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Issue Theme: *Toward a More Diverse Teaching Force*

Abstract

Since its founding a decade ago, the Center for Success in High-Need Schools at the Associated Colleges of Illinois (ACI) has promoted the recruitment and preparation of a more diverse teacher workforce, especially during the 2003-08 period when the Center received significant support from federal No Child Left Behind grants. More recently this effort has received renewed emphasis with completion of a new study from the Illinois Education Research Council which recommends that “Illinois develop a comprehensive plan to cultivate both the academic skills and racial diversity of aspiring educators.” The Center created a Diversity at the Blackboard (DATB) task force in 2013 to chart new directions in responding to recent research about effective ways to recruit well-qualified diverse candidates to teacher preparation programs.

The Illinois P-20 Teacher Leader Steering Committee has launched an initiative to develop a “Diverse Educator Learning Exchange” to promote college-school partnerships in order to build bridges to the teaching profession by reaching promising minority students as early as middle school—providing scholarship assistance, academic supports, orientation to the profession, mentoring through high school and college, placement and employment assistance. This issue of the journal highlights efforts at state, school district, and campus levels, including case studies of comprehensive higher education and alternative partnership programs with school and community to recruit, train, place, and retain an increasingly diverse teacher force.

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Publisher's Column

by Jan Fitzsimmons, Ph.D.



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In this issue, authors of five articles explore diversity - more precisely the lack of diversity - in today's pool of teacher candidates. While diversity certainly is not a new issue, through the articles that follow we revisit the issue with fresh eyes both to identify barriers to building a diverse teacher talent pool and to rethink strategies for rebuilding as well as recruiting and retaining a diverse staff. Enhancing a diverse teaching force is of critical importance if we hope to close the achievement gap and develop the talents and assets of all students.

Bradford R. White, Karen J. DeAngeles and Eric J. Lichtenberger provide the lead article for this issue on diversifying today's corps of teachers. White et al suggest that going forward policies intended to boost the level of academic talent among the teaching pool must be careful to maintain diversity. In their study, they follow more than 200,000 Illinois high school students from 2002 and 2003 and track the composition of the teaching pool through five critical stages of the teacher pipeline. How the New Teacher Pipeline Affects the Racial/ Ethnic, Gender and Academic Composition of Illinois Teaching Corps, provides an important lens for the articles that follow.

Jerry Berberet maps the Associated Colleges of Illinois 10 year march to address diversifying the teacher corps in Illinois in his article, Diversity at the Blackboard: A Ten Year Effort to Increase Diversity. Berberet notes that while diversity among K-12 students has increased from 20 to 49%, the diversity of the teaching corps has grown at a significantly slower rate. Berberet cites the importance of such strategic efforts to diversify the teaching force as active and intentional recruitment, field experiences in high-need schools and the development of close relationships among two and four year institutions and school districts to name just a few of the critical strategies necessary for diversifying the teaching force.

Like the other programs discussed in this issue, Jennifer Waddell's Recruiting Supporting and Preparing Teachers for Urban Schools: The Institute for Urban Education, advances ideas for increasing the diversity of the teaching pool and, subsequently, seeks to "increase higher-education attainment for urban youth," as well as "retention of beginning teachers in urban schools. " The central question for IUE is, "How do we effectively recruit, support and prepare effective teachers of color for urban schools?" Candidate comments suggest the importance of the ongoing support that permeates the IUE program at the University of Missouri at Kansas City may be the element that sets IUE apart from other programs with similar missions.

Rachelle Rogers-Ard argues in Retaining Teachers of Color: Creating Educational Support Systems to Battle Cultural Isolation, that a more diverse teaching corps is "not only important for diverse students, but rather for all students." The program central to her article, Teaching Today (TTO) in the Oakland School District in California, was developed in partnership with higher education, but is unique in that it is a program stemming from the community of Oakland itself. The emphasis in this program is on

retaining teachers of color, and to that end, the program takes a deep dive in looking at ways to curb cultural isolation of teachers of color and also to develop the important role that principals play both in supporting teachers of color and in providing effective leadership for them.

Dominic Belmonte, in his twenty-five year history of Golden Apple charts the course of his organization's commitment to diversity in *The Golden Apple Scholars of Illinois Program: A Twenty Five Year Success Story*. Boasting that more than 55 per cent of the Golden Apple Scholars were diverse in early years, Belmonte asserts that increasingly rigorous criteria for candidate recruitment adopted in recent years, along with competition with career fields that are much more lucrative, appear to explain an actual decrease in the diverse pool of candidates! "This is a challenge," however, writes Belmonte, "a challenge that Golden Apple embraces!"

I applaud Belmonte's statement. If we are to provide the ever-growing diverse ranks of tomorrow's students with the positive and engaging role models they need to grow as 21st century learners in a competitive global society, we must grow a talented pool of teachers that more closely resemble the diversity of our PK-12 student population. This is a challenge, however, not for one man or one organization, but rather a challenge that we all must embrace if we are to succeed! Let's get to it!

How the New Teacher Pipeline Affects the Racial/Ethnic, Gender, and Academic Composition of Illinois Teaching Corps

by Bradford R. White, Karen J. DeAngelis, and Eric J. Lichtenberger

Author Bios

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Authors' note: This article is based on our 2013 study for the Illinois Education Research Council, "The Student Has Become the Teacher: Tracking the Racial Diversity and Academic Composition of the Teacher Supply Pipeline." The full report is available on the IERC website at <http://www.siue.edu/ierc/>

It is now widely acknowledged that teachers are the most important educational resource in schools and that teachers vary widely in their effectiveness.¹ Prior research has revealed that academically skilled teachers have positive effects on student achievement and that racial/ethnic minority teachers have a positive impact on minority student outcomes.² As a result, there are currently numerous efforts

¹ Rivkin, Steven G., Eric A. Hanushek and John F. Kain. (2005). Teachers, Schools and Academic Achievement, *Econometrica*, 73(2), 417-58; Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67; Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute; Rockoff, J. E., Jacob, B. A., Kane, T. J., & Staiger, D.O. (2011). Can you recognize an effective teacher when you recruit one? *Education Finance and Policy*, 6(1), 43-74

² Villegas, A. M., and Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *Urban Review*, 42, 175-192. doi: 10.1007/s11256-010-0150-1; Dee, T. (2004). The race connection: Are teachers more effective with students who share their ethnicity? *Education Next*, 4(2), 52-59; Hanushek, Hanushek, E., Kain, J., O'Brien, D., & Rivkin, S. (2005). *The market for teacher quality*. Working Paper 11154. Retrieved from

underway to improve the selectivity and the diversity of the teaching force, both nationally and in Illinois. For example, the Council for Accreditation of Educator Preparation has called for the recruitment of candidates that reflect the diversity of the nation's students and proposed that admission standards for teacher preparation programs ensure that each entering cohort of candidates has an average achievement level in the top third of a national assessment.³ In Illinois, the state P-20 Council has placed a priority on increasing the state's pipeline of diverse, academically talented teaching candidates.⁴

However, some evidence suggests that efforts to improve the academic skills of the teaching force as a whole can have a negative impact on teacher diversity without a parallel commitment to maintaining such diversity.⁵ Therefore, our goal in this study is to inform the design of policies and/or practices to improve the supply of both academically skilled and diverse individuals into teaching. To do this, we used a unique, longitudinal database to track 225,196 students from the Illinois high school classes of 2002 and 2003 over 10 years and through five distinct stages in the new teacher supply pipeline: 1) college entry; 2) enrollment in a four-year college; 3) completion of a bachelor's degree; 4) Illinois teacher certification; and 5) employment as a teacher in Illinois public schools. We examine how each stage in this pipeline affects the composition of new teachers in Illinois PK-12 public, with particular attention to academic skills and racial/ ethnic diversity, two characteristics of the teaching force that are at the forefront of local and national policy concerns.⁶ Full results of this study and further details on the data and analyses can be found in our report "The Student Has Become the Teacher: Tracking the Racial Diversity and Academic Composition of the Teacher Supply Pipeline" available on the website of the Illinois Education Research Council at <http://www.siu.edu/ierc/>. This article builds upon the results of our previous report, and integrates additional information on the role that gender plays in the new teacher pipeline.

Findings

<http://www.nber.org/papers/w11154>; Goldhaber, D., and Hansen, M. (2010). Race, gender, and teacher testing: How informative a tool is teacher licensure testing? *American Educational Research Journal*, 47(1), 218-251.

³ Council for the Accreditation of Educator Preparation. (2013). *CAEP accreditation standards and evidence: Aspirations for educator preparation*. Retrieved from <http://caepnet.files.wordpress.com/2013/02/commrpt.pdf>

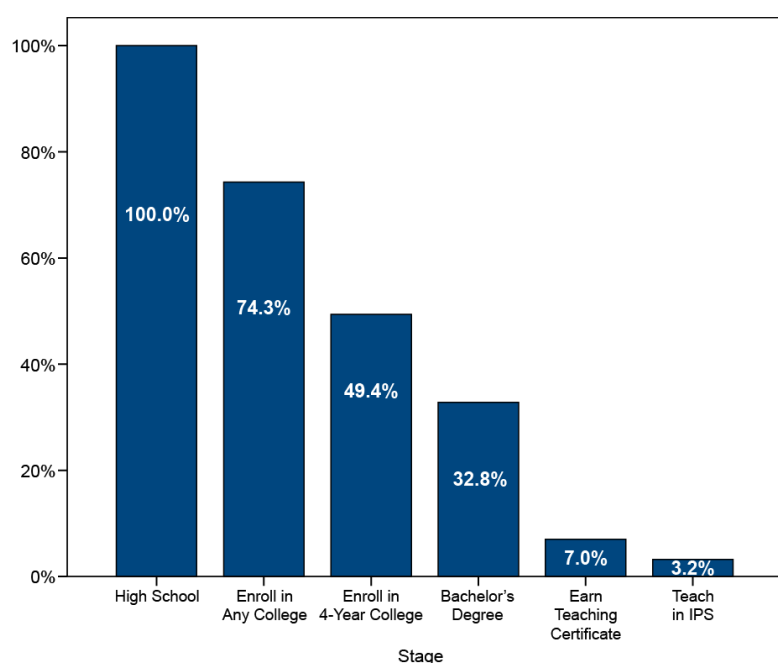
⁴ Illinois P-20 Council. (2013). *Education for our future: Third annual report of the Illinois P-20 Council to the governor and legislature*. Retrieved from <http://www2.illinois.gov/gov/P20/Documents/Full%20P-20/P-20%20Report%202013.pdf>

⁵ Lewis, C. W., Shears, J., & Furman, R. (2010). An in-depth examination into the status of minority teachers in U.S. public schools: Crisis and strategies for improvement. *Teacher Education and Practice*, 23(1), 88-102; Memory, D. M., Coleman, C. L., & Watkins, S.D. (2003). Possible tradeoffs in raising basic skills cutoff scores for teacher licensure: A study with implications for participation of African Americans in Teaching. *Journal of Teacher Education*, 54(3), 217-227. doi: 10.1177/0022487103251746

⁶ Bacolod, M. P. (2007). Do alternative opportunities matter? The role of female labor markets in the decline of teacher quality. *The Review of Economics and Statistics*, 89(4), 737-751; Corcoran, S. P., Evans, W. N., & Schwab, R. M. (2004). Women, the labor market, and the declining relative quality of teachers. *Journal of Policy Analysis and Management*, 23(3), 449-470. doi: 10.1002/pam.20021; Karp, S., and Harris, R. (2011). Bridging differences. *Catalyst*, XXII(2), 5-9; Villegas, A. M., and Lucas, T. F. (2004). Diversifying the teacher workforce: A retrospective and prospective analysis. *Yearbook of the National Society for the Study of Education*, 103, 70-104. doi: 10.1111/j.1744-7984.2004.tb00031.x

What proportion of students progress through each stage of the new teacher pipeline? Although almost three quarters (74%) of the students we tracked enrolled in some form of postsecondary education (either two-year or four-year college), and almost one-half (49%) enrolled at a four-year institution, less than one third (33%) had earned a bachelor's degree by roughly a decade after high school (see Figure 1). However, our study also revealed that quite a large proportion of bachelor's degree completers—more than one in five—earned teacher certification. But it was the transition from certification to teaching employment that appeared to be one of the most critical stages in this pipeline: less than half of the certificants actually ended up teaching in Illinois Public Schools (IPS). Thus, by the time they reached this final stage, only 3% of all students in these cohorts ended up as IPS teachers at any point.

