



National Association for Alternative Certification Conference

# Supporting a diverse teaching force through alternative teacher preparation

April 6, 2018  
Las Vegas, NV

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“Without question, when the majority of students in public schools are students of color and only 18 percent of our teachers are teachers of color, we have an urgent need to act.”

-John King, Jr., Howard University, March 2016

“We’ve got to understand that **all students benefit from teacher diversity**. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities.”

-John King, Jr., Howard University, March 2016

In a recent American Association for Colleges of Teacher Education (AACTE) member survey, members rated a *shortage of minority teachers* as one of the biggest challenges facing the profession.

AACTE President/CEO Dr. Lynn Gangone, Message to AACTE Members, February 16, 2018.

Retrieved from: [https://secure.aacte.org/apps/rl/res\\_get.php?fid=3778&ref=rl](https://secure.aacte.org/apps/rl/res_get.php?fid=3778&ref=rl)

# And what about the men?

“The lack of male teachers undermines gender equity and social justice in schools. Encouraging men to teach and care for children is viewed as one potential front in the struggle against restrictive gender roles, ultimately supporting the promotion of democratic and egalitarian values in public schools.”

Johnson, Shaun P. The Status of Male Teachers in Public Education Today. Education Policy Brief. Volume 6, Number 4, Winter 2008. Center for Evaluation and Education Policy, Indiana University. Retrieved from: <https://files.eric.ed.gov/fulltext/ED500605.pdf>

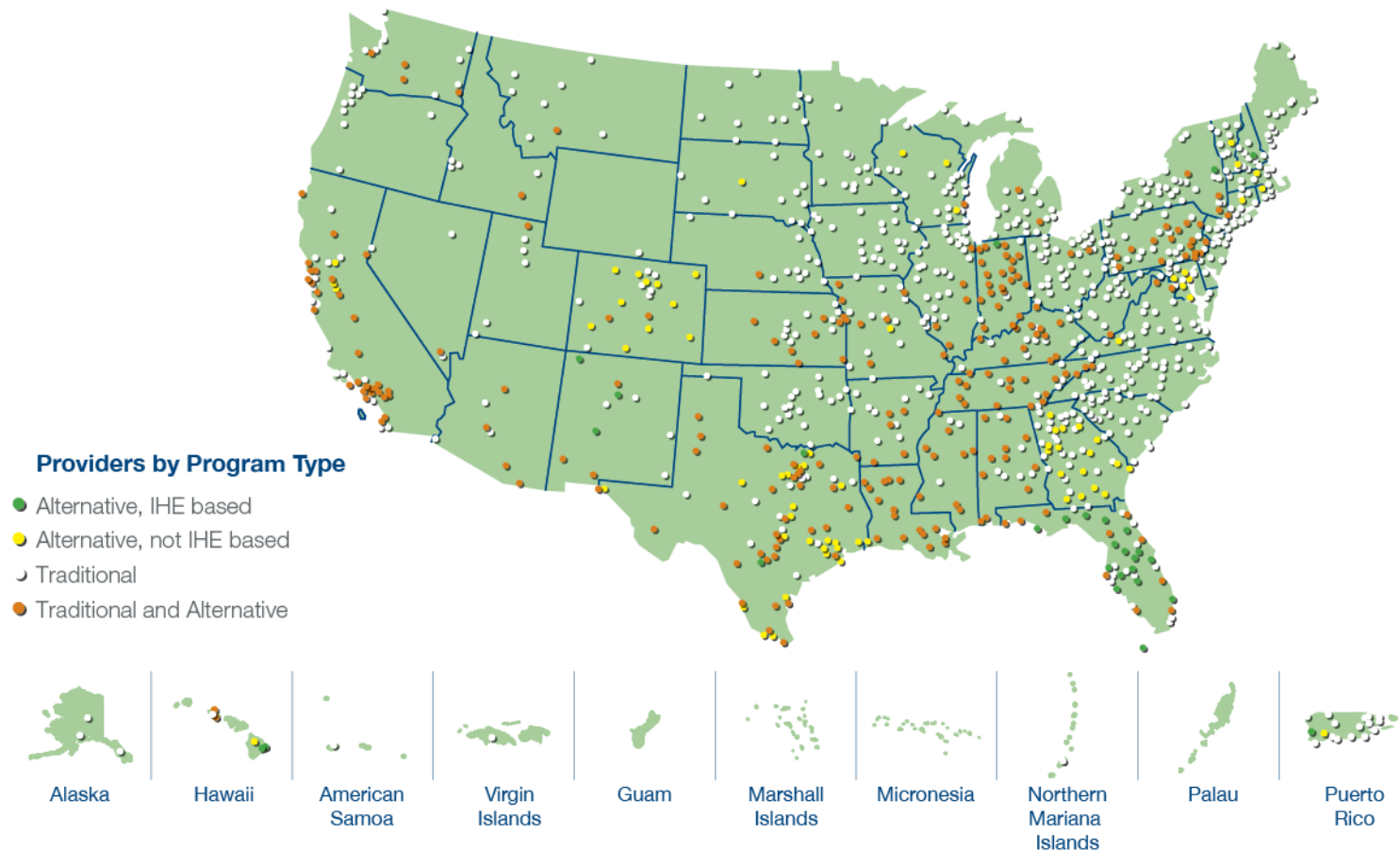
# Let's discover...

