teacher

North Star Alexander Street Elementary School

- My name is Laura Jones, and I'm a third grade teacher at North Star Alexander Street Elementary School
- I really appreciate being able to share my story because I hope it makes a difference.
- I came to North Star in 2016 and just fell in love with the children
- I started out as a teaching assistant in a mentor teacher's classroom because I wasn't certified and the plan was for me to take the Praxis, get certified and become a full-fledged teacher
- Even though I was an assistant teacher, my mentor teacher in my class gave me many opportunities to teach under her supervision, including math.
- She would help me plan, along with my instructional leader, I would practice my lessons head of time, and then I would deliver a lesson, and then get feedback on what I did well and what I could improve to get better
- This happened several times a week.
- And with this cycle of planning together, practice, delivering a lesson and then getting immediate feedback that I could incorporate the very next day, I got better and better as a teacher
- And as I improved, I grew more and more confident. I knew that every day I was becoming a stronger teacher for my students
- The results showed themselves. Our third grade class was among the highest in all of Uncommon Newark's network of 6 elementary schools
- And yet, there was an irony happening at the same time
- I kept taking and failing the math portion of my Praxis.
- Every failure was a warning that I might not be able to continue to teach.
- How is it possible that I was an excellent third grade math teacher but couldn't pass the math portion of the Praxis?
- For that answer, you'd have to go back to my own education.

- I don't remember learning much math in my high school.
- When I got to Kean University, I sat in remedial math class. My peers were the same students in my high school math classes
- So it really is no wonder that I couldn't pass the math portion of the Praxis.
- It was not for lack of trying. I got tutoring. I got Praxis for Dummies. I had an app.
- I have a Masters in Education. I am working on a PhD.
- But so much of the material I had never seen before.
- I took the Praxis and failed over 12 times in the course of two years.
- I spent hundreds of dollars on practice tests, on tutoring, on books and on the tests themselves.
- Not to mention the emotional toll. I wanted to be a teacher so badly. I knew that I was serving my students well. But I had to face reality that I might never become a teacher.
- As the end of my second year at North Star approached, they told me very plainly—they can't keep me unless I get certified—no matter how good I was.
- And sure enough, by May of 2018, I had still not passed the Praxis. On my last try in May I was only a few points shy, but that wasn't enough.
- My contract was not renewed for the following school year.
- On June 26, three weeks after I lost the teaching job that I loved, I took the Praxis again and finally passed.
- The first thing I did was contact my principal to ask for my job back. Luckily, I was hired back.
- I suppose mine is a success story.
- But there are thousands like me who give up and I don't blame them. The hurdles are just too great, too costly.
- Because I had received a subpar public school education, I was at risk of being barred from a job I loved, from trying to do my part to ensure more students didn't face the same kind of obstacles I did.
- I hope that my story helps shed light on what is happening on the ground when young people from our urban communities try to become teachers.
- Thank you for allowing me to share my story with you and I hope you can fix this problem.

A Commitment to Increasing the Numbers of Teachers of Color in our School

February 7, 2019

Na'Jee Carter

Laura-Ann Jones

North Star was among the first charter schools in New Jersey, opening with 72 students in 1997. Today...



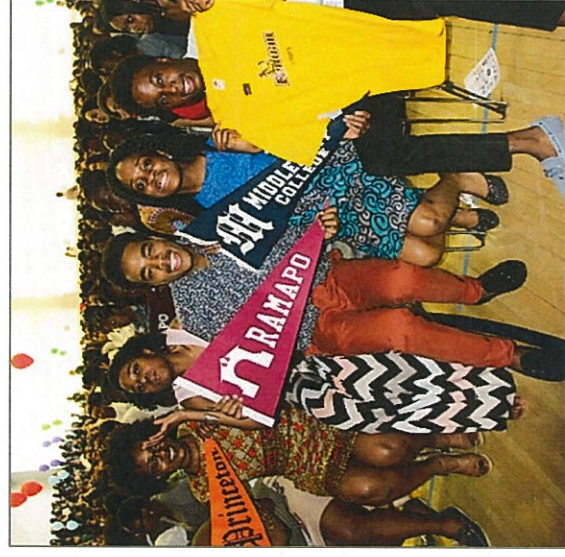
87%

Qualify for free or reduced price lunch



97%

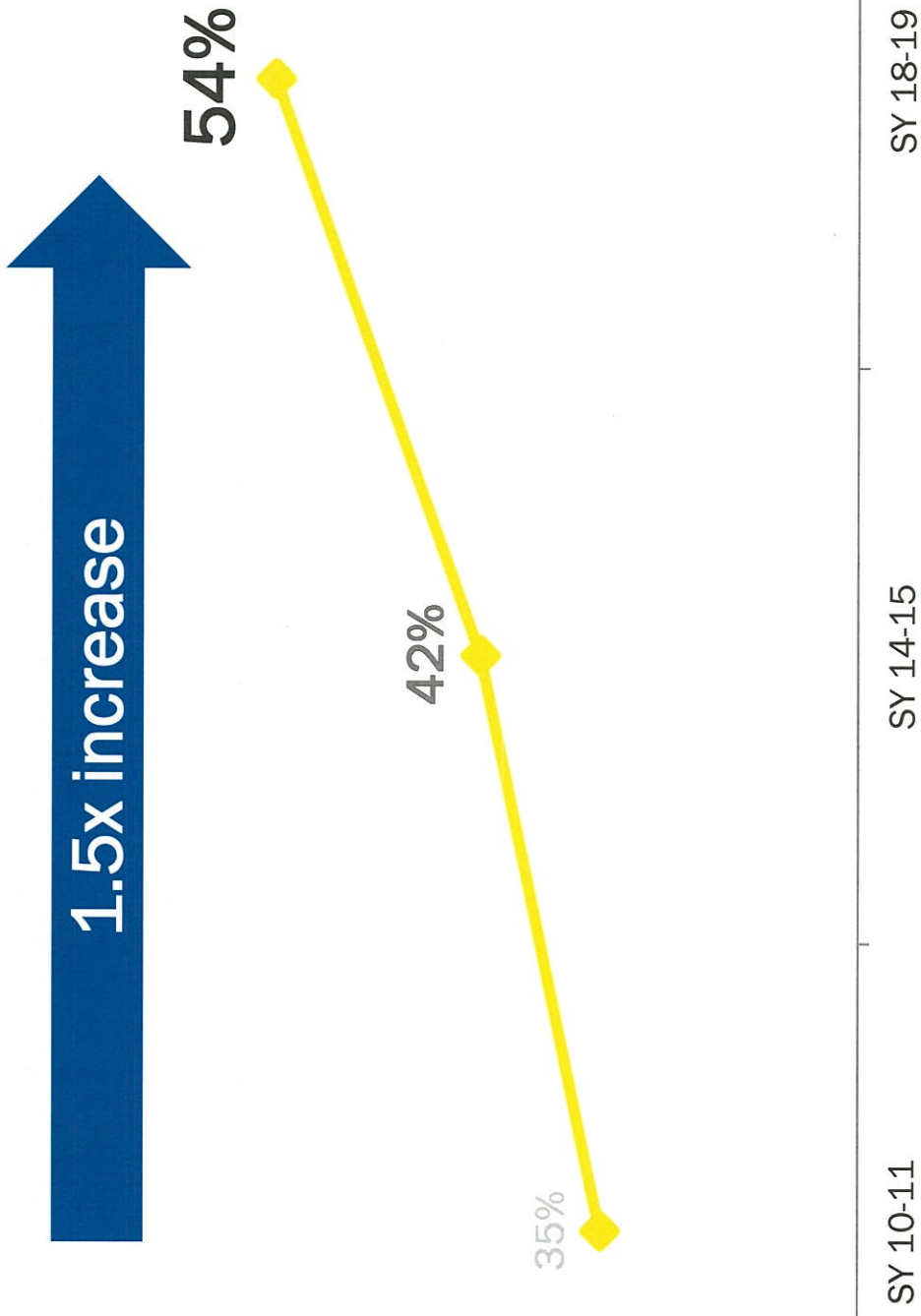
Are black or Latino



5,200

Students currently served in Newark in grades K-12

We celebrate the diversity of our Uncommon team, with 54% identifying as people of color.



Who We Look For:

- Rising College Seniors
- Eager to work with students from low income backgrounds
- Our own alumni
- Any College Major
- Students at HBCUS

What Happens Next:

- June: Observe Mentor Teachers
- Early July: Rookie Teacher Training
- July/Aug.: Teach Summer School
- About 80% go back to their senior year of college with a job offer to come back and teach with us when they graduate



2018 Summer Teaching Fellows

Our Uncommon-Morehouse Partnership represents an exciting initiative for recruiting great teachers and leaders of color.

Building a pipeline for our staff and students



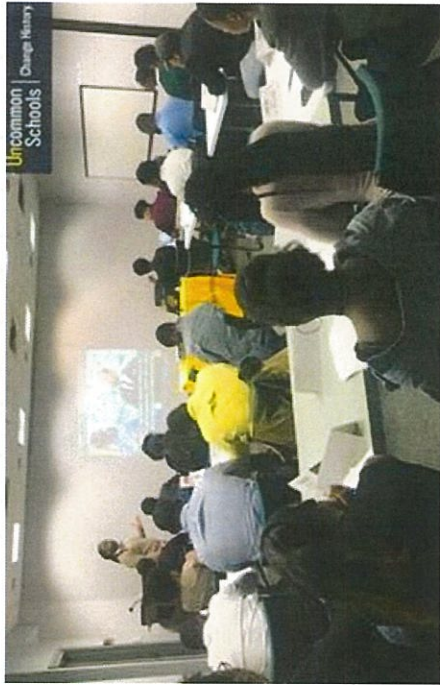
MOU with shared goals of hiring 20 full-time and 10 Summer Teaching Fellows from Morehouse

Adding to the 27 Morehouse Men making a difference at Uncommon



M Uncommon Schools | Change History.
BLACK EDUCATORS

Morehouse's Black Educators Club and Uncommon Schools present Teach Like A Champion: "Strong Voice"