Figure 1: Students' progress through each stage of the new teacher pipeline



Who is interested in teaching during high school? More than one in ten (12%) of the students we tracked indicated on their ACT exams that they planned to major in education or pursue a teaching career (we refer to these students as aspirants). Students who aspired to teach while in high school were stronger academically than non-aspirants, but racial/ethnic minority students—regardless of academic background—were underrepresented among teacher aspirants. Thus, the relative lack of racial/ethnic diversity among Illinois teachers begins at least as early as high school with lower levels of interest in teaching among racial/ethnic minority students.

In fact, as shown in Table 1, education was ranked as the fourth most popular intended major among all students and 8.9% of the study group members selected education as a potential major.⁷ Although there

⁷Note that these figures reflect only those interested in majoring in education or teacher education, and not all teacher aspirants as defined in the current study, which also included students interested in education as a career.

were only slight differences in the popularity of education by student academics, the statistics for race and academics combined indicated substantial discrepancies. For instance, whereas education ranked as the third most popular intended major for White students from the bottom two-thirds of the ACT distribution (with 11.0% of such students interested in pursuing this field of study) and 5th (9.8%) for White students from the top third of the ACT distribution, it ranked 8th (5.7%) for non-White students from the bottom two-thirds of the ACT distribution and 9th (5.3%) for racial/ethnic minorities from the top third by ACT. These data indicate that the field of education was considerably less popular among minority students regardless of academic background.

Table 1: *Intended Major, by Student Characteristics*

| Background Characteristics | % of Students in this Group Intending to Major in Education | Education Popularity Rank for this Student Group |
|----------------------------|---|--|
| All students | 8.9% | 4th |
| ACT Composite | | |
| % Top 1/3 (ACT ≥ 22) | 9.0% | 5th |
| % Middle 1/3 | 10.4% | 4th |
| % Bottom 1/3 (ACT ≤ 17) | 7.6% | 4th |
| Race & ACT* | | |
| % Minority, ACT Top 1/3 | 5.3% | 9th |
| % White, ACT Top 1/3 | 9.8% | 5th |
| % Minority, ACT Bottom 2/3 | 5.7% | 8th |
| % White, ACT Bottom 2/3 | 11.0% | 3rd |

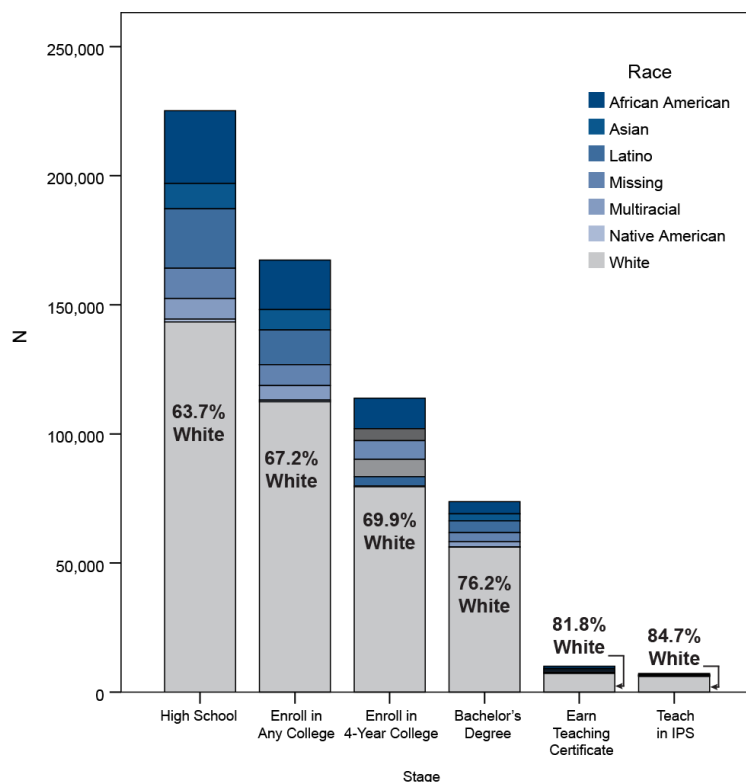
* Includes only those with valid (i.e., non-missing) race and ACT data.

Do high school aspirations matter? Our data also show that high school aspirations play a large role in the development of the teaching force. This is particularly important when considering the fact that racial/ethnic minority students, regardless of academic background, were underrepresented among those who aspired to teach. Our study found that substantially higher proportions of the students who aspired to become teachers while in high school advanced to each successive stage in the teacher pipeline. Most notably, more than half of the aspirants who received bachelor's degrees continued on to earn teacher certification, compared to only 16% of four-year college completers who did not aspire to teach while in high school. And these differences continued to emerge even as students moved to the teaching stage, where a considerably larger proportion of certified aspirants became employed as teachers in Illinois Public Schools (IPS) compared to certificants who did not aspire to teach while in high school. As a result, by the time we reached the final stage of the pipeline, nearly half (47%) of the students who become teachers had aspired to teach while in high school. However, it's important to remember that high school aspirations don't tell the whole story – in fact, only 13% of the students who initially aspired to teach eventually ended up as teacher in Illinois public schools, and more than half (53%) of the students who became teachers *did not* aspire to become a teacher while in high school.

How does the racial/ethnic composition of the new teacher pipeline change at each stage? The new teacher pipeline becomes less racially/ethnically diverse at each stage (see Figure 2). Whites composed 64% of the initial high school students in our study, and made up increasingly larger proportions of the

pipeline as students advanced through college to teacher certification, such that, by the time they reached the employment stage, Whites represented fully 85% of all new teachers who emerged from these cohorts. While racial disparities in terms of student progress through the college pipeline in Illinois have been documented by previous IERC research⁸, it is noteworthy that— even conditional upon completing a baccalaureate degree—racial/ethnic gaps were still evident at both the certification and teaching stages. For example, only 9% of Asian-American bachelor’s degree completers earned a teaching certificate, compared to 23% of White bachelor’s degree completers. Similarly, about half of White (47%) and Latino (50%) teaching certificants ended up teaching in Illinois Public Schools, compared to only 27% of certified African-Americans.

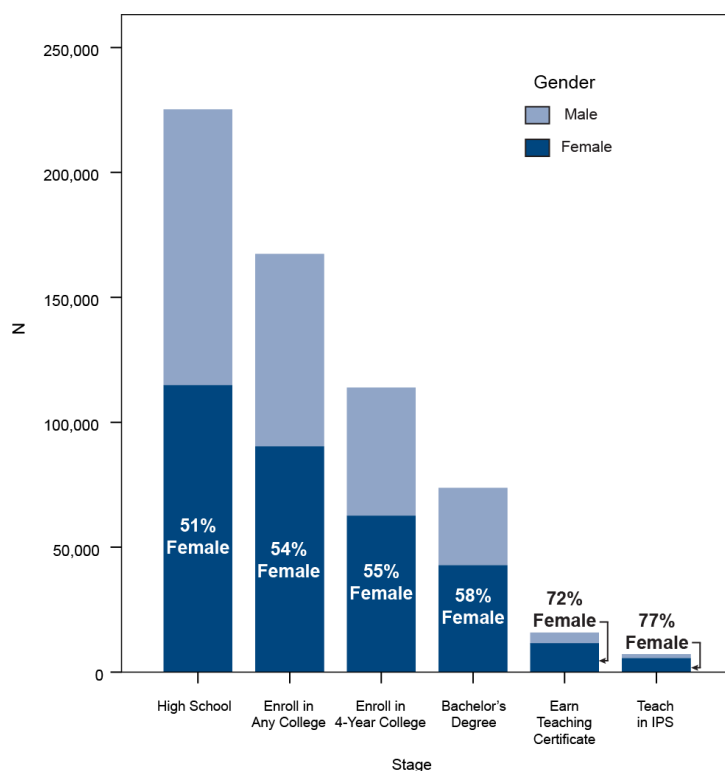
Figure 2: Students’ progress through each stage of the new teacher pipeline, by race



How does the gender composition of the new teacher pipeline change at each stage? The new teacher pipeline becomes increasingly female at each stage (see Figure 3). Women comprised about half (51%) of all high school graduates in our study, but they made up more than three quarters (77%) of the IPS teachers who emerged from these cohorts. Not only did slightly larger proportions of women than men enroll in any college, enroll in a four-year college, and complete bachelor’s degrees, but they progressed to teacher certification at much greater rates – more than a quarter (27%) of female bachelor’s degree recipients earned teacher certification, compared to only 14% of male graduates from four-year colleges. Further, almost half of certified women transitioned to IPS teaching positions, compared to only 37% of certified men.

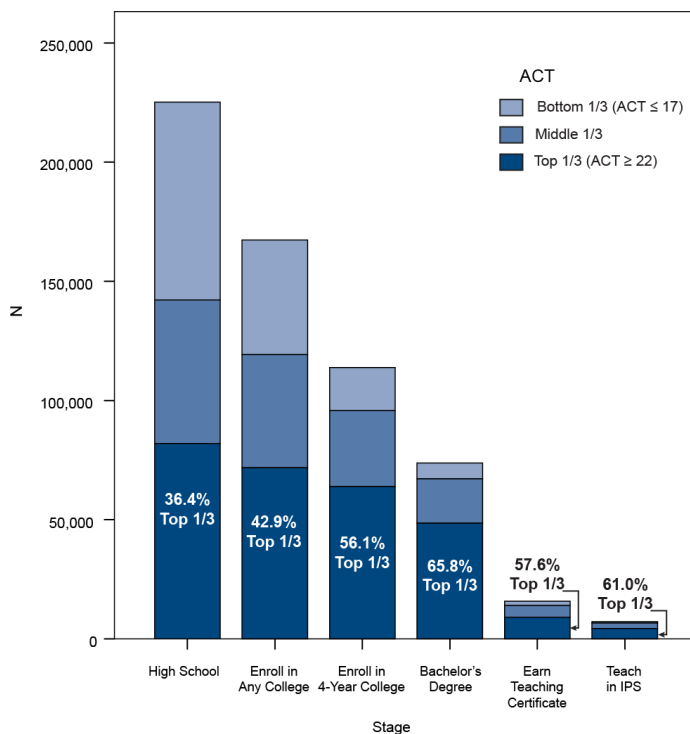
⁸ Smalley, D. J., Lichtenberger, E. J., & Brown, K. S. (2010). *A longitudinal study of the Illinois high school class of 2002: A six-year analysis of postsecondary enrollment and completion* (IERC 2010-3). Edwardsville, IL: Illinois Education Research Council.

Figure 3: Students' progress through each stage of the new teacher pipeline, by gender



How does the academic composition of the new teacher pipeline change at each stage? The academic findings are not as straightforward as those regarding race and the teacher pipeline. As shown in Figure 4, students from the top third of the ACT distribution enrolled in postsecondary education (especially four-year institutions) and completed bachelor's degrees at considerably higher rates than students with lower ACT composite scores. As a result, these academically skilled students make up increasingly larger shares of the potential teacher pipeline through college enrollment and completion. Upon reaching the teacher certification stage, however, this trend reversed itself and substantially larger proportions of bachelor's degree completers from the bottom two-thirds of the ACT distribution progressed to the teacher certification stage, compared to bachelor's degree earners from the top third by ACT. Our data show that only 19% of students from the top third academically became certified to teach, compared to more than a quarter (26%) of students from the bottom two-thirds of the ACT distribution. The pattern then reverses itself yet again at the next stage, when certified teachers move into the employment market, where students from the top third academically transition to IPS teaching positions at higher rates (48%) than students from the middle third (45%) and bottom third (31%). In the end, 61% of all teachers from these cohorts emerged from the top third academically.

Figure 4: Students' progress through each stage of the new teacher pipeline, by ACT composite



How do the students who become teachers differ from those who do not become teachers? The answer to this question depends on which group of non-teachers you think is most appropriate to compare to teachers. The teachers who emerged from these cohorts were stronger academically but much less racially/ethnically diverse than their high school peers. Teacher certificants had notably weaker academic qualifications compared to other bachelor's degree earners, but those who actually became teachers were quite similar academically to non-teaching college graduates. However, the teachers from these cohorts were also considerably less racially/ethnically diverse than other four-year college completers.