9x

The Key to Results: Training Teachers Well

New Teachers to Uncommon Schools

Three Weeks of PD in August

105 hours

Two-hour PDs, three times a month

60 hours

Observation/Coaching/Debrief weekly

40 hours



TOTAL

205 hours

Teachers of Color Struggle the Most with Certification

2018 Teachers Struggling to Get Certified



**APPENDIX:
Student Achievement Data**

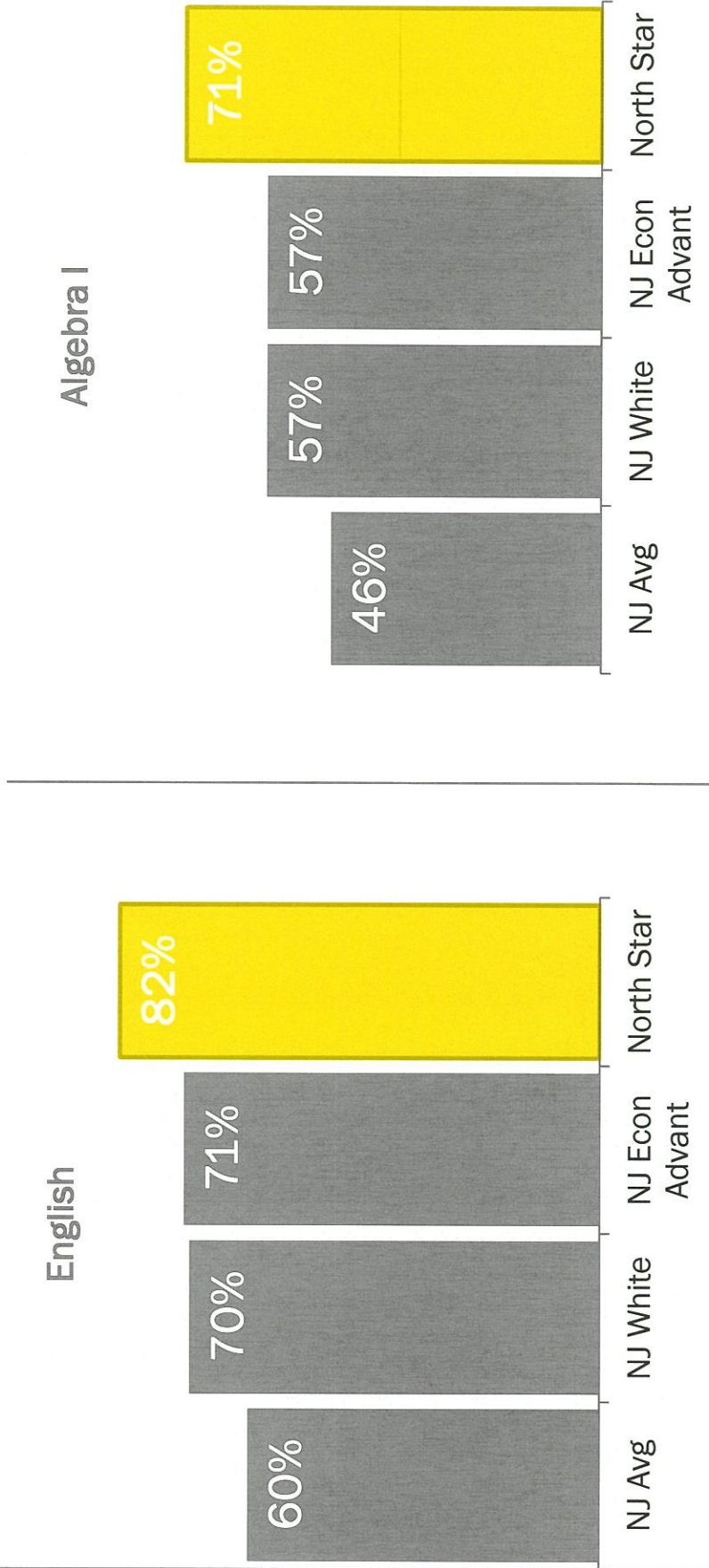
North Star elementary schools have closed the achievement gap every year since New Jersey transitioned to the more rigorous PARCC exams in 2015.

2018 PARCC Exams: Grade 4 Proficiency



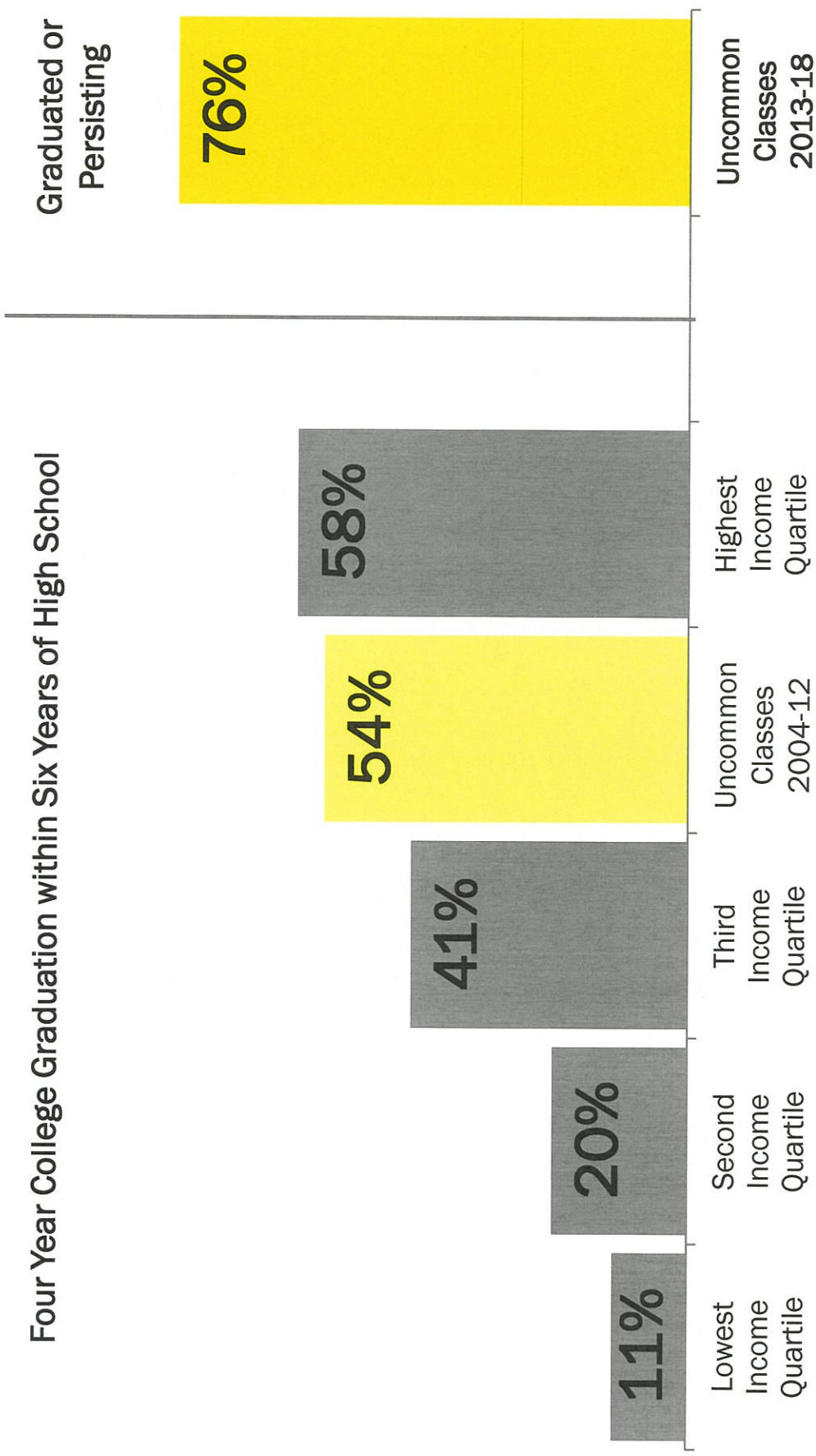
North Star middle schools have also closed the achievement gap every year since the PARCC exams were introduced.

2018 PARCC Exams: Grade 8 Proficiency





Our HS graduates have nearly closed the college completion gap with students in the top-income quartile (>\$120,000).



**BE UNCOMMON
CHANGE HISTORY**



**NEW JERSEY DEPARTMENT OF EDUCATION
TESTIMONY OF DR. LINDA P. ENO, ASSISTANT COMMISSIONER
Joint Senate Education Committee and Senate Higher Education Committee
Hearing on Teacher Diversity
Thursday, February 7th, 2019
New Jersey State House Annex
1st Floor, Committee Room 4
10:00 am**

Introduction

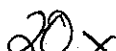
Good morning Chairwoman Ruiz, Chairwoman Cunningham and members of the Senate Education and Higher Education Committees. Thank you for the opportunity to participate in today's joint committee hearing discussion on increasing teacher diversity in New Jersey. I am Linda Eno, Assistant Commissioner of the Division of Academics and Performance. Accompanying me today are Diana Pasculli, Deputy Assistant Commissioner of Performance and Tanisha Davis, Director of the Office of Recruitment, Preparation and Recognition.

In the words of Maya Angelou, "...in diversity there is beauty and there is strength". Diversity benefits us individually and as a society. The U.S. Department of Education's 2016 State of Educator Workforce Diversity Report describes how all students benefit from a racially diverse teacher workforce. Some benefits include: preparing all students for a diverse society, building cultural

sensitivity, counteracting stereotypes, and ultimately, closing the achievement gap. Studies have shown that when compared to their peers, teachers of color are more likely to hold high expectations of students of color and to develop trusting relationships with students, particularly those with whom they share a cultural background.

Research finds 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 New Jersey 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 the 2017-2018 school year, teachers of color represented 16% of the teacher workforce, while 56% 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 4 years of teaching) is about 22% teachers of color, compared to 16% 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. As a Department, we have 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, 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. 4,000 new teachers enter the profession in the state 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. We risk losing candidates of color as they go from high school to college; at the time they must select entry into an educator preparation program; during completion of the educator preparation program; at the transition to acquiring a job; and in their first four years of work.

Each of the places that we lose candidates of color along the pipeline, represents an opportunity for us to collaboratively do things differently to produce 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), 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 focus this year will be on best practices in recruitment.

Here are some ways we are demonstrating our commitment to diversifying the teacher workforce:

We partnered with Rutgers University, William Paterson University, Montclair State University and Rowan University to hold the first New Jersey Diversifying the Teacher Workforce Convening. The purpose of the convening was to provide a national and state perspective on teacher diversity, raise awareness, and highlight implementation of best practices throughout the state.

Along with 9 other states, New Jersey joined 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.

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

In alignment with CCSSO and The Learning Policy Institutes' recommendations to states, we are assessing how we can support and scale "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.

New Jersey's State Teacher of the Year, Jennifer Skomial has launched a positive messaging campaign to elevate the perception of the profession with an emphasis on diversity.

The Department provides ongoing support to educator preparation programs seeking to increase program diversity by sharing data on completions diversity, hosting data meetings and encouraging goal setting and progress monitoring. As program data comes in, the Department will highlight best practices of preparation programs experiencing success. In a few weeks, we will also publicly release our annual Educator Preparation Program Performance Reports. While the reports have historically included completions diversity, for the first time, these reports will also include current teacher workforce and student diversity.

Other promising strategies the Department is exploring are residency models for aspiring teachers, recruitment of career changers and veterans (Troops for Teacher Program) and the development of a teaching certification pathway for paraprofessionals.

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.

Thank you, for the invitation and for the opportunity to appear before you. My colleagues from the Department and I are available to address any questions you may have.

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*



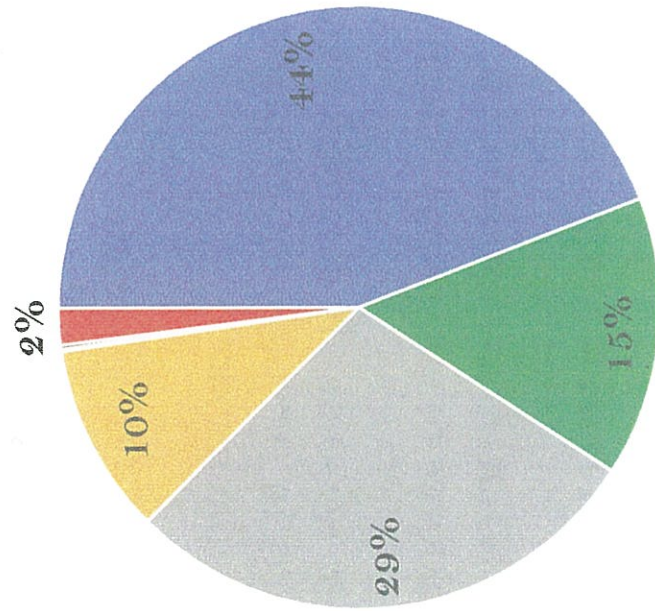
Teacher Workforce Diversity Matters

- National research 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.