Summary

By the end of the new teacher pipeline, only 7,209 of the 226,196 high school students we began tracking in 2002 had become public school teachers in Illinois. Of course, academic preparation plays a role in progress through the pipeline, but other factors – such as aspirations – also have a large impact. Surprisingly, the transition from the certification stage to the employment stage (teaching in an Illinois public school) appeared to be one of the most critical stages in this pipeline, as less than half of the certified teachers from these cohorts subsequently taught in an Illinois public school.

Our study also revealed that compositional changes by race/ethnicity, gender, and academic qualifications occurred at each stage of the teacher supply pipeline. White students generally progressed through the college pipeline, aspired to teach, and transitioned to certification and teaching at greater rates than racial/ethnic minorities. That these findings held, even after accounting for progressing (or failing to progress) through the previous stages, indicates that factors besides academic preparation also had a large impact on the relatively low minority representation of new public school teachers in Illinois. Academically-skilled students generally progressed through the college pipeline at

greater rates, but earned teacher certification at lower rates, which indicates that teacher certification may be less attractive to many college graduates with stronger academic backgrounds. Our data also show that women tended to progress through all stages, but particularly certification and the transition to teaching employment, at greater rates than men. This suggests, unsurprisingly, that both teacher certification and employment as a teacher in Illinois public schools are substantially more attractive to women than they are to men. As a result of these compositional changes, teachers who emerged from these cohorts were generally less racially/ethnically diverse than non-teachers, tended to be from the middle of the ACT distribution and were much more likely to be female.

Implications

Based on the results of our study, we conclude that increased efforts to improve recruitment into the teaching profession and initiatives to increase college enrollment and completion among racial/ethnic minority students are needed in order to have a significant impact on the diversity and academic composition of the state's teaching force. We emphasize that any efforts that focus on boosting teacher diversity must not neglect teacher academics, just as any initiatives intended to increase the academic qualifications of teachers should not neglect teacher diversity. Recommendations include:

- Recruitment efforts targeting *both diverse and academically qualified* students that begin at least as early as high school, because students from these cohorts who aspired to teach while in high school progressed through the entire pipeline to become teachers at nearly seven times the rate as those who did not express similar aspirations at that stage. Targeted recruitment efforts are particularly important because academically well qualified minority students from our study were the *least* likely to initially aspire to teach.
- Continued recruitment once students enter college, because more than half of the teachers who emerged from these cohorts did not indicate an interest in teaching while in high school;
- Scaling up recruitment from highly competitive colleges and selective alternative certification programs. We found these to be promising routes into teaching for academically well-qualified racial/ethnic minority teachers, but these pathways are currently too small to have a widespread impact on the characteristics of the state's teaching force as a whole;
- Instituting programs to make teaching more appealing to men, in order to broaden the base of potential teachers from which high achieving and minority educators could emerge;
- Providing incentives to convince students who enrolled in college outside of Illinois to return to teach in IPS, or creating programs to retain these students in Illinois for postsecondary education from the outset, because students with higher ACT scores (especially minority students) tended to be overrepresented among those who initially enrolled out-of-state; and

- Potentially holding teacher preparation programs more accountable for both the quality and diversity of the teachers they train and creating a statewide initiative to fund teacher preparation programs targeting high-achieving minority candidates.⁹

Of course, a comprehensive strategy for increasing the proportion of high achieving, minority teachers must also include efforts to improve the educational opportunities and outcomes for all minority students, from early childhood through postsecondary education. We do not recommend strategies that emphasize improving recruitment from two-year colleges or transitions from two- to four-year, because—even if successful—the teachers from our study who emerged from these pathways were, in general, disproportionately White and less academically qualified. Further investigations are needed to help understand the role that student finances play in Illinois’ new teacher pipeline, from college affordability through the role of teacher salaries on students’ career choices. Another area for future investigation would be to determine why proportionally fewer of the academically well qualified racial/ethnic minority students initially aspire to teach, especially because aspirations were shown to play a large role in the development of the Illinois teaching force. We also call for further research to help us understand students’ transitions (or lack thereof) from certification to the employment stage, which this study illustrates to be a significant point of leakage from the pipeline.

Finally, we must also acknowledge that the Illinois high school cohorts profiled in this study are just one component of the teacher pipeline, which also includes career switchers, teachers transitioning from other states or private schools, and those who delayed entry into college or the workforce. These additional sources could also improve the diversity and academics of our teaching corps and should not be neglected among the state’s broader recruitment efforts. We close with a reminder that getting these diverse, academically talented teachers through the pipeline and into the classroom is only the first step—once they get there, there should be concerted efforts to keep high-quality educators in the profession.

⁹ Illinois P-20 Council. (2010). *P-20 report on teacher effectiveness: Policy priorities to increase teacher effectiveness*. Retrieved from http://www2.illinois.gov/gov/P20/Documents/Teacher%20and%20Leader%20Effectiveness/Teacher_Effectiveness_Committee_Report.pdf; Bireda, S. and Chait, R. (2011). *Increasing teacher diversity: Strategies to improve the teacher workforce*. Washington DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2011/11/pdf/chait_diversity.pdf

Diversity at the Blackboard: ACI's Ten-Year Effort to Increase Teacher Diversity by Jerry Berberet, Ph.D.

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Abstract:

In 2004 the Center for Success in High-Need Schools at the Associated Colleges of Illinois (ACI) created Diversity at the Blackboard (DATB), an ambitious effort to recruit minority and male candidates to ACI member teacher education programs and, ultimately, to teaching careers in high-need schools. DATB was supported through US Department of Education funding, specifically a three-year \$3.81 million Teacher Quality Enhancement-Recruitment (TQE-R) grant that was part of more than \$14 million in No Child Left Behind (NCLB) grants that ACI received during the 2003-08 period. The three-year TQE-R goal was ambitious: to increase minority and male enrollment in teacher education by 10% each year through member college admissions and alumni outreach, college scholarships, a media campaign, community college transfer programs, school partnerships and high school future teacher clubs, high-need school internships, and connections with minority community institutions such as churches and youth organizations. Further, the Center established the ACI Induction Academy to provide ongoing professional development for high-need teachers during their first three years in the teaching profession.

Introduction

Although Diversity at the Blackboard has not fully achieved its minority and male enrollment and high-need school placement goals, in part due to the end of federal funding in 2008 and the loss of funding for key program elements, it did establish a minority and male pipeline to teaching infrastructure which has continued to function. Moreover, DATB in concert with other initiatives the NCLB grants supported resulted in significant quality improvements and expanded enrollment capacity in ACI member teacher education programs. School partnerships in Chicago and other high-need school communities across Illinois have linked ACI member colleges and universities in mutually beneficial ways that have improved candidate preparation and new teacher retention while helping to narrow the high-need school student achievement gap. One result has been a dramatic growth in the percentage of new Illinois teachers who are ACI member graduates—from less than 20% early in the past decade to more than 27% of the Illinois teacher force by 2009 (ACI FIPSE Proposal, 2010.) This increase came at a time when the number of ACI graduates entering teaching more than doubled. Although most of these new graduates were white and female, the number of ACI member graduates teaching in high-need schools increased dramatically and their teacher retention rate was twice that of all new teachers in high-need schools, due in part to the ACI Induction Academy for high-need school teachers in their first four years of teaching (ACI Impact Report, 2008; Illinois State Board of Education, 2002).

In spite of these gains, the disproportionate gap between the percentage of minority students in total Illinois student enrollment and the percentage of minority teachers in the Illinois teaching force continued to widen. In 2005, 40% of Illinois students and 15% of their teachers were minorities (ACI

TQE-R proposal, 2005). By 2012, the number of minority students had grown more than 20% to 49% of all Illinois preK-12 students, while the number of minority teachers had increased only slightly to 16.7% (Illinois P-20 Council, 2014) of all Illinois public school teachers. Disturbingly, a 2013 Illinois Educational Research Council (IERC) study revealed that the 3.2% of Illinois college graduates who become public school teachers tend to be less diverse and more academically average compared with graduates in other fields (White, et al, 2013). Moreover, this study concluded that well-qualified minority students are less likely than their white counterparts to enter the teaching field, in part because of the minority student perception that other fields are both more prestigious and better paying. The IERC study concluded that concerted efforts must be made to recruit minority students to teaching well-before college, in part because of the IERC finding that pre-college minority students who indicate an interest in teaching are much more likely to pursue teaching careers than other minority students. (See White et al lead article in this issue of *Success in High-Need Schools Journal*.)

With these findings in mind, and responding to a 2012 Illinois P-20 Council report that called for renewed statewide efforts to diversify the Illinois teaching force (P-20 Council, 2014), the ACI Center for Success in High-Need Schools moved to refocus the minority and male recruitment emphasis of DATB in 2013. A Center DATB task force composed of teacher educators at ACI member schools was established, ACI members were surveyed to assess DATB accomplishments with NCLB funding support and the challenges that remain, and the Center sponsored a September DATB webinar featuring speakers who are leaders of innovative and successful minority teacher recruitment programs around the United States working with students at both the high school and college levels. The latter included Rachelle Rogers-Ard of the Oakland, California, Community School District; Jennifer Waddell from the University of Missouri at Kansas City; Margarita Bianco from the University of Colorado-Denver; and Belinda Flores from University of Texas-San Antonio. (Case study article by the former two are included in this issue of the Journal.) The Center DATB task force also heard from Brad White, senior researcher at the Illinois Education Research Council, who presented findings and issues in diversifying the teacher force that are summarized in his lead article in this issue of the Journal.

Finally, the Center surveyed ACI member deans and directors of teacher education regarding progress that has been made and challenges that remain following DATB's initial decade. The task force is currently engaged in a searching analysis to determine directions for the future, including reading and discussing two new books: Sleeter et al, *Diversifying the Teacher Workforce: Preparing and Retaining Highly Effective Teachers*, 2014; and Wood and Palmer, *Black Men in Higher Education*, 2014. One result of this analysis may be a proposal for Illinois funding if the state announces a 2015 grants program to help diversify the teacher force. In addition to college level efforts to attract minority and male candidates, the task force is especially interested in developing effective ways to attract pre-college minority students to teaching. This issue of the *Journal* describes such programs in Illinois and elsewhere; this article tells the story of DATB in an effort both to learn from history and to describe how lessons from DATB's history may influence directions future efforts to recruit minority teachers might take.

The TQE-R DATB Program

The ACI commitment to diversity in teacher education dates from the 1990's when ACI established a tutoring and mentoring program for elementary and secondary inner city low income minority students in Chicago that spread to Joliet, Aurora, Decatur, Peoria, Springfield, and East St. Louis in cooperation with ACI member colleges and universities in these areas. Prior to No Child Left Behind, ACI began to

establish college scholarships for minority students and to develop partnerships with inner city schools and teacher education curricula designed to prepare candidates to teach in inner city schools. Thus, ACI was well positioned in 2002 to apply for federal grants when the US Department of Education (USDE) invited proposals for NCLB funding to address teacher shortages through innovative teacher education curricula and recruitment efforts to attract minority and male students and career changers to teaching. In the course of the six years between 2002-08, ACI received four large federal grants, along with Illinois state and foundation grants, to initiate ambitious programs to attract career changers through alternative and accelerated certification, revamp teacher education curricula through collaboration with arts and science faculty and school partnerships, expand preparation of special education teachers, and increase recruitment of minority and male teaching candidates—all for the express purpose of increasing the pool of well-qualified ACI member graduates teaching in high-need schools.

ACI received major funding for the Center's Diversity at the Blackboard initiative through a three-year \$3.81 million Teacher Quality Enhancement–Recruitment (TQE-R) USDE grant in 2005. With the support of the TQE-R grant, ACI set goals to increase minority and male teacher candidate enrollment at member colleges and universities by 10% each year during the 2005-07 grant period and to prepare more than 400 additional diverse and highly-qualified new teachers for high-need schools (ACI press release, April 2, 2007). Prior to ACI's reception of the federal grants approximately 10% of the nearly 12,000 students enrolled in ACI member teacher education programs were minority candidates, compared to a minority enrollment of about 15% in teacher education programs at Illinois public institutions (Illinois Board of Higher Education, 2002).