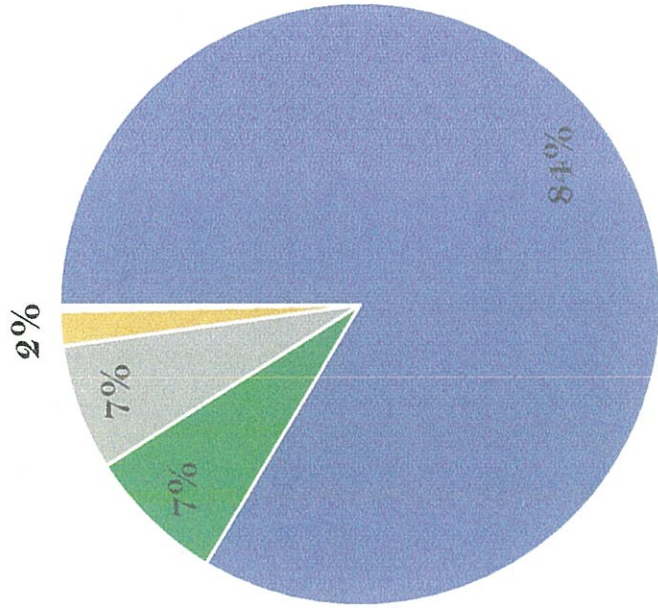


NJ Teacher Diversity at a Glance

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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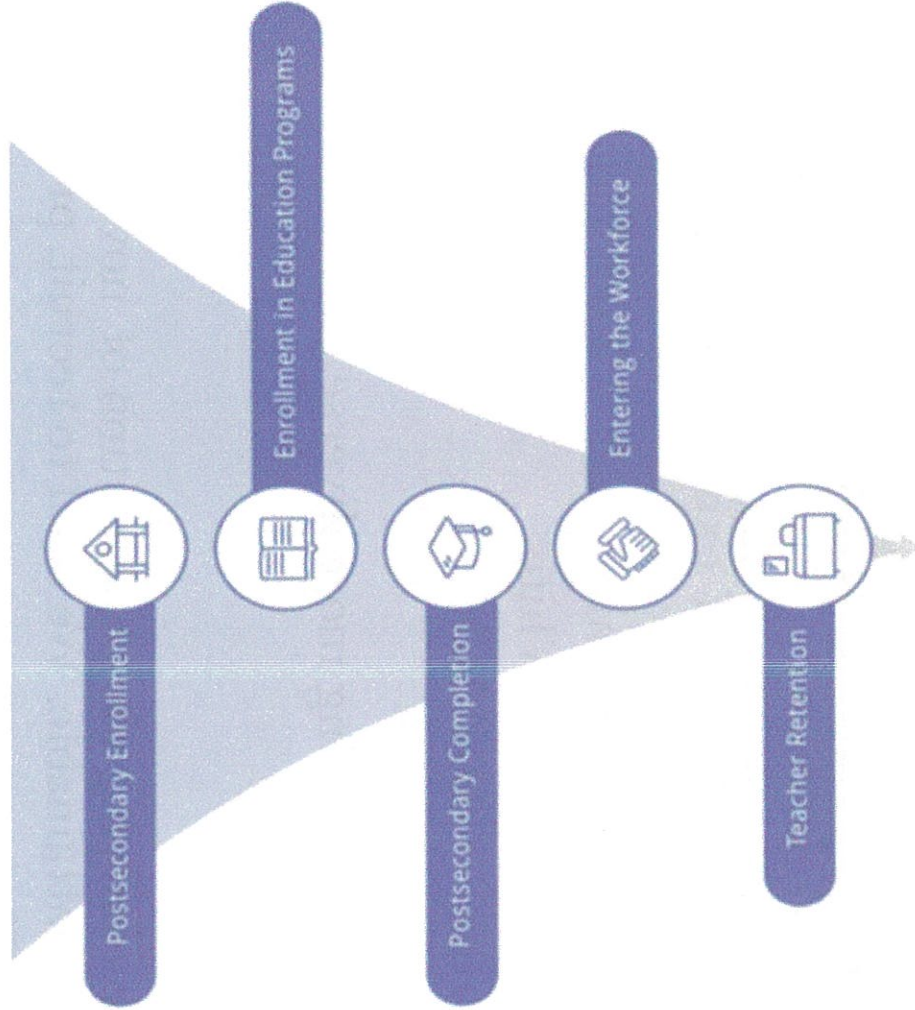
The Pipeline – Impact Points

- 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



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

2/6

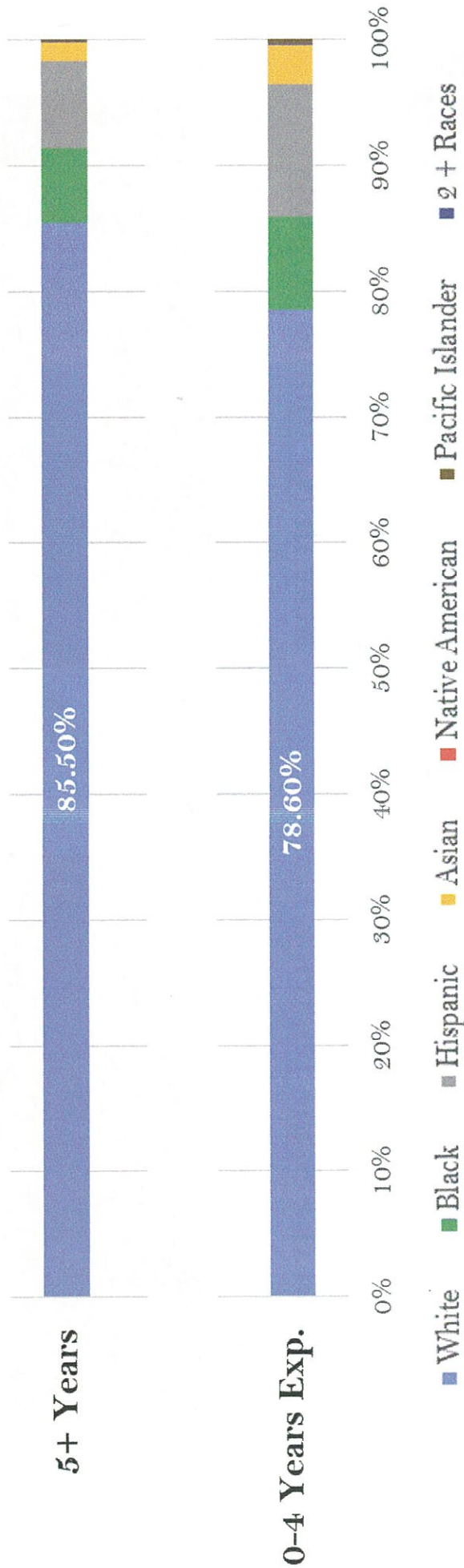
The teacher population is becoming more diverse, just not at the same rate as the student population.

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

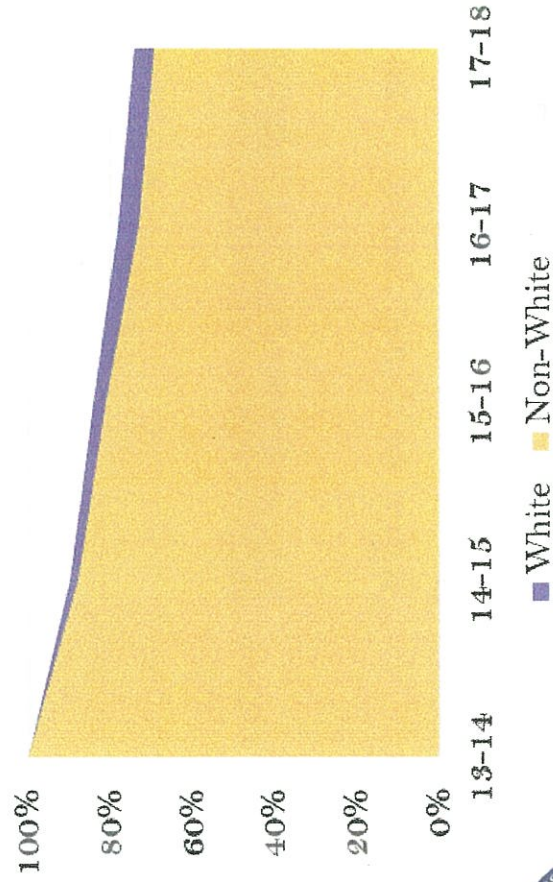
Race of New Jersey Teachers by Years of Experience



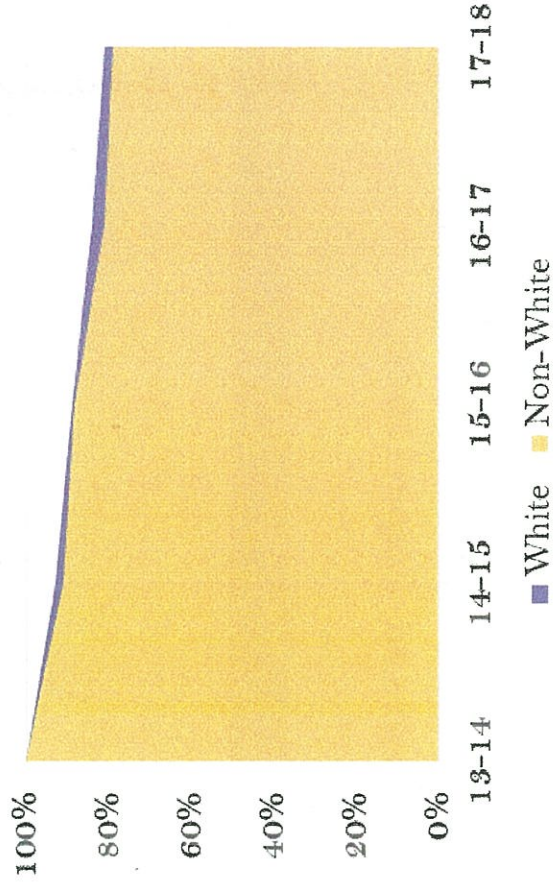
Teacher Retention by Race



Percent of Teachers who Stay in the Same District



Percent of Teachers who Stay in NJ Public Schools



36x



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

30X



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 (NJS MART) data system.
 - Student level demographic data - the student student-level Standards Measurement and Resource for Teaching (NJS MART) data system.



40 x

Testimony of Daniel Weisberg, Chief Executive Officer, TNTP

New Jersey Senate Education Committee and Higher Education Committee Joint Meeting on Teacher Diversity
February 7, 2019

Thank you for the opportunity to be part of this important conversation today. I'm the CEO of TNTP, a national education nonprofit founded by teachers. Over the last two decades, we've partnered with school systems across the country to recruit and train more than 50,000 teachers.

We've known for a while now that a teacher's impact is partly a question of skill: as with all professionals, some teachers are better at the job than others. New Jersey and many other states have taken important steps over the last few years to acknowledge and act on that fact.

But a wave of recent studies has shown how much a teacher's background and life experience matters, too—especially for students of color, who find themselves shortchanged at every turn in our education system. When they have teachers of their same race, students of color are less likely to be suspended, more likely to be referred to gifted programs, and more likely to enroll in college. Our own research has found that teachers of color have higher expectations for students of color—and that those higher expectations correlate with more learning.