The four TQE-R grant objectives outlined the core DATB strategy to achieve these numerical goals. The data which follows comes from the ACI TQE-R grant evaluation report (ACI, Technical Report #47, 2008):

1. *Create a diverse pool of prospective teacher education enrollees interested in high-need schools.* ACI pursued this objective through an ambitious statewide radio and print media campaign to acquaint minority and male prospects with teaching careers and to raise the visibility of member colleges and universities, development of inner city practicum programs for high school students, use of member college minority and male alumni as Teacher Ambassadors to speak at high-need schools and community organizations, and creation of community college-four year college collaborations. In addition to the statewide effort, most participating ACI members organized minority and male recruitment efforts in their home communities. More than 2,500 potential minority and male youth candidates were reached through these efforts, resulting in a documented total of 1,144 enrollment inquiries. In addition the campaign resulted in 547 inquiries from minority and male career changer prospects. Although the resulting increases in minority and male enrollment at individual ACI member teacher education programs varied widely, the median increase for the grant period was 9.7% per year, close to the 10% target goal.
2. *Prepare and support a diverse pool of teacher candidates.* ACI implemented this objective through creation of College Success Networks on member campuses to provide comprehensive tutoring, mentoring, and curricular supports for minority and male candidates; establishing future teacher career path programs in high schools; and developing inner city practicum and internship programs for high school and college students who might become interested in teaching careers. Some 44 school partnerships were created and 32 inner city practicum programs were offered for over 400 potential pre-service teaching candidate participants.

3. *Offer college scholarships as incentives to pursue teaching careers at high-need schools for diverse candidates.* Over the three-year grant period nine ACI member colleges and universities who documented their scholarship allocations for grant reporting purposes exceeded the required 1:1 federal TQE-R fund match of \$579,000 to achieve a total of \$1.2 million awarded via 295 DATB scholarships.
4. *Place, induct, and retain DATB candidates in internships, student teaching, and permanent positions in high-need schools.* The Center established the ACI Induction Academy offering quarterly professional development workshops and a two-day summer conference for high-need school teachers during their first five years of teaching. During the grant period the ACI Induction Academy attracted 332 high-need school teachers and 120 pre-service candidates preparing to teach in high-need schools, an average of approximately 25 participants at each workshop and 50 participants at the summer conference. In addition, ACI established a Mentor Online program as a forum using experienced teachers and professors to answer questions and counsel new teachers. Although the three-year grant period was too short a time to recruit, educate, graduate, place, and retain a diverse teacher force, a process requiring more than five years from candidate recruitment to an ACI teacher preparation program to placement and retention as a teacher in a high-need school, the TQE-R grant activities resulted in several hundred additional ACI member graduate teaching in high-need schools. Undoubtedly, this infusion of additional teachers improved a retention rate after five years of teaching in high-need schools that was approximately twice that of other teachers prior to the grant and well above the average teacher retention rate of 50% for the first five years of teaching (Illinois State Board of Education, 2002).

ACI Center and Member TQE-R Grant Activities

During the 2005-2008 grant period 17 ACI member colleges and universities participated in grant-supported initiatives, reflecting strong member commitment to diversify their teacher education enrollments and to placing their graduates as teachers in high-need schools. Members worked closely with their admissions offices, career development centers, ethnic student organizations, and athletic departments; organized special campus visit day and career fair programs; sponsored Future Educators of America (FEA) clubs in high schools and on community college campuses; and reached potential career changers through school/business/community partnerships and other connections. On many campuses teacher education faculty participated in the new student recruitment process on an unprecedented level.

Among ACI member grant activity highlights, the University of St. Francis put in place a professional development school model to integrate pre-service programs with high-need schools and sponsored Future Teachers clubs and alumni Teacher Ambassadors as core recruitment innovations. Trinity Christian College collaborated with their Adult Studies Program to recruit mid-career professionals to the teacher education program. North Central College hosted an eight-week summer Inner-City Practicum program in Chicago to enable college students to work directly with high-need students in the inner-city school environment. The practicum is especially geared to encourage teacher education majors to choose teaching careers in high-need schools. McKendree University, Greenville College, and Illinois College established inner city practicum summer programs in their communities based on the North Central College model. A survey of North Central College Inner-City Practicum participants over several years revealed that a range of 19-37% reported an increased preference for teaching in a high-need school as a result of the Practicum experience (ACI FIHE Grant Report, 2007).

In addition to coordinating grant activities across the ACI college and university membership, the Center for Success in High-Need Schools initiated and directed the TQE-R print and radio media recruitment campaign, launched the Teacher Ambassador program, initiated and managed Mentor Online, administered the DATB scholarship program, encouraged expansion of the Inner-City Practicum, and created and staffed the ACI Induction Academy. In an effort to bring school leaders on board with DATB, the Center created the ACI Leadership Forum to parallel the gatherings of the ACI Induction Academy. The Leadership Forum attracted 79 school administrators and teacher leader participants during the last two years of the grant. The Center created a DATB website (www.successinhighneedschools.org); *Success in High-Need Schools Journal*, a scholarly online journal now accessed at www.acifund.org to report member research and program developments in teacher education; and held monthly member college and school partner meetings to exchange information about member grant programs, learn about innovative teacher education programs in Illinois and nationally, and work together on Center initiatives corresponding to local campus interests. The Center also formed an advisory Center Education Council composed of civic, business, and educational leaders that meets quarterly to act as a sounding board for Center ideas and program innovations. Finally, in a move designed to gain time and financial efficiencies, the Center successfully initiated a webinar format two years ago to hold Center and Education Council meetings on line.

Lessons Learned Though TQE-R

As TQE-R funding came to an end in 2008, Center staff evaluated what had been learned from grant program experiences about the challenges of recruiting a more diverse teaching force. The following six conclusions summarize their assessment:

1. Minority and male students must be actively recruited to teaching careers. Developing their commitment to high-need schools must begin early in their college career “through intentional, planned exposure to diverse classrooms and in-service teachers.”
2. Teacher candidates cite field experiences in high-need schools as the most important single factor contributing to their career choice. Therefore, demystifying the previously unknown high-need school environment demands direct interaction between potential pre-service candidates and high-need students in the classroom.
3. Recruitment of diverse teacher candidates is “best done through targeted education-related clubs, ethnic organizations, community groups, and churches.”
4. College faculty mentoring and advising make a “positive difference in encouraging candidates to pursue teaching careers.”
5. Community colleges are “excellent sources” of diverse teacher candidates. To be effective teacher education faculty must develop close working relationships with admissions staff responsible for transfer students and community college faculty in order to promote “seamless transitions from community college studies through certification.”
6. The increasing numbers of adult inquiries generated through the grant public education campaigns make evident that there is growing interest in teaching among adult career-changers. In order to move these inquiries to enrollment, however, colleges “must offer modified paths to certification that support these adults financially, personally, and academically,” while enabling the career-changer candidate to maintain family obligations. (ACI, Impact Report: 2004-2008, 2008)

DATB and the USF MERIT Program, 2008-13

In the immediate years after 2008, the Center, reflecting its 100% reliance on grant funding to support its programs, attracted funding to launch a number of significant program initiatives, e.g., response to intervention (RtI), expanded co-teaching, enhanced clinical practice, individualized learning plans (IEP), teacher and principal leadership development, and improved teacher evaluation (edTPA). ACI continued to offer college scholarships to minorities and men interested in teaching careers and member colleges and universities continued their efforts to recruit minority and male students. Lacking funding, however, the Center was unable to maintain the substantial infrastructure for program innovation and administration that had characterized the well-funded years with federal grant support. Still, the DATB impetus of the 2004-08 period and Center-initiated improvements in ACI member teacher education programs resulted in a steady increase in both enrollments and the percentage of Illinois teachers who had graduated from ACI member institutions, a growing number of which were choosing to teach in high-need schools.

The University of St. Francis (USF) Multicultural Education Recruitment in Teaching (MERIT) program illustrates the DATB-type initiatives that developed on ACI member campuses during this period with Center encouragement and networking support. MERIT consists of a USF partnership with Joliet K-12 schools and the Joliet community (active involvement of parents and families). The MERIT mission is to help “recruit, prepare, place, and induct a new generation of excellent teachers of color for Joliet schools – a teacher corps that more nearly matches the demographics of Joliet’s student population.” (USF Power Point presentation, 2013) In addition to the college of education, the USF offices of admissions, advancement, and university relations are also active MERIT partners. MERIT activities include elementary and junior high college awareness events; high school future teachers clubs, summer academies, and careers in education conferences; and a USF MERIT scholarship program for Joliet minority students interested in teaching careers in Joliet schools. There is significant MERIT high school student and parent interaction with USF faculty, students, and staff.

Illinois P-20 Council Call for Statewide Effort to Diversify Teacher Force

Impetus for a statewide focus on developing a pipeline of diverse and academically talented teachers came from the Illinois P-20 Council which recommended in 2012 creation of a Diverse Educator Learning Exchange. The P-20 Council acted out of concern that a growing number of Illinois’ two million public school students are racially and ethnically diverse (49.2% in 2012) while only 16.7% of Illinois teachers were similarly diverse, a demographic gap that placed Illinois near the bottom nationally (Illinois P-20 Council, 2013). As a key element of the diverse educator pipeline the P-20 Council recommended a significant upgrade in the content rigor of teacher preparation, underscoring the ambitious vision behind the Council’s call for creation of a Diverse Educator Learning Exchange. Not only did the Council recognize that talented diverse teachers can increase the academic achievement and professional aspirations of diverse students, but that more rigorous standards are necessary to attract talented diverse candidates to the teaching profession (Illinois P-20 Council, 2014).

Such an Exchange would act as a statewide network of public and private colleges and universities acting in partnership with K-12 schools, the Illinois State Board of Education (ISBE) and other agencies, and community public and private organizations to provide supports and a secondary and postsecondary curriculum aligned with state common core standards, EdTPA teacher performance assessments, and the Danielson Framework for Teaching. In a comprehensive and coordinated manner diverse talented

students would be introduced to teaching as an attractive and viable profession as early as middle school; followed by mentoring, academic supports, college counseling, and parental engagement in high school; and financial assistance, personal and career counseling, academic and professional supports, and extensive teacher candidate clinical experience in college. In addition the proposed Diverse Educator Learning Exchange would assist with teacher certification and placement and support induction experiences to advance teacher professional development and improve retention in the profession. Teacher and principal leadership development would be emphasized to both improve mentorship of new teachers and provide professional advancement opportunities for experienced educators (Illinois P-20 Council, 2014).

Results of 2014 Survey of ACI Member Education Deans and Chairs

Early in 2014 the Center surveyed ACI member deans of education to gauge DATB accomplishments of the past decade and to assess the challenges that remained in moving forward. Thirteen members responded, including nearly all of the members who were active participants in DATB. Significantly, all but one of the respondents had developed partnerships with K-12 high-need schools and more than two-thirds had partnerships with community colleges which a high percentage of minority students attended. More than two-thirds also provided scholarships and ongoing advising for diverse students in teacher education programs. Academically, all provided school classroom observation and internship experiences throughout the teacher education program and more than 70% provided ongoing developmental support in writing. Regarding transition to the teaching profession, two-thirds offered support in seeking professional placement and employment. More than one-third provided a support network in making the transition to teaching and more than 40% offer professional development opportunities for their diverse alumni.

Admittedly, positive results from the survey tend to reflect fairly traditional avenues of support that innovative and high quality programs make available to support their teacher candidates. Although nearly half attempt to recruit well-qualified high school students to teacher education, only two members offer bridge programs emphasizing college readiness for middle and high school students, an action increasingly seen as essential to attract significant numbers of diverse and well-qualified candidates to the teaching profession (Illinois Education Research Council, 2013). Somewhat surprisingly, only about 20% report recruiting undeclared majors on their campuses for the education program, about the same number that offer students a plan for assessing their strengths and needs. None offer a bridge program that provides a “jump start” to begin the teacher education program early and none offer in-service mentoring during the first three years of service.

DATB Efforts Going Forward

On the positive side the work of the P-20 Council has engaged public and private colleges and universities, school districts, and state education agencies in a statewide effort to diversify the educator workforce, a reach much broader than DATB could achieve among ACI members alone during the NCLB years. Recent research studies of the Illinois Educational Research Council have shined a powerful data spotlight on the issue, helping to focus attention on actions necessary to make a difference. Responding to these initiatives the Center has revived DATB as a high priority for member attention. The activities referred to in the introduction to this article—exposure to model programs in several other states, survey of teacher education deans and directors, discussion of research and best practices within a DATB task force created in 2013, and identification of priorities for a potential DATB proposal should

the state of Illinois establish a grant funding program in 2015. In addition examples such as the University of St. Francis MERIT program, continuation of the inner-city DATB practicum programs on several ACI member campuses, and a recent Millikin University teacher education high school career fair for high-need school students in the Decatur area suggest the potential of ACI member campus initiatives.