Yet the racial disparity between students and the teacher workforce is large and growing: while more than half of K-12 students in the U.S. are people of color, more than 80 percent of teachers are white. The numbers are nearly identical here in New Jersey. If you're a black or Latinx student, there's a real chance you might go through your entire K-12 career without ever having a teacher who looks like you.

It's tempting to put the onus for closing this diversity gap on school districts, or even individual principals: after all, they're the ones who decide which teachers to hire. But they can only choose from the teachers that preparation programs send them—a group that is overwhelmingly white, year after year, especially those from schools of education. According to the U.S. Education Department, almost three-quarters of teacher candidates in traditional education schools are white.

In other words, we're never going to diversify teaching until we diversify teacher preparation. To do that, we need to overcome three obstacles.

First is the high cost of becoming a teacher: in New Jersey and most other states, it's upwards of \$20,000 in tuition and other fees. This price tag keeps untold numbers of talented people from even considering teaching, and lowers diversity in the profession—because the group that can afford it is disproportionately white. The size of your checking account has nothing to do with your ability to help kids learn, and it shouldn't determine whether you become a teacher.

The second roadblock is a lack of real commitment to diversity in the teacher preparation space—and especially in higher education. It stems from the wrongheaded but pervasive excuse that we can't enroll more people of color in our programs unless we lower our standards. In fact, there *are* enough black and Latinx college graduates who'd be perfectly qualified to pursue teaching. The problem is we're not doing the work to recruit them into the profession—meaning our kids are missing out on being taught by thousands more teachers of color every year. When I look at large universities whose education schools enroll only 10 or 15 percent people of color despite all the resources at their disposal, it's hard for me to believe they're truly making diversity a priority. And we're not holding them accountable for doing so.

Finally, we need to fix certification rules that routinely screen in ineffective teachers and disqualify effective teachers—exactly the opposite of what they’re supposed to do. We’re relying on standardized tests that disproportionately screen out people of color: pass rates for the Praxis, one of the most common exams, are 20 percent lower among Latinx test takers and 40 percent lower among black test takers compared to whites. It would be one thing if your score on a certification exam strongly predicted how well you could teach. But research shows scores on these tests are weak predictors of classroom performance.

I understand the cognitive dissonance that might cause—after all, if you’re a great teacher, why would you ever fail a math or reading test? Still, it happens all the time. Every year in our own programs, we see teachers who earn top marks from their principals and lead their kids to big academic gains—but who are at risk of losing their jobs because of their Praxis scores. And we see plenty of teachers who pass their exams with flying colors but struggle to do the real work of teaching.

The proper response isn’t to blame people who fall short on a test, no matter how reassuring that might feel. Instead, we need to acknowledge the system is broken and fix it, so that great teachers who haven’t passed certification exams can continue to serve our children—and so we can move past the false choice between high standards and diversity. We can, and should, work toward both at the same time.

There are steps you can take at the state level to help solve all these challenges. You can reduce the financial barriers to teaching by supporting innovative, lower-cost pathways into the classroom. For example, several school systems are developing programs that would allow paraprofessionals to become full-time teachers—mostly through on-the-job training. It’s an approach that could fill shortages in key subject areas with experienced educators and double as an investment in workforce development—all while boosting teacher diversity.

You can help education schools and other programs prioritize diversity goals by weaving them into accountability systems, as states like Louisiana and Delaware have begun to do. More immediately, you can collect and publicly report enrollment data by race; ask tough questions of higher education leaders who aren’t focusing on diversity; and share success stories from those who are.

And you can create fairer, more meaningful teacher certification rules that support the twin goals of high standards and diversity. That means supplementing certification exams with assessments that focus on the best predictor of great teaching: a teacher’s actual performance in the classroom.

We’ve seen all these ideas make a difference in our own programs in recent years. We set clear goals for enrollment, completion, and placement of candidates of color. We changed our recruitment strategies to specifically target qualified people of color. We subsidize master’s degree costs and keep tuition as low as possible. And we certify teachers based on a combination of classroom observations and hard evidence of student learning. As a result, about half the teachers we train each year are people of color, even as we’ve raised the bar to earn certification.

Thank you again—to the entire committee and the other panelists here today—for your leadership on this important issue. I’m looking forward to answering your questions and continuing the conversation.

**Teacher Diversity Testimony to Committees on
Higher Education and Education
Monika Williams Shealey, Ph.D.
Dean**

Thank you Senators 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 and when I arrived in 2013 from the University of Missouri, Kansas City I learned that I was the first African American Dean of the College of Education. Last month I was named Senior Vice President of Diversity, Equity and Inclusion to build a division that will address compliance, student support programs, recruiting and retaining diverse faculty, and faculty development and learning. I understand the significance of this problem and we have a great deal of work to do university-wide. Our teacher candidates spend 2 years 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 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.

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 \$4000 for the year for Elementary Education and math and science majors seeking the MA in STEM Education and ASPIRE² Grow Your Own Program.

Teacher Academies including the Rowan Urban Teacher Academy these are high school programs including dual enrollment credit. Although, we are now offering this program with district support in Camden, Pleasantville, and Bridgeton none of the districts has been able to fund students as they complete a teacher preparation program and return to their home district to teach.

Project Increasing Male Practitioners and Classroom Teachers (IMPACT) 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 \$4000 per year and housing support. 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

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.

NJCU Testimony: Joint Senate Hearing
Thursday February 7, 2019

Lourdes Sutton

Good Morning. My name is Dr. Lourdes Sutton, and I am the Associate Dean for the College of Education at New Jersey City University.

NJCU is a Hispanic Serving Institution and a Minority Serving Institution. Our Mission is to provide a diverse population of learners with an excellent education.

I would like to talk with you today about an entry requirement for teacher education in NJ, the Praxis CORE, which we believe conflicts with our mission and hinders our ability to provide access and opportunity to the diverse population of students who come through our doors every year.

In Fall 2015, the NJ Department of Education mandated an ETS developed entry exam for education majors called the Praxis CORE. Since then, colleges and universities across NJ have seen a steady decline in the numbers of students entering education programs. The CORE is quite costly, making it prohibitive for many of our lower income students. It is also a long, stressful test, often requiring multiple retakes which imposes additional financial burden on our already struggling students.

We believe Praxis CORE as an entry requirement is a disservice to our diverse population of aspiring teachers. Barring them from entering our teacher education programs until they pass the CORE keeps them from our faculty who can help them with support, resources, and instruction. If they cannot get to us, we cannot help them.

NJCU data shows that our overall teacher candidate enrollment has dropped 82% since 2012. As a highly diverse campus, this percentage represents a large number of students of color. We view the CORE as a significant boundary to diversifying the teacher pipeline. By 2024, 56% of our K-12 learners will be students of color. If current trends in teacher preparation continue, this will not be true of our teacher workforce, which in 2018, was 82% white.

Eliminating or modifying the use of the CORE can, with the assistance of our expert faculty, help our students realize their dream of becoming teachers. Many of our neighboring states have already responded to the negative impact of Praxis CORE. Delaware, New York, Pennsylvania and Connecticut have either discontinued the CORE, or have moved towards using it as a diagnostic tool. We would not be opposed to using Praxis CORE as a diagnostic as it provides us with more data to improve our own instruction and better support students. Using it as an entry requirement however will continue to pose barriers in our efforts to diversify our teacher workforce. It will result in future teacher shortages and teacher demographics that simply do not mirror that of our K-12 learners.

Thank you for your time.

NJCU Testimony: Joint Senate Hearing
Thursday February 7, 2019

Brandi Warren

Having heard from my colleagues, I don't expect you to recall the statistics they've shared, or deliver their data points. I simply ask that you **REMEMBER JAMAL**.

Jamal is not an actual student, but he represents EVERY black and brown student whose pursuit of a teaching career was ABRUPTLY halted by Praxis CORE. Jamal also represents the ethnic minority, whose aspirations for a career in education never took flight, because the Praxis CORE left them taxiing on the tarmac.

US DOE projections for 2024 are that 56% of the nation's students will be students of color, yet, in 2016, the same agency reported that 82% of our nation's teachers were white – and the percentage was slightly higher in NJ (84%).

If NJ is committed to changing these statistics... we must DIRECTLY address program requirements like Praxis CORE – that have presented an obvious and obstinate obstruction to our common goal of a diversified workforce. Thank you.

**NJCU Testimony: Joint Senate Hearing
Thursday February 7, 2019**

Mary McGriff

Good morning. I am Dr. Mary McGriff, and I am a faculty member at New Jersey City University. From my role as a specialist in literacy development and as someone who prepares teachers to serve in our schools, I would like to let you know how we are attempting to recruit and support culturally diverse prospective teachers.

For recruitment, this year we started a dual enrollment course for high school seniors interested in the field of education and we're currently offering this in West New York. We have plans to expand that.

We currently run a *Teacher Intern Program* and are also launching a *Males of Color in Teaching* mentoring program that includes male teachers mentors from Jersey City schools. These are positive recruitment efforts, but for students who have a passion to become teachers, there is still the Praxis Core that stops so many before they even get a chance to matriculate into our programs.

To try to address this significant obstacle, we have written two courses for freshmen and sophomores that satisfy our University's General Education requirements and that also provide explicit teaching of concepts and strategies needed for the Praxis Core.

For many of our students – specifically our culturally diverse students—these measures do help. However, **time** is the biggest consideration, and there is no getting around the fact that reading and writing proficiently at the college level requires time reading and writing at the college level. The Praxis Core imposes a 3 – 4 semester time clock on when students need to be – not proficient in these skills—but able to demonstrate mastery of them in a timed, expensive, and highly stressful situation that is far removed from authentic reading and writing contexts that one would find in college courses.

We have measures in place to promote greater diversity in NJ schools. We could do so much more without the time constraint imposed by the Praxis Core.

Thank you for your time and consideration.

NJCU Testimony: Joint Senate Hearing
Thursday February 7, 2019

Barbara Edmond

Good morning -- Thank you for the opportunity to discuss the challenges I have faced while trying to become a teacher. My main challenge is the CORE.

My name is Barbara Edmond and I am here today because the CORE is a major obstacle for me, and many of my peers. I began my college career as an education major. I knew then, as I do now, that education is my passion. I have worked hard to complete the long checklist of requirements for education students. After completing all my education pre-reqs, I took the CORE, and I failed.

I was devastated, but my advisors encouraged me. They directed me to a number of resources including a math and writing tutor, but this was not enough. I took the CORE, again, and I failed, again.

After my third attempt, I began to question myself. I considered other careers. The CORE caused me to lose sight of my goals to teach, to instill hope, to inspire and to LOVE my students unconditionally. BUT I am determined. Although I have several classmates that have dropped education as a major, I AM DETERMINED to become a teacher! Thank you.

Testimony to Senate Higher Education & Senate Education Joint Committee Hearing

Presenter: Dr. Thomas Howard, Jr., Executive Director

Institution: Center for Future Educators at The College of New Jersey

Date: February 7, 2019

Hearing Testimony:

Good morning to members of the Senate Higher Education and Senate Education Joint Committee. My name is Dr. Thomas Howard, Jr., and I am the Executive Director of the **Center for Future Educators** at The College of New Jersey (TCNJ).

Thank you for this unique opportunity today to share my thoughts about teacher recruitment and diversification of the teacher workforce in New Jersey.

In 2016, the Learning Policy Institute released a Research Brief describing the growing issue in education on a national and state level. The brief, titled "A Coming Crisis in Teaching", reveals that there are not enough incoming teachers to meet the growing demand. There are multiple causes:

- U.S. schools are experiencing annual increases in student enrollment.
- Fewer college students are choosing education as a career.
- Two-thirds of teachers leave the profession before retirement, dissatisfied with teaching conditions.
 - In 2012, the national attrition rate was 8%, equaling approximately 238,000 teachers.

In New Jersey, there were similar concerns:

- In 2014, the teacher turnover rate was 9.27%.
- That same year, the percentage of inexperienced teachers in the classrooms reached 13.9%.

A growing body of research outlines the negative impacts of teacher turnover:

- Urban school districts are impacted 70% more than their counterparts.
- Student achievement is undermined.
- Institutional knowledge diminishes.
- Training costs increase by an average of \$18k per new staff (\$17 billion nationally).

In 2018, the New Jersey Department of Education released data on the certified teaching force. The data showed the state's lack of teacher diversity, as 84% of instructors are white and 77% are female. Comparatively:

- The student demographic breakdown is 44% White, 28% Hispanic, 15% Black, 10% Asian, and 3% multiracial or other subgroups.
- Teachers of color are 21% Hispanic, 8% Black, 8% Asian, and 3% multiracial or other subgroups.
- Most significantly, a striking disparity is reflected in male teachers, representing 2% Hispanic, 2% Black, and .4% Asian, as compared to 19% White. This statistic aligns with the topic of today's hearing and the pilot initiative to recruit and hire men of color to teach in underperforming schools.

To address this growing concern, The College of New Jersey runs the **Center for Future Educators** as a thought leader and clearinghouse for prospective future teachers. Our mission is to recruit, develop, and inspire middle and high school students in New Jersey to become teachers, with a *critical emphasis on diversity* among these new cohorts of teachers. This is made possible with funding provided by the New Jersey Education Association (NJEA).

To achieve its mission, the Center offers three core programs and key initiatives:

- **New Jersey Future Educators Association** is a network of fourteen middle schools and high schools that engage in events and opportunities for aspiring teachers, including an annual career conference. This year's conference is hosted by Monmouth University and takes place on May 21, 2019.
- **Tomorrow's Teachers** is supported by a force of two hundred twenty-six (226) certified high school instructors who teach a year-long, AP-weighted course for aspiring teachers. Students who complete the course receive college credit, which is honored at William Paterson University, Fairleigh Dickerson University, Rowan University, and Rider University.
- **Urban Teacher Academy** is an intensive and immersive two-week experience for rising seniors who aspire to teach in high-poverty and low-performing schools.
- **Signature Initiatives:**
 - *Young Men of Color Leadership Program* – A pilot program designed to recruit 30 mentors and 30 young men of color who want to be leaders and teachers in their community
 - *Teacher Change Agent Award* – A recognition program for exceptional teachers who change lives beyond the classroom
 - *NJFEA Diversity Initiative* – A new collaboration with NJDOE to identify school partnerships and launch three NJFEA recruitment programs in select urban school districts

To clarify, the data I presented today points to a momentous teacher and student disparity along the lines of race and gender. However, the root cause of chronically underperforming schools is not solely a racial or a gender issue. My work in research and urban education shows that

chronically underperforming schools need a systemic approach to (1) the quality of time spent in and outside of school, (2) instructional capacity, and (3) teaching for intelligence as an intended outcome of preK-12 education in New Jersey.

Therefore, the Center for Future Educators at The College of New Jersey encourage the success of the two-year pilot program to recruit disadvantaged or minority men and other statewide initiatives to improve educational outcomes across the state. The pilot represents a notable step forward and we welcome the opportunity to support its endeavors.

Thank you for your time today.

NJ FUTURE EDUCATORS ASSOCIATION

Fact Sheet

NJFEA was formed in 2010 with the purpose of elevating the image of the teaching profession and highlighting the exceptionally influential role that it plays in shaping communities. NJFEA recognizes the need for highly-trained, well-rounded educators, particularly in subjects that suffer from high teacher shortages (i.e. science, technology, and special education), and in uniquely challenged spaces such as urban education.

NJFEA is part of a network of states that support the national Educators Rising organization, headquartered in Washington, D.C., which is overseen by the professional association for educators, Phi Delta Kappa (PDK). NJFEA is governed by its own constitution, and it regularly elects student officers to represent future educators throughout New Jersey.

NJFEA is composed of high school and middle school chapters from across the state. A number of chapters are embedded as part of the Tomorrow's Teachers course, which is taught to juniors and seniors in multiple NJ high schools. Other chapters function as co-curricular after school clubs. NJFEA members receive a subscription to the organization's newsletter, *The Smartboard*, as a way to stay informed of each other's activities and accomplishments. NJFEA annually sponsors achievement awards for students who provide outstanding leadership and contributions to their local chapters.

In addition to supporting local chapter activities, NJFEA sponsors a number of statewide events, including annual regional conferences for high school students and a statewide conference for middle school students. Nearly 600 future teachers and their NJFEA advisers from over 60 schools register for these events each year. Chapter members also participate in the New Jersey Education Association Convention held in Atlantic City (funding for this program is provided by the NJEA). Additional programs, including service and leadership projects, are hosted by the organization.

Program Facts

In 2018, there were approximately 65 high school and middle school chapters across the state.

Over 40 New Jersey high school students have served as NJFEA state officers since 2010.

NJFEA Conferences have been held at The College of New Jersey, Rowan University, Montclair State University, Monmouth University, Rider University, Kean University, and William Paterson University.

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Here's what past participants have said...

The NJFEA conferences are designed for high school and middle school students aspiring to become teachers. These annual conferences are important forums, during which prospective teachers learn from professional educators and network with peers who share similar career goals.

"The NJFEA Conference was a great way to meet other students from across the state who also aspire to become teachers. I learned a lot, made friends, and got connected with others who share my dream of teaching."

— *Leilani Bell, Past International President, Future Educators Association / Past Vice President, NJFEA*

"This is a very important event for aspiring future educators in New Jersey — and important networking opportunity that allows you to see the enthusiasm of today's students for becoming tomorrow's teachers."

— *Shelby Miller, Past President, NJFEA*

"A fantastic day — students from all backgrounds and all parts of the state coming together to learn more about their path to becoming teachers. The presenters were great and gave students the chance to learn about many different aspects of teaching."

— *Gina Franciosi, Past Vice President, NJFEA*

"Congratulations should be extended to you and the effort you have made to make the FEA conference at TCNJ a huge success. I have shared the successful experience we had with many of my friends.... I am already looking forward to next year. Thank you for a great job. I look forward to seeing your summer program, the 'Urban [Teacher] Academy' in action. Great job!!!"

— *Dr. John Kenneth Amato, Past International President of Phi Delta Kappa*

"Thank you for letting me be part of the 'revolution.' It was a great experience and you should be very proud. This is a huge accomplishment." — *Middle School Assistant Principal*

"[We] were so honored to be part of the conference! We were not just thrilled to be presenters, but we were also inspired by the wonderful line up of speakers who were at the conference. What a powerful day! The students seemed enthusiastic about the sessions and they were just full of great questions! Thank you again for inviting us to take part in such a positive educational experience. We're already making improvements to our presentation in case you need us again next year! Thank you again."

— *Elementary School Teacher and Conference Presenter*

"I want to sincerely thank you for the opportunity to present yesterday. My session was filled with terrific young people, many of whom I hope will go into education as they progress into college. I thoroughly enjoyed working with them. I also want to thank you for the excellent organization of everything leading up to and including the conference. I know that future conferences will be just as great!" — *Educator and Conference Presenter*

"I want to thank you for inviting me to be a presenter at the TCNJ seminar. It was so inspiring to be there. I felt so very proud about being a teacher that day. I usually do, but that day was even more special. I must admit that I was a little hesitant at first, but I had a great time putting my lesson together. I was surprised at the response we got from the students. I was surprised at the response we got from the students in our session as well. They had such a great time and were so receptive. The entire rest of the day whenever they saw me they made sure to say hello and point me out to their friends!!! It was a very rewarding day."

— *Educator and Conference Presenter*



URBAN TEACHER ACADEMY

Fact Sheet



The Urban Teacher Academy (UTA) is an innovative recruitment strategy designed to increase the pool of candidates interested in becoming teachers. This intensive two-week summer program is targeted towards high school juniors (rising seniors). The first UTA in New Jersey was implemented in 2006 at The College of New Jersey. Today, as part of the work of the Center for Future Educators at TCNJ, the UTA model has been replicated at three universities across the state: Fairleigh Dickinson University, Rider University, and Rowan University. In 2019, the program was redesigned to include more immersive and experiential opportunities.



Participating students will experience learning as individuals and as members of small and large groups, actively engaging with new concepts and ideas. The students will also familiarize themselves with the classroom environment from the perspective of a teacher – planning and delivering mini lessons to urban rim elementary school children. Overall, students will explore the teaching as it relates to urban education. They will be guided through issues relevant to this space, which faces unique and urgent challenges.



Each participant is required to complete pre-assignments, create and update a program portfolio of work, present a capstone project, and reflect on his/her experiences in the Urban Teacher Academy. Admission is competitive and is based on a minimum GPA requirement, essays, teacher recommendations, and extracurricular activities. Funding for this program has been provided by the New Jersey Education Association (NJEA).

Program Facts

In 2018, the UTA recruited 45 high school juniors aspiring to be teachers from over 20 high schools across the state. Nearly 600 students have participated in the UTA program at TCNJ since 2006.

Graduates of the program have gone on to become NJFEA state officers, student NJEA officers, and many have completed undergraduate and even graduate programs in teacher education.



"I always knew I wanted to be a teacher, but I was not sure where I wanted to teach. The [UTA] program opened my eyes to a new area where I could teach: inner cities."

— Lillian Ruffo, 2006 UTA Student 2011
TCNJ Education Graduate
2012 Columbia University Graduate

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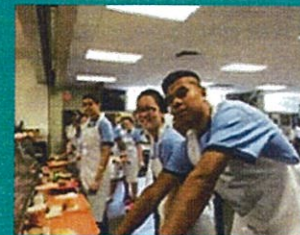
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The Center for Future Educators (CFE)

is a focused, organized, grassroots campaign that offers a unique vision for the recruitment and development of middle school and high school students. These future educators, in the capacities of scholars, leaders, and social entrepreneurs, will help to shape New Jersey's communities. As such, they must have rich and varied opportunities to prepare for this reimagined role – a role that will bolster the image of the teaching profession across the state. CFE seeks to engage future teachers from diverse cultures and underrepresented backgrounds. It also aims to address subject areas suffering high teacher shortages, such as math, science, special education, and world languages. The Center works collaboratively with New Jersey's academic, governmental, corporate, and community agencies to develop and promote an exemplary model of the future teacher.



Here's what past participants have said...

"UTA has truly positively made an impact in my life. I want to give back to the community whenever I can. This has made me want to be a teacher more than ever. Thank you, Mr. Fieber and the rest of the staff for such an AMAZING opportunity!!!"

— *Christina Mastroianni, Hopewell Valley Central High School*

"An awesome program to find out truly where your heart is! From Day 1 to Day 10, everyday my life changed in a different aspect from every trip, discussion, or speaker...!" — *Shabrea Chambers, Trenton Central HS*

"The Urban Teacher Academy is a multi-perspective program where you learn so much about teaching as a profession....If your goal is to change the world and the lives of children, then this is a great place to start." — *Amanda Ewing, Hunterdon Central Regional HS*

"This experience is truly life changing and fulfilling. Being in this program, I was able to figure out exactly what I want to do in the future."