Recruiting, Supporting and Preparing Teachers for Urban Schools: The Institute for Urban Education

by Jennifer Waddell, Ph.D.

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Abstract

Teacher education is facing increased demands to prepare effective teachers for diverse student populations. This article describes a 4-year undergraduate program designed to prepare exemplary teachers for urban schools. The article highlights programmatic structures, partnerships and curriculum decisions that have been foundational to the program in its first ten years. Information about the program's focus on recruiting and preparing teachers for the urban community is shared. The article concludes with comments from graduates as they reflect on their teacher preparation and its impact on their current practice.

Introduction

It is well-known that the student population of schools across the United States is shifting to a non-white majority (National Center for Education Statistics, 2012), yet the majority of candidates in teacher education programs are middle class white females from English-only backgrounds. While some research demonstrates that race and ethnicity do not necessarily indicate teacher quality (Sleeter & Thao, 2007), other research indicates that teachers of color are frequently better equipped to work effectively with diverse student populations (Eubanks & Weaver, 1999; Sleeter, 2001; Villegas & Lucas, 2002). Sleeter and Thao (2007) assert that although race does not equate to more effective teaching, often teachers of color are better able to connect with students from diverse backgrounds than white teachers. Haberman (2004) asserts that teachers of color, teachers from urban backgrounds and those having experiences with children of diverse backgrounds are the best candidates for urban schools.

There is a strong sentiment from many scholars that we need to recruit more students of color into teacher preparation programs (Irizarry, 2007; Sleeter & Thao, 2007). Yet, studies document that students of color persist and graduate from college at much lower rates than their white counterparts. Davis, Dias-Bowie, Greenberg, Klukken, Pollio, Thomas, et al. (2004) assert that "70% of Black students do not complete baccalaureate education" (p. 421). Therefore, it is critical that teacher education programs both recruit and support students of color to ensure that candidates are successful in college and prepared for teaching diverse student populations. This call for recruiting and supporting teacher candidates of color has implications for teacher education program structure and curriculum.

In 2005, in response to the needs to diversify the teaching force and better prepare teachers for urban schools, the Institute for Urban Education (IUE) was developed at The University of Missouri, Kansas City. The mission of the IUE is “to prepare exemplary teachers for urban schools through curricular innovation, collaborative partnerships and rigorous clinical experiences in urban schools and communities” (Waddell & Ukpokodu, 2012, p. 16). Goals of the program include “increasing the diversity of the teaching pool, increasing higher education attainment for urban youth, [and] increasing the retention of beginning teachers” in urban schools (Waddell, 2014, p. 266).

The work of the IUE to date is closely aligned with the mission of the Center for Success in High-Need Schools at the Associated Colleges of Illinois (ACI) and their Diverse Educator Learning Exchange, which aims “to promote college-school partnerships in order to build bridges to the teaching profession by reaching promising minority students as early as middle school—providing scholarship assistance, academic supports, orientation to the profession, mentoring through high school and college, placement and employment assistance” (J. Berberet, personal communication, February 22, 2014). While this article cites previous studies and publications regarding the IUE’s efforts and progress in meeting its mission and goals (Waddell, Edwards & Underwood, 2009; Waddell & Ukpokodu, 2012; Waddell, 2014), the primary purpose of this narrative is to highlight programmatic structures and curricular highlights that can aid other urban teacher preparation programs in recruiting, supporting and preparing effective teachers of color for urban schools. Specifically, I will share information about evolving recruitment and admission efforts, student support structures, curricular highlights and job placement/graduate supports. I will close by sharing current data regarding student e

Context

The Institute for Urban Education was established in 2005 as a 4-year undergraduate teacher preparation program focused specifically on preparing teachers for urban schools. The program was initiated upon the realization that the university was not preparing teachers for the community in which it was housed and needed to begin working more closely with the surrounding urban communities (Waddell, Edwards & Underwood, 2009; Waddell & Ukpokodu, 2012). The program was developed through a partnership between the School of Education and the College of Arts & Sciences. Representatives from three urban partner school districts and the community also contributed to the design of the program and the development of the curriculum. Today, the program is still a 4-year undergraduate program, but also offers a 3-year track for transfer students and a 2.5 year track for students who have completed a rigorous pre-education program and/or enroll in the post-baccalaureate certification program. Degree/initial certification tracks within the IUE include elementary education, middle school math, middle school science, and middle school English.

Recruitment and Admissions

Recruitment

As stated previously, two goals of the program are to increase “the diversity of the teaching population” and increase “higher education attainment for urban youth” (Waddell, 2014, p. 266). Therefore, recruitment efforts have been designed to increase access and opportunity for students from underrepresented groups. Target populations have been students of color, males, first generation college students and students from urban backgrounds (Waddell, Edwards & Underwood, 2009; Waddell & Ukpokodu, 2012). Table 1.0 demonstrates recruitment strategies that have been employed in the program during its first ten years.

| Recruitment Efforts 2005-2014 | |
|---|---|
| <i>Strategy</i> | <i>Critical Aspects</i> |
| Partnering with Area High Schools | <ul style="list-style-type: none"> • Development of Partner Districts • Central Office Support • Regular Communication • Future Teacher Clubs • Grow Your Own Programs |
| Community Outreach Becoming visible in the community | <ul style="list-style-type: none"> • Faith Based Organizations • Civic Organizations • Community Events • College Fairs • Working with Community through Coursework and Student Volunteerism |
| Community Colleges | <ul style="list-style-type: none"> • Developing Strong Partnerships • Information Sessions on Campuses • Class Presentations |
| Recruitment Materials | <ul style="list-style-type: none"> • Attention to Ethnicity and Gender • “Showing” Program Experiences • Voices of Current Students |
| University-Based Efforts | <ul style="list-style-type: none"> • Becoming Visible on Campus • Panels at New Student and/or Prospective Student Orientations • Close Communication with Admissions and Financial Aid Offices |

Table 1.0 Recruitment Strategies

While the IUE has had the assistance of a recruiter in some years, the program also utilizes other recruitment venues. In all situations, the component that has been the most instrumental in recruitment success has been strong partnerships with urban partner districts and the urban community. Relationship building has been key to developing partnerships that result in successful recruitment efforts. Partnerships have been supported through ongoing relationships and communication with school district personnel at all levels: teachers, principals, counselors and district office staff, as well as members of the urban community, including faith-based organizations, community organizations and the civic community. During the first five years of the IUE, the IUE Partnership Consortium met approximately five times per calendar year. The IUE Partner Consortium was similar to a steering committee, as it served as a formal structure for maintaining communication and relationships with key partners involved in the partnership (Waddell & Ukpokodu, 2012). The IUE Partnership Consortium was co-led by the dean of the School of Education and the executive director of the Institute for Urban Education. Members of this group included the associate dean of the College of Arts & Sciences, the director of teacher education, program director of the IUE, a representative from the Chancellor’s Office/Community Affairs, the director or assistant director of Financial Aid, a representative from university admissions, the School and/or a campus development director, a representative from university communications, and one or two representatives from each of three partner school districts. The IUE Partnership Consortium was instrumental in developing early awareness, support and partnerships for the IUE. These partnerships assisted in recruitment efforts as well as student support, curriculum design and job placement/alumni support.

Admissions

As discussed in Waddell and Ukpokodu (2012), the admissions process for the IUE was designed to create access and opportunity for students within the target demographics. Admission to the program involves a holistic approach to measuring a candidate's potential for teaching in urban schools. Originally, admission criteria included a measure of the candidate's academic ability (GPA, test scores, transcript review), a professional writing sample in response to a prompt describing the candidate's perceived ability to teach in urban schools, letters of reference, a personal interview and the Haberman Star Teacher Selection Interview (Haberman, 1994). As demand for the program grew, two additional components were added to the admissions process: a 3-minute video in which the candidate is able to demonstrate creativity and innovation in responding to the prompt, "Why do you want to teach in urban schools?" and a "cold-write" writing sample that is completed at the time of the interview. The cold write writing sample is also in response to a prompt. The writing sample is evaluated for both content and academic writing ability.

In an effort to provide opportunity for all students, all components of the admissions criteria are evaluated separately and candidates are selected for the program based on their overall potential for teaching in urban schools. Therefore, a candidate does not have to excel in all components of the admissions process. Rather, candidates demonstrating strength in multiple components but a challenge in another may be admitted to the program, and support structures are then designed to assist candidates within their challenge areas.

Since its implementation, the IUE has welcomed ten cohorts of students (2005-2014) and graduated six of these cohorts (2009-2014). Of the 74 graduates, 46% have been students of color and 12% have been male; 49% have been from underrepresented groups in teaching. Of the current students, 81.5% are students of color and 18.5% are male. A study of students within the program demonstrates that they attribute their success to high expectations and structures of support (Waddell, 2014). A recent graduate, a black female, echoed these sentiments when reflecting in her program exit survey, "You all are so focused on creating the best teachers to send out into the world and you don't move until they are ready to go. I couldn't have asked for a more supportive program. From this program I have been pushed, tutored, encouraged, challenged, and endured. You have shown me the same type of drive that I will pour onto my students."

Structures of Support

IUE staff have described the program as, "high standards with high levels of support" (personal communication, July 8, 2014). Structures of support include financial support in exchange for teaching service, formal structures within the School of Education or university and informal structures provided by faculty and cohort members. Candidates admitted to the program are provided a scholarship to assist with tuition and related fees. While the scholarship once included full tuition, fees and books as well as some housing (Waddell, Edwards & Underwood, 2009), today the scholarship is a more modest amount. The scholarship amount can vary depending on the funder, but, at minimum, each student receives a scholarship in the amount of \$5,000 per academic year. The scholarship signifies an investment of the program, and of the community, in the potential and promise of each candidate. Once admitted to the program, to maintain their scholarship and good standing, candidates are expected to maintain a cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) and adhere to professional expectations of the program. GPAs are tracked each semester and professional dispositions are monitored in select classes and field experiences throughout the program.

To support candidates in meeting the program expectations, the IUE has employed various structures of support throughout the last ten years. The structures of support that are most feasible do not require large amounts of human or fiscal resources. Such structures include: a cohort model, semester and student orientations, curricular innovations such as the urban education seminars, professional disposition monitoring and support contracts (Waddell & Ukpokodu, 2012). Support contracts are developed when students are in need of intensive and/or individualized support. The struggling or otherwise identified student works with faculty members to develop accountability for support and progress within the program. In a study of students within the program, Waddell (2014) identified four structures of support as most beneficial to students: “1. the cohort model; 2. perceived focus on diversity; 3. high expectations; and 4. close interaction with and support from faculty” (p. 266). A current follow-up study investigating graduates’ perceptions of the program and to what they attributed their success in the program is currently underway.

Curricular Highlights

Current research in urban education points to the need to make significant changes to the content and structure of programs to include: (1) curricular changes incorporating a focus on diversity, knowledge of self and others and an emphasis on connections from theory to practice, including content in and experiences with culturally relevant and responsive pedagogy (Darling-Hammond, 2006; Gay, 2000, 2004; Haberman, 1991, 2000, 2004; Ladson-Billings, 1994, 1995, 2006; Ukpokodu, 2007; Waddell, 2008); (2) a focus on the preparation for the realities of urban communities with a focus on social justice (Haberman, 2004; Waddell, 2011); and (3) rigorous clinical components including coursework taught in urban classrooms and closely supervised field experiences (American Association for Colleges of Teacher Education, 2010; Darling-Hammond, 2010; Darling-Hammond & Baratz-Snowden, 2007; Gay, 2004; Haberman, 2000; National Council for the Accreditation of Teacher Education, 2010; Waddell, 2008; Zeichner, 2003, 2010).

The IUE curriculum is grounded in these principals, with a focus on working in authentic schools and communities every semester of the program. The IUE curriculum is infused with a focus on multiculturalism, culturally responsive practice and a focus on social justice (Waddell, Edwards & Underwood, 2009; Waddell & Ukpokodu, 2012). Relevant connections between theory and practice are made throughout the program. The most salient component is the IUE’s “integrated approach to curriculum in which the understanding of diversity and the intersection of culture and teaching is central to all experiences of teacher candidates” (Waddell, 2013, p.2). Course experiences have been designed to help teacher candidates gain a better understanding of self and others (Cochran-Smith, 2004; Ladson-Billings, 1994; Sleeter, 2001) and provide opportunities for candidates to engage in dialogue and reflection of their own backgrounds, experiences, biases and assumptions “to more deeply understand diversity and its multiple relationships to teaching and learning” (Milner, 2010, p. 118-119). A recent self-assessment of the IUE curriculum found that 89% of the education courses have a significant focus on diversity and teaching diverse student populations. These courses include: Introduction to Urban Education and Educational Foundations (Year 1); Social Justice Seminar I and II and Urban Field Experiences (Year 2); Introduction to Urban Teaching, Seminar in Teacher Identity, Power & Privilege, Instruction for Diverse Learners and Summer Community Immersion, (Year 3); and Effective Practices for Teaching Math & Science to Diverse Learners, Culturally Responsive Teaching Strategies and Year-Long Internship (Year 4).