— *Danielle Farmer, Burlington County Institute of Technology*

"The Urban Teacher Academy was one of my favorite experiences I've had in life. It helped me take that step into what career I plan to pursue and it couldn't have been a better career for me. I want to be a middle school teacher and make a difference and UTA helped me discover it."

— *Yariza Corado, Trenton Central HS*

"The Urban Teacher Academy is an eye-opener to the true meaning of teaching. It gives you the hands-on experience you need and allows you to see for yourself what teaching is really like, giving you the opportunity to discover if this is truly for you."

— *Carolina Echeverri, West Windsor-Plainsboro HS South*

"It [the UTA] actually changes your life. You make amazing friends, talk to fantastic people, learn a boat load, and figure out if teaching is the right path for you. I have never been more sure than I am after these two weeks that teaching is the path for me."

— *Alexandra Falcone, Hopewell Valley Central HS*

"The UTA program is an outstanding way to get insight into the teaching profession, make new friends, and truly learn what urban teaching is all about."

— *Kate Hallinger, Hopewell Valley Central HS*

"My eyes were opened to not only the challenges that urban students face, but also the rewards that would come from teaching in that type of setting. This program has made me not only want to make a difference as an urban teacher, but also it has made me believe that I can."

— *Imani Evans, Ewing HS*

"When you enter the Urban Teacher Academy you are interested in teaching but when you leave, you are absolutely sure that you want to pursue this career. I have learned so much and it was a life changing experience." — *Dana Castronovo, Montgomery HS*

"The Urban Teacher Academy is an excellent program that allows students to learn more about themselves and the different areas to teach in. It will help a student define his or her passion to the area of teaching where he or she can make the greatest difference in the life of a student."

— *Nicole Profetto, Hopewell Valley Central HS*

"The Urban Teacher Academy is a truly enriching experience for those who look to pursue a career in education. It's a great way to be informed about your future career, while interacting with others who share your passion." — *Daniel Kaplan, Ewing High School*

"The [UTA] was the first experience I have had that provided an intensive hands-on look at not only the teaching profession but the life of a teacher." — *Philip Gould, Ewing HS*

"This program is truly life changing. I am walking away not only as a well prepared future teacher but also as a better informed present student."

— *Sara Rosenthal, West Windsor-Plainsboro HS North*

"The Urban Teacher Academy is one of the most valuable experiences an aspiring teacher can have. They receive knowledge and hands on experiences that can't be found anywhere else." — *Tara Kennette, Robbinsville HS*

"This program will prepare future teachers to handle all the challenges and joys of teaching in an urban setting. The experiences you will take away will be life changing on your path to becoming a teacher." — *Nicole Paparella, Nottingham HS*

TOMORROW'S TEACHERS

Fact Sheet



What is Tomorrow's Teachers?

Tomorrow's Teachers is an innovative course designed to attract talented young people who possess exemplary interpersonal and leadership skills to consider a career in teaching. The program provides high school juniors and seniors with valuable insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. The course also encourages these aspiring future teachers to become community leaders, equipped with a new awareness about teaching and learning that will enable them to become advocates of education.

Tomorrow's Teachers is taught for a minimum of one class period per day for a year, or the equivalent in contact hours. It includes three themes: (1) Experiencing Learning, (2) Experiencing the Classroom, and (3) Experiencing the Teaching Profession. A variety of hands-on activities, with a strong focus on firsthand observations and field experiences, are provided. Emphasis is also placed on teaching in high shortage subject areas.

Instructors for *Tomorrow's Teachers* are recommended to have a minimum of three years of successful teaching experience. There is no tuition fee; school districts are only charged for the required curriculum materials. Funding for the training has been provided by the New Jersey Education Association. This program is endorsed by the NJ Department of Education.

Why Does Tomorrow's Teachers Matter?

Young people need role models in professional positions, and the *Tomorrow's Teachers* high school course provides such role models for these aspiring educators. The course:

- Provides the needed spark to encourage academically-talented students to pursue a career in the education profession. After completing the course, many of the participating students chose teaching as the career they planned to pursue after college. Nearly one out of four students who now plan to teach indicated that they were undecided or planned to pursue a different career before taking the course.
- Provides a curriculum-based, hands-on approach to educate students on the requirements to become a successful teacher and enables students to put their knowledge to work through a classroom internship.
- Makes students more aware and appreciative of the education profession, which fosters advocacy for education policy reform at the state and national levels.

[Source: Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University]

What is the History of Tomorrow's Teachers in New Jersey?

Tomorrow's Teachers training was first implemented in New Jersey in 2007. Since then, training has been provided for over 200 instructors from nearly 160 high schools in the state.

Want to Learn More?

Visit The CERRA Teacher Cadets website at <https://www.teachercadets.com/> to learn more about the program, training, curriculum, and research.

College Credit Opportunities

The following universities offer college credits to high school students who successfully complete the *Tomorrow's Teachers* course. For more information, please contact:

- **Fairleigh Dickinson University:**
Ms. Barbara Torna (barbara@fdu.edu)
Dr. Vicki L. Cohen (cohen@fdu.edu)
- **Kean University:**
Dr. Gail Verdi (gverdi@kean.edu)
- **Rider University:**
Dr. Tracey Garrett (tgarrett@rider.edu)
- **Stockton University:**
Ms. Kate Juliani (Kate.Juliani@stockton.edu)

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Theme 1: Experiencing Learning

AWARENESS AND REFLECTION

- I.1.1 : Students will analyze their strengths and areas for improvement as learners.
- I.1.2 : Students will evaluate themselves as diverse individuals, learners, and community members.
- I.1.3 : Students will determine how diversity enhances the classroom and the community.
- I.1.4 : Students will analyze the role of self-esteem in learning and its contributing factors.
- I.1.5 : Students will recognize and establish a respectful environment for diverse populations of students in the classroom.

STYLES AND NEEDS

- I.2.1 : Students will evaluate different learning styles.
- I.2.2 : Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process.
- I.2.3 : Students will evaluate major physical, social, and personal challenges that can impede successful learning.

GROWTH AND DEVELOPMENT

- I.3.1 : Students will differentiate among the physical stages of learners.
- I.3.2 : Students will differentiate among the cognitive stages of learners.
- I.3.3 : Students will distinguish between the moral stages of learners.
- I.3.4 : Students will analyze the steps in the psychosocial stages of learners.
- I.3.5 : Students will apply their knowledge of the developmental changes of learners.

Theme 2: Experiencing the Classroom

OBSERVATION AND PREPARATION

- II.1.1 : Students will analyze their strengths and areas for improvement as potential teachers.
- II.1.2 : Students will evaluate positive and negative aspects of the teaching profession.
- II.1.3 : Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners.
- II.1.4 : Students will distinguish between effective and ineffective methodologies and teaching strategies and traits in various educational settings.
- II.1.5 : Students will analyze ways in which a teacher's personality impacts instructional style and interaction.
- II.1.6 : Students will defend effective teaching methodologies and strategies.
- II.1.7 : Students will evaluate components of effective classroom climate, management, and discipline.
- II.1.8 : Students will incorporate various technologies in the planning of effective instruction and demonstrate its application.
- II.1.9 : Students will evaluate various assessment techniques.
- II.1.10 : Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners.

APPLICATION AND INSTRUCTION: THE INTERNSHIP WITH A COOPERATING TEACHER

- II.2.1 : Students will implement developmentally appropriate learning activities for all learners in order to build

confidence, knowledge and skills.

- II.2.2 : Students will accommodate major physical, social, and personal challenges that can impede successful learning.
- II.2.3 : Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy, Webb's Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.
- II.2.4 : Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners.
- II.2.5 : Students will apply the components of effective classroom climate, management, and discipline.
- II.2.6 : Students will describe, analyze, and reflect on their teaching practices and field experiences.

Theme 3: Experiencing the Teaching Profession

HISTORY AND TRENDS

- III.1.1 : Students will identify and analyze the impact of key historical educational events in the United States.
- III.1.2 : Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.

STRUCTURE AND GOVERNANCE

- III.2.1 : Students will compare and contrast the various types of schooling.
- III.2.2 : Students will analyze the governance structure of their local, state, and national educational systems.

CERTIFICATION AND EMPLOYMENT

- III.3.1 : Students will investigate careers in education.
- III.3.2 : Students will describe the process and structure of teacher certification.
- III.3.3 : Students will identify the reasons for teacher shortages and the content and geographic areas that are most greatly impacted.
- III.3.4 : Students will demonstrate effective job application and interview skills.

ETHICS AND PROFESSIONALISM

- III.4.1 : Students will analyze and interpret the current state code of educator conduct.
- III.4.2 : Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities.
- III.4.3 : Students will identify the services professional organizations provide for teachers.





AFT New Jersey, AFL-CIO

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Thursday, February 7, 2019

Teacher Diversity

Senate Higher Education Committee, Senate Education Committee

Donna M. Chiera, President

Public schools should serve all students equally, regardless of race, creed or cultural differences. Research shows that children in historically underserved communities benefit academically if they have teachers who look like the. We need to make sure they get the teachers they need.

For years the American Federation of Teachers has recognized the urgent need to recruit and retain more people from underserved communities to teach, but there are challenges to recruitment and retention. In the midst of a widespread teacher shortage, teachers of color are even scarcer. Those who do make it to the classroom, leave the profession at higher rates than white teachers. Then, children of color end up with mostly white teachers.

There are several AFT-led programs that use a “grow your own” approach to preparing a more diverse workforce through tactics such as assisting paraprofessionals and other members of the school community to become teachers.

Research shows that all students, schools, districts and communities benefit from a more diverse teaching force:

- Teachers of color tend to have higher academic expectations for students of color, which can result in increased academic and social growth.
- Students of color benefit from having teachers from their own racial and ethnic groups, who can serve as academic role models and who have greater knowledge of their heritage and culture.
- Positive exposure to individuals from a variety of races and ethnic groups can help reduce stereotypes and implicit bias and promote cross-cultural social bonding.
- All students benefit from being educated by teachers from a variety of races and ethnicities, as it better prepares them to succeed in an increasingly diverse society.

AFT is working to replicate successful diversity programs that have been developed by locals across the country based on this “grow-your-own” model to expand the ranks of teachers. The closer teachers are to the students’ own communities, the more successfully they will connect and engage with them. Frequently, paraprofessionals—usually teacher aides—are already members of the community, and they have a demonstrated interest in education. Since their pay rates can be low, funding assistance as well as tutoring or mentoring can be just the push they need to enroll in a teacher education program.

American Federation of Teachers New Jersey (AFTNJ), AFL-CIO
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Parents have also been successful candidates in grow-your-own teacher preparation programs. Some start as frequent classroom volunteers, become classroom assistants, and then, with support from a grow-your-own program, enroll in education classes.

Here are several brief descriptions of programs across the country developed through labor-management collaborations:

- A teaching magnet program supported by the Pittsburgh Federation of Teachers engages high school students interested in education and includes field experience for seniors, many of whom continue their teacher education and return to teach in Pittsburgh public schools.
- A program in Oklahoma City helps paraprofessionals become teachers and will soon recruit and mentor high school students as well; it is the result of a partnership between the AFT affiliate, the Oklahoma City Federation of Classified Employees, and Langston University.
- A New Mexico paraprofessional-to-teacher pipeline, spearheaded by the Albuquerque Educational Assistants Association, uses state funding to pay for paras teacher education.
- The United Federation of Teachers' Success via Apprenticeship program connects the New York City Department of Education and the City University of New York to prepare graduates of career and technical education high schools to become CTE teachers.

While these programs are successful in recruiting a diverse workforce, there also needs to be supports in place to retain these diverse educators. All too often teachers have expressed the need for more planning time, timely access to resources (materials and human), in-time hiring to allow for training and prep, more and better induction programs, mentors, coaches and opportunities to observe master teachers.

A mentorship or support group extending beyond the first year is needed for continuous professional growth and confidence. Having support immediately when you are hired to assist in the mountains of paperwork, classroom setup, reviewing educational materials/district policies and lesson planning before the school year begins would guarantee more success for educators and their students.

We should make a real effort in recruiting more male educators in lower grades. Most elementary and preschools are primarily female. Except for administration or physical education teachers, some students may not have male educators until the 4th grade.

My final thoughts are on what and how teacher diversity needs to be promoted. It needs to be clear that all schools should have a diverse teaching community demonstrating inclusion, acceptance and tolerance.

Recruiting and hiring a diverse workforce is not an excuse to lower the teacher prep standards. While our students need to be engaged with a diverse teaching force, we also have to guarantee all students the teacher in front of them is a qualified educator who went through a rigorous educational program for that privilege.

New Jersey needs more highly qualified, effective educators to reach our students of every race, gender, sexual orientation and ethnicity. This is not meant to exclude anyone, but to have an inclusive teaching staff to best meet the needs of our students.

Sean M. Spiller
NJEA Vice President
February 7, 2019

**Senate Education Committee & Senate Higher Education Committee re: Teacher Diversity
Testimony**

Good morning, my name is Sean Spiller. I am a high school science teacher currently serving as the Vice President of the New Jersey Education Association. Thank you for inviting NJEA to testify on the topic of teacher diversity. The NJEA supports efforts to diversify New Jersey's teacher workforce. We also believe that diversity is important among all job categories in our public schools.

On December 6, 2018, S-703 was referred to the Senate Budget and Appropriations Committee. A-3141, an identical bill, was reported out of the Assembly Education Committee, with amendments, on the same day. These bills establish a pilot program in the NJDOE to recruit minority men to teach in targeted schools through the alternate route program.

NJEA supports S-703 and A-3141 and believes they are an important first step in attempting to diversify our educational workforce. It must be noted that they must be followed by efforts to comprehensively address the need for diversification of teaching staff in *all* of New Jersey's public schools. The proposed legislation is a step in the right direction, but we will need to do more in order to support the needs of our diverse student population.

In 2014, the Center for American Progress (CAP) sited over one hundred research studies and articles that indicate that the building of a diverse teacher workforce is critical to students' academic success. The studies expound on the National Education Association's (NEA) findings during the same year that teachers of color tend to provide more culturally relevant teaching and better understand the situations that students of color may face.

The NEA's findings are supported by hundreds of research studies and program developments centered around Culturally Responsive Teaching - a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Not only is it important to include Culturally Responsive Teaching for students for their overall academic benefit, such pedagogy is important in both k-12 and in teacher preparation programs to recruit and retain educators of color.

Additionally, the NJEA has been working with partner organizations, like the Center for Future Educators and The College of New Jersey to actively recruit teachers of color for the profession.

This has entailed both inviting and encouraging students of color to attend the trainings and college visits and also financially supporting school districts to overcome the disproportionate financial difficulties sometimes found in our communities of color.

This will need to be a broader area of focus for the legislature and teacher preparation programs. The active recruitment of educators of color and the financial assistance then offered.

As we know, all of this will be important, in part because of the changing composition of our student body in New Jersey but also because of the evidence that shows the importance of seeing a teacher a student can relate to or having exposure to someone different than a student identifies.

In a separate report, the NEA outlines supporting data that shows the percentage of students of color exceeded that of white students in U.S. public schools for the first time in 2014.

The CAP also references the U.S. Department of Education Office for Civil Rights, "Civil Rights Data Collection Data Snapshot: School Discipline" that found, "Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 16% of black students."

These report magnify our concerns that during the 2015-16 school year, 54% of New Jersey students identified as non-white, while only 15% of our teachers identified as the same.

National research studies identify New Jersey as lacking diversity in our educational workforce New Jersey's percentages of educators of color have remained stagnant. In fact, those percentages increasingly lag behind the percentages of students of color in our public schools. Not only have we *not* fixed the problem, it's getting worse.

School districts across the state are having trouble recruiting and retaining a diverse faculty. Significant increases in health insurance contributions, reductions in pension benefits, and increased work responsibilities are only a few of the conditions that have made the teaching profession a less attractive career choice in general for all college students.

The high cost of attending colleges and universities, and achieving teacher certification, is not offset by potential income after entering the education profession and the edTPA performance assessment, that may replace the PRAXIS test, takes considerably longer to prepare for and cost more than the PRAXIS.

The overall candidate pool of educators has been significantly reduced. The number of candidates of color within that pool is smaller still.

It should also be noted that historically there has been a lack of employment opportunities offered to educators of color in many districts where students of color are not largely represented in the student population.

Not only does this discourage minority educators from applying in such districts, but it discourages minority educators from entering the profession, as they are acutely aware that their employment opportunities are significantly limited.

NJEA has researched national and state statistics on teacher diversity and has initiated supports, adopted policy developed by the governing bodies of our organization, and studied the outline, actions, and goals of the Diverse and Learner-Ready Teacher Initiative designed to reach a desired outcome by 2025. The DLRT has developed a plan, which the NJDOE may be outlining in their testimony.

The NJEA has attended work sessions with the Council of Chief State School Officers in conjunction with the New Jersey Department of Education, and various institutions of higher education in an effort to increase racial diversity in the teacher workforce so that it is representative of all K-12 students in our state.

We have partnered with Stockton University to form a conference for 11th and 12th grade students of color to learn about the teaching profession and the importance of diversity in education. During this conference, students will have an opportunity to interact with educators, hear from college level education students, and present ideas that would have made their educational experience better.

Additionally, NJEA's Equity Alliance contains five committees: Human and Civil Rights, Women in Education, Urban Education, Sexual Orientation and Gender Identity, and Minority Leadership and Recruitment. These committees ensure that we remain cognizant of the issues that affect our students' educational experience pertaining to diversity. This allows educators of color the space to share ideas and focus on issues culturally relevant and important to serving their students and their own personal experiences.

The NJEA Minority Leadership & Recruitment Committee encourages multi-ethnic members to become actively involved in all levels of Association work. It also identifies and recommends ways to attract multi-ethnic members to school employee professions and develops and initiates training opportunities for school personnel.

In 2015, the NJEA Delegate Assembly adopted the following resolution: NJEA believes school districts, the N.J. Department of Education (NJDOE), and other state agencies should promote, achieve, and maintain ethnic diversity in all categories of educational employment and recognize that multi-ethnic teaching staffs are essential to the operation of schools. NJEA urges its local and county affiliates, NJDOE, and other state agencies to work to achieve this goal.

NJEA strives to ensure that all teachers in the workforce demonstrate culturally responsive practices and restorative practices by providing extensive professional development and workshop opportunities on those topics.

We also provide continuous support to educators such as assistance with understanding job requirements and evaluations, legal advice, networking opportunities, grant writing assistance, and many other supports that encourage job retention.

The teaching profession must be an attractive and viable career choice for students of color entering college. Recommendations to explore include:

- Supporting the teaching profession in general by-passing legislation such as S-2606, a bill that imposes a cap on public employee health care benefit contributions.
- Mandating that colleges and universities offering teacher certification programs develop policy that requires the deliberate and aggressive recruitment, and retention, of people of color in those programs. Recruitment strategies include provide information about the teaching profession to targeted student groups. Organizations to address may include The Black Student Union, Women of Color, The Hispanic /Latino Student Association, The

Asian Pacific -Islander Student Union, student chapters of the NAACP, 100 Black Men, fraternities, sororities, and all other groups whose mission supports student members of color.

- Incentivizing entering the profession by offering loan forgiveness and providing grant opportunities that cover expenses and housing for people of color who enter teaching certification programs.
- Offering 100% portable tenure for minority educators who maintain highly-effective scores on yearly performance evaluations.
- Offering cost incentives to students of color taking the edTPA performance assessment.
- Effective educator training is also needed to ensure success. Training topics include, but are not limited to, classroom management strategies, culturally responsive curriculum, cultural competency, and restorative practices.

According to a 2017 analysis by the Civil Rights Project at UCLA, National statistics show that New Jersey is already America's sixth most segregated state for black students and the seventh most segregated for Latino students. ALL of New Jersey's schools need a diverse teaching staff, not just our urban districts.

All students who interact with a diverse group of adults during their school experience as adolescents, achieve a more well-rounded education and develop a broader world view as they journey into adulthood. The lack of diversity in New Jersey's teaching staff creates a deficit of adult role models who inherently understand the cultural responsiveness and pedagogy required for our students of color to succeed.

We welcome any continuing conversation with the legislature and NJ DOE that will lead to measures that support increasing teacher diversity in New Jersey.

Thank you.

One day, all children in this nation will have the opportunity to attain an excellent education.



Senate Education and Higher Education Committees

Tia Morris Testimony

February 7, 2019

Thank you Chairwoman Ruiz, Chairwoman Cunningham, and members of the Education and Higher Education Committees for the opportunity to offer testimony on the critically important issue of teacher diversity.

My name is Tia Morris and I am the Executive Director of Teach For America-New Jersey – an organization dedicated to finding outstanding, diverse leaders who commit to expanding educational opportunity for students living in traditionally under-served communities, such as Newark, Camden, Trenton, Passaic and Paterson. Currently, Teach For America-New Jersey has over 500 teachers in classrooms in communities across this state working with nearly 30,000 students every day. More than half of Teach For America-New Jersey’s newest teachers are first generation college-goers; more than half of our teachers are from low income backgrounds- and a full 62% are people of color. We require all of our teachers to commit to teach in their placement schools for at least two years, though over 80% of our teachers remain for a third year- and our teachers of color stay at even slightly higher rates. Given the progress that we have been able to make in this area of diversifying our teaching corps, I will discuss three key steps New Jersey can take to move the needle in diversifying the teaching workforce.

First, we encourage the state to invest in and **expand alternative teacher preparation programs and pathways to the classroom.** These programs, such as Teach For America-New Jersey in collaboration with our university partners, offer accelerated pre-service training combined with on-going, in-service training and support for up to 2 years. Alternative pathways often attract a notably more diverse pool of prospective educators, and teachers more likely to enter high-needs fields in part because these pathways tend to be much more affordable, lessening or removing financial challenges which are real barriers to entering the profession- particularly for those from low income backgrounds.

Second, we urge the State to **encourage all educator preparation programs, districts, and alternate pathway programs to invest heavily in diversity recruitment.** At Teach For America, our work begins with candidate recruitment, and we are intentional about working to attract the most diverse pool of candidates possible to apply for our program. In addition to recruiting and cultivating talent locally, we also recruit broadly at 12 HBCUs, 16 HSIs, and 9 AANAPISIs. On those campuses, we leverage partnerships with campus-based groups, such as Black Student Unions, the Posse Foundation, the Ivy Native Council, El Centro Chicano campus-based groups, historically Black and multicultural fraternities and sororities, such as Lambda Phi Epsilon International Fraternity Inc., and campus-based offices of diversity, civic engagement and equity, such as the Rutgers Office of Civic Engagement in Camden.