In reflecting on the IUE curriculum, one graduate, a white female in her fifth year of teaching stated, Within the IUE there were a couple classes where we sat and we were discussing and we were debating and those were some uncomfortable conversations. But the most valuable thing wasn't necessarily what we were learning about but learning that 'OK, some conversations are uncomfortable, but there is value in uncomfortable conversations.' When it comes to certain issues, different cultures, different religions, different abilities, different lifestyles, yes the conversations are uncomfortable and they will be uncomfortable for many people, but they still need to happen.

Recalling her experiences in the program, she went on to say, [IUE gave me] the ability to analyze resources for bias, bias that is possibly in the materials your district gives you, your administrator gives you, and understanding and working around those biases. When we are talking about culturally responsive teaching some of the things we don't necessarily talk about are looking for those specific things. For example, a text may have culturally diverse characters but the text still displays a certain bias on those characters. [The IUE taught me] how to find that, to see that and then actively work against those types of biases within the resources that we are given.

Upon exiting the program, another student reflected on the IUE's focus on diversity and cultural responsiveness. On her exit survey, a black female graduate declared:

My ENTIRE philosophy and beliefs about education [have] been remodeled. Walking into my Intro to Urban Ed class I thought I had it all figured out; I came from an urban school so I had to know everything. In reality I knew nothing. Walking away I now look at the world in [sic] through a different lenses... my stereotypes and assumptions about situations like above - and more - have been challenged in multiple ways. I now sit as an educated educator.

Support

In addition to helping prepare educators who are culturally responsive and dedicated to teaching within the community, the IUE was also designed to support graduates, as social justice educators, throughout their teaching career. One of the greatest successes of the IUE has been the job placement rates and retention of its graduates. The first graduating cohort had 8 students in 2009. Since that time, the IUE has graduated 6 cohorts of teachers. While there have been some students who discover that teaching is not the right fit, to date, 99% of the IUE graduates who became certified and sought employment in the urban partner districts have secured employment in a partner district. This success is attributed to the success of our candidates during their year-long teaching internship (in place of traditional student teaching), the partnerships with urban school districts and the reputation of the program within the community.

With 74 IUE graduates, the IUE celebrates a 90% retention rate in teaching beyond the first year. A 2013 study of IUE graduates found that average ratings of IUE graduates on the Classroom Assessment Scoring System (Teachstone, 2011) are above the average ratings of veteran teachers. Principals have stated that the IUE graduates do not seem like first year teachers when they begin. Upon exit from the IUE, one graduate, a black male declared, "The IUE has shown me how much work goes into teaching. What actually it takes to be a teacher. It's a lifestyle." A Latina graduate beginning her first year teaching stated, "[The program] was life changing. When I started the program I had an idea of what it was and what it would do for the students, but I didn't really know what it would do for me as a teacher. I didn't know I could learn so much..."

The IUE was fortunate to secure external funding to support its graduates in their first two years of teaching. This New Teacher Assistance Program offers job-embedded coaching to IUE graduates during their first two years teaching and a forum for professional growth and support (Waddell & Ukpokodu, 2012). In addition, the IUE staff connect with all alumni on a regular basis through monthly alumni meetings (Waddell & Ukpokodu, 2012). These meetings are informal gatherings where alumni are invited to reconnect with the social justice mission of the IUE and with one another. During some sessions, a formal program is offered, such as a professional development seminar, a speaker or a forum for graduates to share teaching ideas and successes. At other times the meetings are simply a forum for alumni to join together for dinner and a social gathering of like-minded educators. These venues have allowed the IUE an opportunity to stay connected with program graduates, to maintain communication and offer additional support as they journey through their careers in urban education.

Regular communication with program alumni has also provided an opportunity to extend support for current IUE students. Recently, opportunities have been provided for current IUE students and graduates to network together through alumni panels, social justice events and informal meetings and mentoring. Additionally, through the partnerships with school districts regarding job placement for graduates and/or partner school sites for our current program, many IUE graduates have served as cooperating mentor teachers in early field experiences for current IUE students. Many graduates from the first two cohorts have met state eligibility and now serve as cooperating teachers for current teacher candidates. Through these efforts, the IUE is expanding the “grow your own” concept to encompass college to career tracks.

One graduate, a black female alum in her fifth year teaching, talks about her connection to the IUE in saying, “IUE has made me a reflective teacher from the beginning, always reflecting, always asking, ‘how can I make myself better?’... I have stayed a part of the IUE because I love the IUE. I am about making myself better and also helping other IUE teachers. I stay connected because the IUE has helped me and I think it is my responsibility to help others and to help myself.”

IUE has also extended outreach to alumni through the School of Education’s specialized Master of Arts degree in Curriculum and Instructional Leadership with an emphasis on Urban Teacher Leadership. This program focuses on master teachers as leaders for social justice and positive change within their school and district. The first cohort of these graduates began their 2-year graduate program in the summer of 2014. The IUE anticipates beginning a new Masters’ cohort every two years, as a means to further develop IUE graduates as they become the next generation of teacher leaders within the partner districts and the Kansas City community.

Closing

As IUE celebrates the close of its first decade of preparing diverse teachers for urban schools, it remains committed to serving the community and embracing advancements within the field of teacher education. While assessment and innovation within the undergraduate program are of paramount importance to the IUE, attention has also been targeted at evaluating the impact on P-12 partner schools. Studies investigating graduate success and performance are currently underway. Connections with the community, current students and graduates also remain a priority. As one IUE graduate declared,

College or teaching can be a challenging thing but when it comes to the IUE that is never something you go through alone. I completely believe it would be impossible to find this support anywhere else. I have seen the IUE stick with people time and time again simply because they believe that they were born "to teach." The IUE is my family and always will be.

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Retaining Teachers of Color: Creating Educational Support Systems to Battle Cultural Isolation

by Rachelle Rogers-Ard, Ed.D.

Author Bio:

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"Every time an angry Black parent comes in, my Principal asks me about it. She always wants to know, "Did I handle that right?" "Would you mind talking to him/her?" As if I'm the ambassador to Black people everywhere. Just because I'm the only one on this campus doesn't mean that I represent all Black people everywhere."

"On any given day, I'll have 5 – 7 little black boys in the back of my room...other teachers' students! Just because I'm the only black teacher on site, they send all of the black boys to me. What I want to know is when they will learn how to teach these boys instead of sending them to me every day?" – Teach Tomorrow in Oakland 3rd year teacher

I'm tired of all these cute, white teachers who don't know what to do with our children. I'm tired of having to teach all of the black boys and black girls. I'm tired of having to explain their family dynamics to other teachers. And I'm real, real tired of having to hold up blackness for everyone else to see - who am I, Oprah? – Teach Tomorrow in Oakland 5th year teacher

Introduction

The notion of recruiting and retaining diverse educators is not new. Gordon (1994) discussed many reasons why university students of color did not choose teaching as a career and suggested many curricular improvements for credential programs interested in recruiting more teachers of color. Now, more than 20 years later, the work around recruiting and retaining teachers of color continues to be an issue. While many credential programs have implemented Gordon's suggestions of including a multicultural curriculum and preparing all teachers for the diversity they will face in today's classrooms (Gordon, 2002), educators are still asking the question, "Where are the teachers of color?" From charter schools to public and private schools, hiring managers, principals, and students constantly lament the lack of teachers of color not just for an increasingly diverse student population, but for all students.

Numerous researchers (Epstein, 2005; Epstein, 2006; Guyton, et al, 1996; Ingersoll & May, 2011; Sleeter & Milner, 2011; Sleeter, et al, 2014; Villegas & Irvine, 2010) have documented the value of having an increasingly diverse teaching force: teachers of color act as role models for children of color; teachers from similar backgrounds can often reach their students in ways outsiders could not; and local teachers from the community are more likely to be retained. While research supports the need for more teachers of color, few programs are aimed at removing the barriers associated with becoming a teacher (Epstein, 2005).

It is as if this nation is part of a huge dichotomy; we agree that we need more teachers of color, yet we haven't moved very far in producing them. 84% of our nation's teachers are white and 71% of those are white women. Less than 1% of the nation's teachers are African American men; Latino men are barely 1% (Feistritzer, 2011). Meanwhile, the last Presidential election outlined the changing demographics of our country; currently, 48% of our nation's children are of color. By 2050, 62% of our nation's children will be of color¹⁰. Teach Tomorrow in Oakland¹¹ was designed to hire qualified, culturally diverse, educators who reflect the diversity of Oakland's children and who will commit to teaching in Oakland's high-need schools for a minimum of five years. While recruiting is important, it is even more exigent that creating systems to retain teachers of color should be at the forefront of urban school structures. This article presents an overview of the Teach Tomorrow in Oakland program and outlines the strategies used to retain local, permanent, diverse teachers.

TTO: Background

In 2006, Mayor Ronald V. Dellums developed the Effective Teachers for Oakland Taskforce to ensure that community members' voices were heard around educational issues; the task force's recommendations ultimately led to the creation of Teach Tomorrow in Oakland (TTO). An Oakland native, former Oakland Unified School District (OUSD) teacher and product of Oakland schools was hired as the manager, whose first job was to develop a steering committee and an advocacy board comprised of school district board members, current teachers, university faculty, and chaired by Mayor Dellums' former education director. In this way, TTO would continue to work on issues the taskforce members identified as essential in creating a local, diverse teaching force in Oakland. As a result of numerous meetings, the TTO manager decided to focus on placing student teachers into teaching jobs through working with university credential programs. The method was successful in that six teachers were placed within the first six months of her tenure; however, all six were white and some were not from Oakland. This reinforced the need to seek different ways of recruiting to ensure that TTO responded to the community's call for local hires who reflected the racial and cultural diversity of Oakland's students.

Recruitment & Selection

TTO began to develop non-traditional recruitment strategies to reach community members. Instead of depending on university students, TTO ran ads in community-based newspapers, radio stations, and television stations whose audiences are diverse. Twitter, Facebook and LinkedIn are newer strategies that TTO has used for recruitment as well. Although numerous people responded to marketing efforts, few knew how to navigate the many hurdles associated with becoming a teacher. California offers the ability to teach while earning a credential through becoming an intern; interns are teachers of record, and are paid a full salary. In addition to all of the other requirements for becoming a teacher (BA, basic skills and subject-matter test passage), interns must enroll in a credential program, complete 160 hours of pre-service training during the summer, and successfully pass university courses while teaching full-time. While this sounds daunting, research indicates that intern programs are more likely to attract teachers of color than traditional university routes (Epstein, 2006; Rogers-Ard, et al, 2012).

While TTO was trying to create a structure for local people to become teachers, Teach for America and The New Teacher Project already had a strong hold on the field. TFA's theory of action of recruiting

¹⁰ Center for American Progress, 2013; National Center for Educational Research, 2013

¹¹ www.teachtomorrowoakland.net

interns from the nation's most elite colleges to "serve" in impoverished communities led to an unspoken elephant in the hiring process where hiring managers responded to young, energetic, mostly white applicants versus TTO's slightly older, more mature local candidates of color. Both national recruiting partners helped ensure that OUSD was fully staffed, but they also created a revolving door of teachers who were not committed to Oakland's community and children (Epstein, 2006; Rogers-Ard, et al, 2012).

Things changed substantially in 2009 when TTO was awarded a federal Transition to Teaching grant of \$2.3 million over five years. This funding allowed the program to offer reimbursement of all teacher-related fees, monthly professional development sessions for TTO teachers, no-cost tutoring for teacher tests (CBEST & CSET), interview and placement assistance, and in-class coaching.