Finally, children in New Jersey deserve the best teachers. However, when state licensure structures are insufficiently flexible, some of the best prospective teachers instead leave and teach in other states. **We respectfully request that New Jersey consider increased flexibility for prospective teachers to demonstrate basic skills and content knowledge, as we have seen these requirements act as barriers for candidates who could demonstrate their knowledge in other ways.**

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One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

I recall an exceptional applicant to our program with a neuroscience degree who could not qualify in New Jersey to teach high school biology or high school chemistry. I recall a former WNBA player and Newark native, who was unable to qualify to teach physical education in Newark while part of our program. I think of two of our most exceptional teachers--- both women of color—who expended countless hours and funds to pass specific tests to demonstrate basic skills that arguably their college degrees already proved, all while they were achieving extraordinary results in the classroom. We nearly lost them as teachers in this state, and we lose far too many capable educators—especially educators of color- because of these kind of issues.

As you consider these recommendations to expand alternative pathways to the classroom, invest in diversity recruitment, and increase flexibility in the licensing process, we urge you to draw on research which illustrates the positive impacts on educational attainment and persistence for students who experience teachers who share their background. We agree with the committee that it is in the interests of the state to focus on increasing diversity in the teaching profession, not just for students of color, but for all students. We take pride in partnering with districts, universities and other organizations to lead this work, and we are deeply grateful for the opportunity to come together with you today in service of these efforts. Thank you.

New Jersey Presidents' Council

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February 4, 2019

Senator Sandra B. Cunningham, Chair
Senate Higher Education Committee
State House Annex
PO Box 068
Trenton, New Jersey 08625-0068

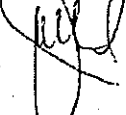
Senator M. Teresa Ruiz, Chair
Senate Education Committee
State House Annex
PO Box 068
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Dear Senators Cunningham and Ruiz:

I thank you for the invitation to testify as Chair of the New Jersey President's Council on the issue of teacher diversity before the joint committee of the Senate Education Committee and Senate Higher Education Committee. Unfortunately, I have a meeting of the NJIT Board of Trustees that I must attend and cannot join you at the hearing.

I have attached a statement, which I hope is helpful as you deliberate this very critical issue. I am most willing to discuss further with you and the committee members at a later date and time.

Sincerely,



Joel S. Bloom
President

cc: Anita Saynisch, Legislative Services

Joel Bloom
Chair
President
New Jersey Institute of Technology

Harvey Kesselman
Vice Chair
President
Stockton University

William Austin
Secretary
President
Warren County Community College

Eugene J. Cornacchia
Treasurer
President
Saint Peter's University

LB

State Education Committee
Senate Higher Education Committee

Invite to Dr. Bloom to testify

I thank the committees for the opportunity to address the very critical issue of teacher diversity as Chair of the New Jersey's Presidents' Council. Unfortunately, I have a meeting of the NJIT Board of Trustees today that I must attend and cannot join you at the hearing.

Teacher diversity is at the forefront of NJIT's faculty recruiting efforts and should be a state and national imperative. In fact, the *Chronicle of Higher Education* had an article last week (Wednesday, Jan. 30) that stated that "...as enrollment on campuses grows more diverse, students are asking why the professors who teach them do not represent a broader spectrum of society as well." College officials admit that they are challenged to attract and retain faculty members from traditionally underrepresented groups."¹ As New Jersey's public polytechnic university, which enrolls a large population of underrepresented STEM as well as first-generation students, the profile of our faculty is important and is a priority in our Vision 2020 Strategic Plan.

New Jersey is one of the nation's leading states for science and technology business and industry. As many more of New Jersey's colleges and universities are attempting to respond to the workforce needs of industry, it is broadly recognized that hiring and recruiting a diverse faculty in the STEM disciplines is a particular challenge. That is because less than 10-percent of high school students are interested in studying STEM disciplines. This creates a shortage of candidates at the outset and makes initiatives like NJIT's pre-college programs critical to building a more robust pipeline of underrepresented students who can become faculty members in the future.

As the chair of a national working group for polytechnic universities sharing "best practices," I will briefly discuss some best practices that have been developed for the recruiting and hiring of diverse faculty, many of which have been implemented at NJIT. These best practices have been shown to positively impact the recruitment and hiring of diverse faculty, including women and underrepresented minorities.

An unwavering university community commitment to diversity hiring, of both women and ethnic and racial minorities, is the first step in increasing STEM faculty diversity. The development of an explicit plan of action, including goals, tactics, and metrics, as part of the institution's strategic plan is critical. The strategic plan, which is approved by the university's community and board of trustees, establishes a foundation for accountability to which the institution's leadership is held. Specific measures of success, or Key Performance Indicators (KPI's), must be established, monitored, and reported on over the life of the plan, so progress can be tracked and actions developed to help ensure success.

As an example, NJIT's strategic plan, 2020 Vision, explicitly states that diversity is a core value as part of Strategic Priority Four: Community. Included here is an objective to "achieve a meaningful increase in the number of women and underrepresented minority faculty, both tenure/tenure track faculty and non-tenure track instructors." Working through and with the Office of the Provost, each of our deans has developed plans to achieve increased faculty diversity. This effort has been supported by the appointment of a faculty diversity officer and a dedicated diversity liaison in each college and school. Annual training of faculty search committee chairs and committee members on best practice search processes and on reducing implicit or unconscious bias is provided, as well.

Faculty position applicant profiles are reported to the appropriate search committee chair and dean to ensure a diverse pool of candidates is being sourced and considered in each case. When the applicant pool for a specific faculty position is not appropriately diverse, the search committee is asked to continue the recruitment activity and expand their sourcing options. National candidate data for Ph.D. students is provided to help assess the availability of candidates for specific faculty opportunities². Some of these options include job advertising to target audiences, contacting other universities with doctoral programs of interest, and professional associations catering to women and underrepresented minorities. While the application of innovative social media tools (e.g., geo-fencing and LinkedIn) to the recruiting process is still in the infancy stage, we are exploring all the options.

Further, to support NJIT's efforts to diversify its faculty, the "Faculty Search and Selection Guidelines: Hiring for Inclusive Excellence" were developed in a collaborative effort between the Offices of Academic Affairs and Human Resources. These guidelines were presented to and approved by the Faculty Senate. The guidelines contain examples of best practices at each stage of the recruiting and hiring process that are recommended for use by each faculty search committee. Recognized best practices include having an approved recruitment search plan; writing broad, inclusive, and gender free position descriptions and job advertisements; continual networking at professional conferences, especially those where women and minorities are prominently represented; being vigilant for future talent; and providing dual career resources for a spouse or significant other.

There is no magic wand for increasing the faculty population of women or ethnic and racial minorities. As noted earlier, it entails a great deal of hard work, a proactive and assertive effort on the part of the hiring institution, and financial investment to support the recruiting and hiring effort. This includes broadening the applicant pool through proactive outreach and candidate sourcing, minimizing implicit bias in the evaluation process, and creating a welcoming and inclusive campus climate. An example of how the use of additional funding can significantly and positively impact diverse faculty hiring is the University of California's 2016-17 use of one-time funds (\$2 million) to support three pilot programs utilizing best practices to recruit and hire women and underrepresented minority faculty.³ A summary of their findings showed that the funding resulted in "substantial progress in increasing faculty diversity." The best practices

that were most successful in the UC pilots, several of which I have previously mentioned, were enhanced outreach through personal contacts, the use of databases and target recruitment ad placement, strong and committed leadership from the dean, spousal/partner opportunity investment, and a formal decision-making rubric.

In addition to hiring, other interventions can help strengthen the pipeline of potential, future faculty. These practices include the identification of promising doctoral students through their publications, conference presentations, or networking and investing through post-doc opportunities and graduate student support. Those promising students maybe on your own campus as either undergraduate or graduate learners. NJIT has had success with this tactic. As part of this or any of the efforts to increase faculty diversity, improving the overall climate for faculty success through professional development and formal mentoring programs has been shown to make campuses more inviting to candidates and to aid in faculty retention.

Even with these concerted efforts, increasing faculty diversity at NJIT presents a more varied and complicated challenge. While we have made some progress--the percentage of women faculty at NJIT has increased from 16 percent in 2014 to 20 percent in 2018 and the percentage of underrepresented minorities on the tenure/tenure track faculty totals 5 percent and 11 percent for non-tenure track lecturers--we continuously strive to improve these numbers. As this joint committee is aware, our FTE headcount is capped as a state institution and there is a financial penalty for each instance when we exceed the allocation. While NJIT has a policy that does not count a new, diverse faculty hire towards the faculty hiring line, it is extremely difficult to increase or expand our faculty hiring because of this limitation. One potential remedy to be considered by the legislature would be to waive the state-imposed cap penalty (or increase the cap) for a specified number of women and underrepresented minority faculty hires, therefore incentivizing the state institutions to pursue diverse faculty in their searches.

Thank you again for the opportunity to address your joint committee.

Notes:

- ¹ Brown, Sarah. "More Colleges Are Asking Scholars for Diversity Statements. Here's What You Need to Know" *Chronicle of Higher Education*, January 30, 2019.
- ² Example: NORC Survey of Earned Doctorates
- ³ "Final Report on the 2016-17 Use of One-Time Funds to Support Best Practices in Equal Employment Opportunity in Faculty Employment: Report to the State Legislature", November 2017

NJCU Testimony: Joint Senate Hearing
Thursday February 7, 2019

Tatiana Reyes

Good morning. My name is Tatiana Reyes. I currently work as a Professional Services Specialist and as an Adjunct Professor at NJCU. I come forth today to share my personal testimony regarding the CORE, but I am here not just for myself; I am here to speak on behalf of and for my fellow future New Jersey educators.

I, like many educators, grew up knowing that I wanted to be a teacher. After completing the first phase of my graduate program, I was set to take and pass the CORE and Content exams. As a driven student, I prepared for the exams. I read the books. I went to tutoring. I bought the online modules. I felt ready.

Turns out, I was. I was ready for the Reading and Writing CORE exams and the English Content Knowledge exam. I not only passed them—I surpassed the cut scores, scoring in the top percentile. What I was not ready for was to take an exam on what I would not be teaching: math. I took and failed it three times. I was becoming a statistic. It was then that I was advised by my, now, colleagues to drop the certification, altogether. Finally, with a 4.0 GPA, I graduated with a Master of Arts degree.

Current legislation and certification requirements do not require secondary English teachers to teach math, yet they are expected to demonstrate mastery in math. My BA in English Literature provided the content knowledge I needed to teach literature, while my graduate coursework in an education program taught me HOW to teach. Just as lawyers are not required to take the MCATs and physicians are not required to take the LSATs, why are preservice teachers of English required to take AND pass a math exam?

While my anecdote may seem like an isolated situation, this is simply not the case. I encounter students daily facing the same challenge, and I stand before you today on their behalf. Thank you.

**ADDITIONAL APPENDIX MATERIALS
SUBMITTED TO THE
JOINT COMMITTEE ON THE PUBLIC SCHOOLS**

for the

February 7, 2019 Meeting

Submitted by Na’Jee Carter, Principal; and Laura-Ann Jones, Teacher, Alexander Street Elementary School, North Star Academy, Uncommon Schools:

Leslie Brody, “How One Charter Network Recruits Diverse Teachers: Uncommon Schools recruits college juniors for summer teaching fellowships in hopes of hiring them after graduation,” *The Wall Street Journal*, July 6, 2018.