Although TTO's recruitment efforts focus on all community members, the selection process is rigorous. Prospective teachers must attend a recruiting session, submit an online application and writing sample, participate in a panel interview based on the Haberman model, and then teach a lesson in front of children. Asking teachers to demonstrate teaching skills is not new, but TTO forged partnerships with local afterschool programs, Boys & Girls' clubs and TTO teachers' students to develop groups of local children who would act as students for teacher applicants. Multiple subject candidates teach a lesson to fifteen 3rd and 4th grade students after school, when children are energetic and least engaged. Single subject candidates teach a lesson to fifteen 8th and 9th grade students over a weekend; these grades were chosen because the greatest teacher turnover in OUSD is at the middle school level. Snacks are always provided for the young people, who have to complete a rubric assessing each teacher candidate. Additionally, current principals, TTO Teachers and other community stakeholders observe teacher candidates' lessons and complete a rubric. In this way, our selection design mirrors the process started by the taskforce in allowing community-members' voices to be part of the decision about who teaches in our schools.

Cultural Isolation

Now, as the program welcomes its seventh cohort of teachers, TTO has placed a total of 135 teachers; we have retained 74% of those teachers, 87% of those are teachers of color. As the manager, I now deeply understand that this work is complex and multi-faceted. When the program began, I thought it was about recruiting local people of color; yet, our teaching workforce demographics raises critical issues about *who and what we value as holders and disseminators of knowledge*. In other words, if we value young, white, female teachers as the pinnacle of excellent education, we will continue to recruit teachers from elite universities to serve for a couple of years in our nation's poorest schools. However, if we value community leaders and parents as the first, authentic teachers; if we value local residents who share similar backgrounds and cultures as our children; and if we value teachers from diverse cultural backgrounds as educators, we will shift resources to ensure these candidates can push through the barriers in place – the "teaching reservation system for whites" (Epstein, 2005) that upholds institutional barriers for teachers of color in the United States.

Further, diversifying the teacher workforce is not just a problem for urban schools or schools with a large population of students of color; this is a major imperative for all students. There is an unspoken assumption that students in predominantly white schools don't need teachers of color but the reverse is actually true; white students need to see people of color as holders of knowledge also. With people of color in this country making up a larger proportion of the population (Yen, 2013), it is imperative that

educators send the correct message to all children. No longer can we accept that those who hold and deliver knowledge are mainly young white women.

For those of us whose work as educational leaders involves creating and interrupting systems to help retain teachers of color, we constantly grapple with another equally important reality. Once we have identified applicants of color who want to teach, once we have supported their navigation of the many barriers associated with becoming a teacher and actually helped them secure a classroom position, what do educators of color find when they are placed at a school site? Sixty years past Brown vs. the Board of Education, are we still asking people of color to desegregate school faculty? These questions (that were not the original focus of our work) came as a result of conducting one-on-one interviews, listening during coaching sessions, having difficult conversations within small groups, and excavating nuggets of information when teachers discuss what bothers them at their school sites.

Few teachers talk about low pay, lack of supplies, or even rough teaching conditions. Those who choose to teach in the urban environment are aware of these conditions, but those items will not keep them from returning. Many of our teachers are placed at the very same schools where they matriculated as youngsters, so they see these conditions as part of the work. Some teachers discuss their administrators with a mixture of exasperation and respect – much the same way they discuss the district – but those systems will not keep them from teaching children either. What can wear teachers of color down is the lack of support around mentoring, especially for those who become, through no fault of their own, the “one” or the “only.” If we are to truly affect change around recruiting and retaining teachers of color, educational leaders must create systems designed to support and retain teachers of color, thus battling cultural isolation and interrupting the systemic force of institutionalized racism.

To illuminate the difficulty navigating institutionally racist systems, I offer the following glimpses of teachers of color who battle cultural isolation. I explicitly chose stories from the following men of color because there are so few of them within the profession and we need to hear their voices.

Frank White

Frank, an African American male, was a long-term multiple subjects substitute in Oakland for many years. His principal, a white male, recommended him for the Teach Tomorrow in Oakland (TTO) program thinking he would be an excellent candidate. Once accepted, TTO helped Frank pass the necessary teacher tests, enroll in a credential program, and his principal offered him a position at the same school where he had subbed for many years.

After a couple of months, the principal indicated that Frank wasn't doing well, wasn't meeting standards, and needed some coaching. Speaking to Frank provided a different perspective:

I'm not sure what I'm doing wrong; I only know that the students love me. I never send out my kids like all of the other teachers, and they're constantly sending me all of the little black boys. I bring in music and stay in the class during lunch so the kids can hang out with me. I'm the only black person on this campus, and these boys are looking for someone to talk to.

I only know that these other teachers need to stop talking to me like I'm a little boy. These white teachers don't respect me, but they get mad if I say anything against their ideas. But I'm like, 'you can't even teach my boys,' so I don't know why they are talking to me.

Frank tried to remain at the school but found himself in an untenable position and resigned. He finished his credential, and then came back to the district. Frank is now in his 3rd year teaching 1st grade at a site in Oakland with an African American principal and a multicultural staff. He is a member of the leadership team and the teacher in charge when the principal is away. He recently mentioned, “The principal makes all of the difference.”

Yasim Bridges

Yasim, an African American male, was recruited by the TTO program in a large community-based session that was advertised on billboards and local radio stations. When he first responded, the TTO leadership was surprised that this gentleman, previously on his way to law school, wanted to take a detour and become a teacher. Yasim quickly passed the teacher tests, enrolled in a credential program, and was placed in the classroom. He was the only African American male on campus, but his principal was African American. It was clearly evident, from the very beginning, that the children loved Yasim. His infectious spirit, the way he kept the children on task by stopping for small, intermittent physical activity breaks, and the way he used authentic call & response techniques were all effective. He prepared students for a holiday presentation, working long hours to ensure that students were ready to perform. In addition, because he was a fixture in the community, when one student was missing, he contacted the parent, found out that her car was inoperable, and arranged to pick up the student each day so he wouldn’t miss school. In his words:

Every day, I have five or more little black boys in my classroom during lunch and afterschool. They are hungry to see another African American male. We talk about my kicks, my swag, and I ask them about school and help them think about what it means. Even boys not in my class find their way to me. I guess since I’m the only one here, they want to talk to me, and I don’t talk down to them. I guess some of ‘em don’t have males at home; I’m trying to break through that stereotype.

Yasim’s principal did not agree that he was being effective in the classroom and ultimately transferred him to another school. Yasim taught at another school for a year before leaving the district and contemplating law school. However, after taking a year off, he is now a successful teacher in a neighboring school district. Yasim contacted our program via email:

Thanks for all of the support and love you gave me while in Oakland! I know I wouldn’t be prepared for my current job without y’all. It’s funny; all I wanted to do is teach where I live and go to church, but maybe I had to be moved out of there in order to appreciate it more. I do know that I wanted to teach ‘my’ children; there aren’t a lot of black kids at my school, but I guess that’s ok. I like it here, and they seem to value having me here. I guess that’s enough.

Austin Madera

Austin, a Hispanic male, grew up in the Bay Area and wanted to teach social studies. TTO recruited him and he was placed at a predominantly African –American high school. From the beginning, he had difficulty expressing what was wrong; he was doing well in his classes and had a good rapport with his students. Other faculty, however, seemed to wonder what he was doing and why he was so successful. After several weeks, he began to notice that as the only Latino person on campus, assumptions about what he was teaching and why he was teaching in a predominantly African-American community (as opposed to a predominantly Hispanic community) were made. His African American female principal was excited to have him on campus; she made sure to place him – a first year intern – on numerous leadership committees. When asked how he was doing, he replied via email:

Thanks for checking in. I love the students, but I'm worried that I won't be able to be as effective as I need to be if I have to do all of the extra stuff. I'm taking [credential] classes at CSUEB, I'm teaching full-time, I'm trying to reach my kids, and I still need time for my family. I can't do everything, but I don't want to disappoint my principal – who I just heard is leaving. I'm not sure about the culture of the school without her. Also, other teachers keep asking me why I'm not teaching at Fremont [another high school in Oakland]. I'm like, just because I speak Spanish, does that mean I can't teach in the hood?

When Austin was having these challenges, TTO did not have a Latino person in leadership. Our support was woefully inadequate; we were not surprised when Austin left the district after his principal left the school.

Darryl Benson

Darryl, an African American male and product of Oakland schools, was recruited straight out of UC Santa Cruz. As a prospective math instructor, TTO provided support in helping him pass the subject-matter competency exam and helped him enroll in a partner university credential program. He was immediately placed at a high school with an African American female principal who provided a great deal of support during his first year. As a young man, he had an excellent rapport with young people and was excited about his future teaching at that site. Unfortunately, the school closed after his first year.

Darryl was reassigned to another high school with much less diversity among faculty and staff, although the children were more than 90% African American. As the only African American male on campus, Darryl found himself placed on almost every leadership committee possible. While he understood the necessity of hearing his voice, he was frustrated because those duties took time away from teaching his students.

In TTO PD sessions, he began to question “what happens after me?” Because he was successful with his students, his principal began asking him to work with other teachers on site. While he shared and demonstrated lessons, he found that the other, mainly young white women on staff, could not relate to students in the same way he did. Further, it was frustrating for him when students from previous years would come back to his class – or better yet, refuse to attend another teacher’s class. In his words: *I'm not sure what to do. I love the kids and I love teaching. I get why they want me on all of the leadership teams, but seriously, do I have to represent every black man? Whenever there's a problem with a black male on campus, they come running to me like, "what do we do?" I don't know...talk to him? I'm always concerned that I have to uphold the standard for every black male; if I get upset, I'm threatening. If I'm cool, I'm aloof or distant. Plus, I just want to do a good job for my kids, and I can't do that if I'm more worried about this stuff....and my "partner" teacher doesn't know what she's doing, and I'm trying to help her, but if she's scared of them, I can't do nothing with that...*

Darryl is now in his fifth year teaching and is still the only African American male on campus. He has raised test scores for the entire school and is one of the “senior” teachers, but is still trying to navigate the system.

Lessons Learned

1) Develop leaders with a lens towards supporting educators of color leaders

The very first step in battling cultural isolation is to ensure that leaders understand what it is, what it looks like, and can name the problems it can cause. Site and district leaders must engage in open, honest conversations about the ways in which we place new teachers at school sites. We must discuss

the types of support that will be available to new and continuing teachers, and be open to listening to teachers who are integrating sites. No longer can we assume that the one African American teacher on campus can speak to all African American parents. Leaders must understand that making this assumption is inherently racist, and they should take steps to ensure that they work on their personal biases. Sending the five African American black boys who are having problems in other classes into the one African American teacher's class each day does not solve the problem of ensuring that all teachers can reach all children. Instead, it is more effective to have that instructor demonstrate the strategies he/she uses to reach those children and help other teachers.

Frank's struggle with other teachers and administrators ultimately made him leave. But, to his credit, he came back to Oakland because of his love for the children. Even when placed with an African American female principal, however, he was still the only African American male teacher on campus, and he still had "other people's children" (Delpit, 2006) in the back of his room each day. Yasim's experience of African American boys being "hungry" for his attention should have been noticed by his administrator. Even if, in the short term, the administrator could not place any additional African American male teachers on campus, she could have reached out to non-profit groups and other organizations to offer support for her African American male students.

Austin felt supported by his principal, but other faculty members' micro-aggressions caused cultural isolation at the school site. Ultimately, Austin left the school (and the district) because he did not feel supported. TTO did not have the extensive support structure in place during that time and learned from that costly mistake.

Darryl is still teaching, but feels the pull between being the "voice for all black men" and trying to be an effective educator. In his role as the only African American male on campus, he is constantly divided and isolated. Darryl's story lends credence to the conviction that additional support for leaders is critical; no longer can we assume that principals have the skills and knowledge to support teachers of color, especially when they are culturally isolated. We must disabuse principals from the notion that asking the "one" or the "only" to serve on every committee in the school will make that person feel like they are being included, when actually, the opposite is usually what happens-- people of color are aware they are being tokenized. Creating systems of support for principals to have honest conversations with staff members will increase buy-in and retention for all teachers, including those of color.

While TTO does not currently coach principals, we have been able to have a profound impact on the way that principals view our teachers. TTO hired a retired principal to visit each school where TTO teachers have been placed, meet with the principal, discuss the program and the TTO instructor, and offer support where needed. In addition, our math and science coordinator works directly with principals around hiring and placement issues to ensure a good fit from the start. These discussions have been invaluable in helping principals to view their teachers differently, but also in helping our program to meet principals' needs more effectively.

2) *Create support systems for teachers*

TTO teachers come into the district as a cohort. Whenever possible, we place teachers at school sites where a TTO teacher is already working to help avoid cultural isolation. At the site level it helps to have someone who shares the same commitment and goals teaching down the hall. At the programmatic

level we want to be able to make positive change for students and for school sites. Placing groups of teachers who are diverse, local, and have made a five-year commitment shifts school culture.

Four years ago, we placed five TTO teachers at an elementary school in East Oakland. (It is important to note that although TTO sends teachers to interviews, the hiring manager has the final decision to offer employment.) Because all five teachers were 1st year interns, TTO placed a part-time coach at the school site to support those teachers. Four of the five teachers attended the same credential program, so there was tremendous alignment between support, course structure and TTO programming. Even though some district officials were appalled that five brand new teachers were placed at the school site, perhaps even more appalling was that the principal left before the school year began, prompting another two teachers to leave.

Beginning a school year with seven new teachers, five of whom were TTO, meant more than half the teaching staff was in their first year. To complicate matters, the new principal was in her first year as well. TTO supported that school and those five teachers thoroughly. Their coach met regularly with partner university personnel and the principal to ensure support was aligned, thorough and effective. Largely due to those teachers' resilience and the coaching they received, the school culture began to turn around. Now, four of the original five teachers are still teaching and are the senior teachers on site in charge of professional development training and Chromebook implementation for common core development. One teacher is the union rep; another is the technology director. Over the past four years, TTO has placed four more teachers at that school site; six of the nine who were placed at that site were of color.

During Frank's first position, TTO was still in a learning phase. Now, Frank takes advantage of every opportunity to meet with and learn from other TTO instructors. Yasim credits TTO with preparing him to be an effective educator in his new environment, and Darryl was instrumental in pushing TTO leadership to offer new and additional supportive structures beyond classroom instruction. "Men in the Classroom" monthly sessions allow TTO male teachers to meet as an affinity group and discuss being part of a female-dominated profession. TTO also offers "Race and the Classroom" sessions to help ensure that our largely African-American teaching population is continually being pushed about the context in which they teach. In addition to being offered to TTO teachers, these sessions are open to non-TTO teachers at school sites who might benefit from having difficult conversations.

Critical to the cohort model is the necessity to "grow" our teachers. To that end, we offer bi-monthly leadership sessions to help fourth, fifth and sixth year teachers discuss the ways in which they are demonstrating leadership at the school site. Darryl and Frank both credit TTO with helping them navigate the numerous ways in which they are asked to be formal and informal leaders; the nine teachers placed at the elementary school in East Oakland have also taken advantage of leadership training. Helping these teachers navigate the dual structures of being a teacher and a teacher-leader is another aspect of the program that we didn't expect at the beginning, but has become a wonderful outcome.

One of the ways we have created systems for TTO teachers to become teacher-leaders is through our monthly professional development sessions. Teacher-leaders facilitate these sessions, share best practices, and are expected to use their own classrooms as demonstration sites. It is amazing for

teachers of color to see themselves as more than excellent classroom managers, but also as teacher-leaders using standards-based pedagogues (Knaus, 2014).

TTO teachers also come together during the holiday season and at the end of the school year to socialize, celebrate, and share their stories with each other. These events have become a major selling point for the program. Many of the TTO teachers appreciate being able to celebrate their successes both in and out of the classroom with their TTO “family.” While we certainly understand and appreciate the urgency of ensuring that teachers are effective, we must also put systems in place that allow teachers to connect and share with each other.

In fact, our research indicates that when the systems and strategies suggested in this work are in place prior to hiring teachers of color, they are better implemented and therefore more effective. In other words, leaders must prepare their staff and school sites to better support teachers of color even before they are onsite. In this way, discussions about culturally responsive pedagogy and creating learning cultures for teachers and students of color to be effective become the norm, not the reaction to desegregation.

Ultimately, what draws TTO educators together is a love of and appreciation for good teaching, an understanding of Critical Race Theory, a desire to be life-long learners, and a commitment to Oakland’s children. I believe TTO has fulfilled the mandate set by the Oakland taskforce eight years ago, but there is much more to be done. As long as educators are still asking, “Where are the teachers of color?” and we ask teachers of color to desegregate faculty, our work is not finished.

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The Golden Apple Scholars of Illinois Program: a Twenty-Five Year Success Story by Dominic Belmonte

Author Bio:

Dominic Belmonte is President and CEO of the Golden Apple Foundation for Excellence in Teaching in Chicago. In 1989 he co-created the Golden Apple Scholars of Illinois, a pre-induction advanced teacher preparation and mentoring experience, and in 1996 the GATE (Golden Apple Teacher Education) program, Illinois' first alternative pathway to teacher certification for mid-career adults wishing to teach secondary math or science or elementary school children. Author of two books: *Teaching from the Deep End* (2nd ed.), and *Teaching on Solid Ground*, both published by Corwin Press in California, he earned his B.A. and M.A. in English at the University of Illinois at Chicago and was conferred an honorary doctorate in humane letters from St. Xavier University in 2011. He can be reached at Belmonte@goldenapple.org.

Text

The buzz has begun for Elizabeth Green's new book (2014), *Building a Better Teaching: How Teaching Works (and How to Teach It to Everyone)*. Among many topics she focuses on the claim that the heart of alleged malaise in teaching and learning in America rests within the often maligned colleges of teacher education, where she bemoans, "the professors with the research budgets and deanships have little interest in the science of teaching." Green cites Dan Lortie's (1975) perception of teacher preparation as "the apprenticeship of observation" where teachers "learn to teach primarily by recalling their memories of having been taught." Arguing that the students of bygone generations little resemble the students that gather in classrooms today, she bemoans the gap between "how I learned" and "how I teach" as labyrinthine, laborious, and, ultimately, lousy.

Long before Green's indictment of schools of education, to wit, "Across all school subjects, teachers receive a pale imitation of the preparation, support and tools they need," the Golden Apple Foundation developed a successful alternative model of teacher preparation--the Golden Apple Scholars of Illinois program. Now in its twenty-six years the Golden Apple program offers a parallel track of teacher preparation for 175 participants, chosen annually from an applicant pool of 500 potential teacher candidates. The program is offered during the summers between candidate collegiate years, beginning the summer after high school graduation. In these integrated residential summer experiences, students combine the learning of teaching methodology and classroom management with clinical teaching experiences and reflective practice, all beginning as early as the candidate's 17th year of age! Golden Apple cohorts--composed historically more than 50% from underrepresented groups and about 50% from low-income families; in 2014 56% minorities and 61% being the first in their families to attend college--receive mentoring extending from their collegiate years into their first and second years of teaching. The Scholars also receive training in the Japanese practice Green describes as "*jugyokenkyu*, literally translated as "'lesson practicing:' a set of practices that Japanese teachers use to hone their craft." Golden Apple staff traverse the state to the schools where our Scholars begin their careers to observe and help resolve whatever introductory issues our young teachers are experiencing, whether with student, parent, colleague or administrator.

As a result of this preparation curriculum, the Golden Apple Scholars program has been demonstrated empirically (Parthenon Group, Boston, 2009, 2012) to develop resilient and adaptable teachers who

remain in the profession in challenging school settings longer than teachers from any other entity and whose students achieve at rates higher in mathematics and reading than their counterparts taught by those who did not have the advantage of participation in Golden Apple Scholars. More than 80% of Golden Apple Scholars graduates are still in teaching after five years compared to an average of less than 50% of teachers prepared in traditional programs (Parthenon Group, 2009, 2012).

We at Golden Apple have been more focused on making the teacher preparation experience better than on trumpeting our superior record compared with traditional teacher preparation, but we believe that the latter must change. We have developed a path to teaching that improves the traditional pathway without trying to undermine it, strengthens our Scholars resolve and wherewithal to teach in schools needing such talent, and do so with a methodology that brings contemporary teaching techniques and lasting *esprit de corps* that over 1,500 current or future teachers have experienced. The Chicago Public Schools, noting our outstanding record, contracted with Golden Apple to accelerate the number of Scholars graduating from CPS and returning to teaching at their alma maters. As a result of these accomplishments our model is being studied for replication in Atlanta. Our proudest achievement has been in contributing to the diversity as well as the quality of the Illinois teaching force. Our overall Scholar contingent either in teaching or who have taught (944) contains 56% (529) from underrepresented groups. 478 of that underrepresented contingent of teachers are in compliance today. Our current undergraduate contingent (493) has 55% (271) from underrepresented groups.

A current challenge presented to our recruitment activities has been the Illinois State Board of Education's recent charge that all future candidates for Illinois colleges of education must demonstrate either an ACT score of 22 or passing grades on the four components of the TAP (Test of Academic Proficiency) exam. As a result of this requirement, the number of prospective teachers of color meeting this standard has plummeted (only 17% of all African American test takers have passed, 21.5% of all Latino test takers have passed).

In the early years of our program (1989-2006), we took risks on students desiring to teach who had ACT scores below today's standard. In that time frame, we selected 259 such candidates (43% of the whole), and 87% of those in that group (226) were from underrepresented groups. We hailed our success with them in terms of their graduation rates (between 75%-80%) and their longevity and success in teaching. We keep records of those who have achieved advanced degrees and National Board Certification, including Ph.D completion.

But the herculean effort to hold onto such candidates and bring them to teaching has been exhausting to our small Golden Apple Scholars staff. As we grew in size because of increased state funding due to the high regard for Golden Apple of the Illinois State Legislature, our cohorts in the modern era (2006-13) reveal that the numbers of those selected with ACT <22 shrunk to 115 (35% of the whole); yet 68% of that group (78) were still from underrepresented groups.

Despite our best efforts, including offering ACT preparation assistance, we have decided henceforward to accept only candidates with the minimal ACT requirement, which will challenge us in continuing our historically strong diversity representation. In our entire history the percentage of underrepresented candidates with ACT >22 we have accepted is 34% of the whole. Attracting candidates of color with strong academic potential to teaching when so many other attractive and lucrative career avenues exist

for the well-qualified (not to mention the distrust and disapprobation the American educator receives today in political and media circles) will be challenging but a challenge we at Golden Apple embrace.

Summer is the busiest of the Golden Apple instructional seasons. At nine different campus sites across Illinois close to 500 teachers-to-be learn about teaching during a typical summer session. At my visit to our Scholars Summer Institute at Southern Illinois University in Edwardsville, I stopped by one of our unusual school sites to observe our undergraduate Scholars teaching, as all do the morning part of their days, prior to their afternoon course work. Over half of the Institute contingent come from underrepresented groups, yet I predict they will mirror or better our current statistics: over 80% of them will complete college and begin teaching, and over 80% of this completer teacher group will fulfill and exceed our five-year teaching commitment.

The Madison County Juvenile Detention Center holds young people between the ages of 10-18 who are awaiting trial for charges ranging from retail theft to assault and murder. Twelve residents there are in a math class with three of our Scholars, along with two representatives of the facility to ensure safety, plus the Center superintendent and me. I observed one of our Scholars (a female) working with a group of four young men. These boys could be your sons or mine. There is no street artifice on acting out display on their faces. They look grateful and attentive. The Scholar working with them has a background story so horrific it is guaranteed to make one weep. She earned a 19 ACT and exited Chicago Public Schools with spirit and moxie, with absolutely none of the advantages others have except an indomitable will not to succumb to statistical irrelevance.

She is effective in explaining the math problem. The boys smile in understanding. She smiles back at them. With their achingly earnest faces, these boys may or may not be detention center recidivists, but where they are for now may provide more stability and safety than what awaits them outside. This Scholar may or may not successfully handle the collegiate rigor she will face in her upper-class collegiate years. For her that other kind of jury is still out. Yet in her and in that moment that afternoon, teaching happened. She took steps toward the possible that some people might suggest we disregard, not bother with, write off, or seek elsewhere.

I drove home that evening through one of the torrential rainstorms that sometimes visits the great heartland of Illinois. I don't see as well in the dark as I did with younger eyes. Yet I drove home happy and hopeful. That is what a moment in a classroom can do in observing teacher and students connect. It is worth the long, occasionally harrowing drive.

It is time for the collective nationwide worriers fretting about the future of teaching and teacher education to look at the model we present and the promise it holds. Our next years are focused on acceleration and replication of this unique study of the teaching profession that utilizes, in the strongest of traditions, the apprenticeship of teacher-to-be with superior educators augmenting traditional university teacher preparation.

Visit our website (www.goldenapple.org) and study the empirical results. Something transformational and successful is occurring with the Golden Apple Scholars teacher preparation program in the Land of Lincoln.

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