- What can we learn about alternative programs from Title II data?
- What do we know about the diversity of teaching candidates in alternative programs?
- What strategies are alternative programs implementing to increase diversity in their programs?

**What are we learning about alternative programs from Title II data?**

# Distribution of Teacher Preparation Providers: 2016

2,140 Program Providers





# Teacher Preparation Programs and Program Completers: 2016

11%

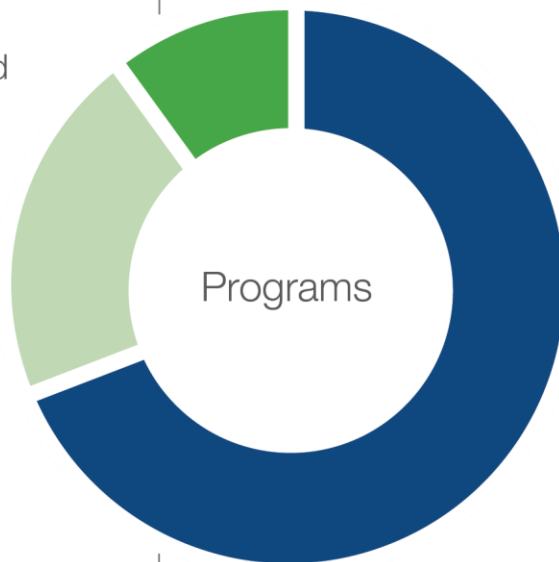
Alternative  
Not IHE based

19%

Alternative  
IHE based

70%

Traditional  
IHE based



12%

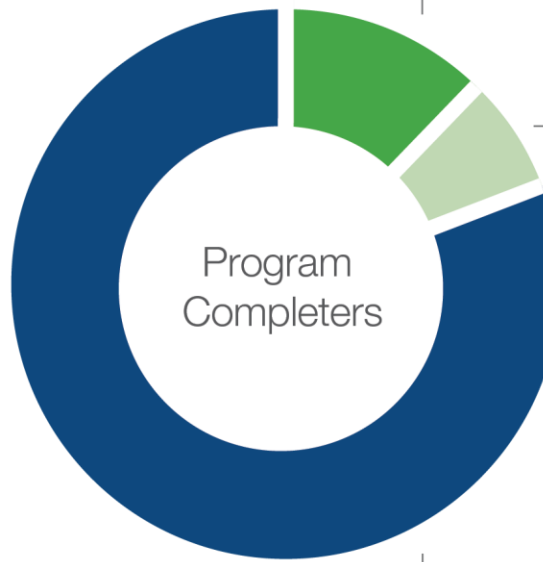
Alternative  
Not IHE based

7%

Alternative  
IHE based

81%

Traditional  
IHE based

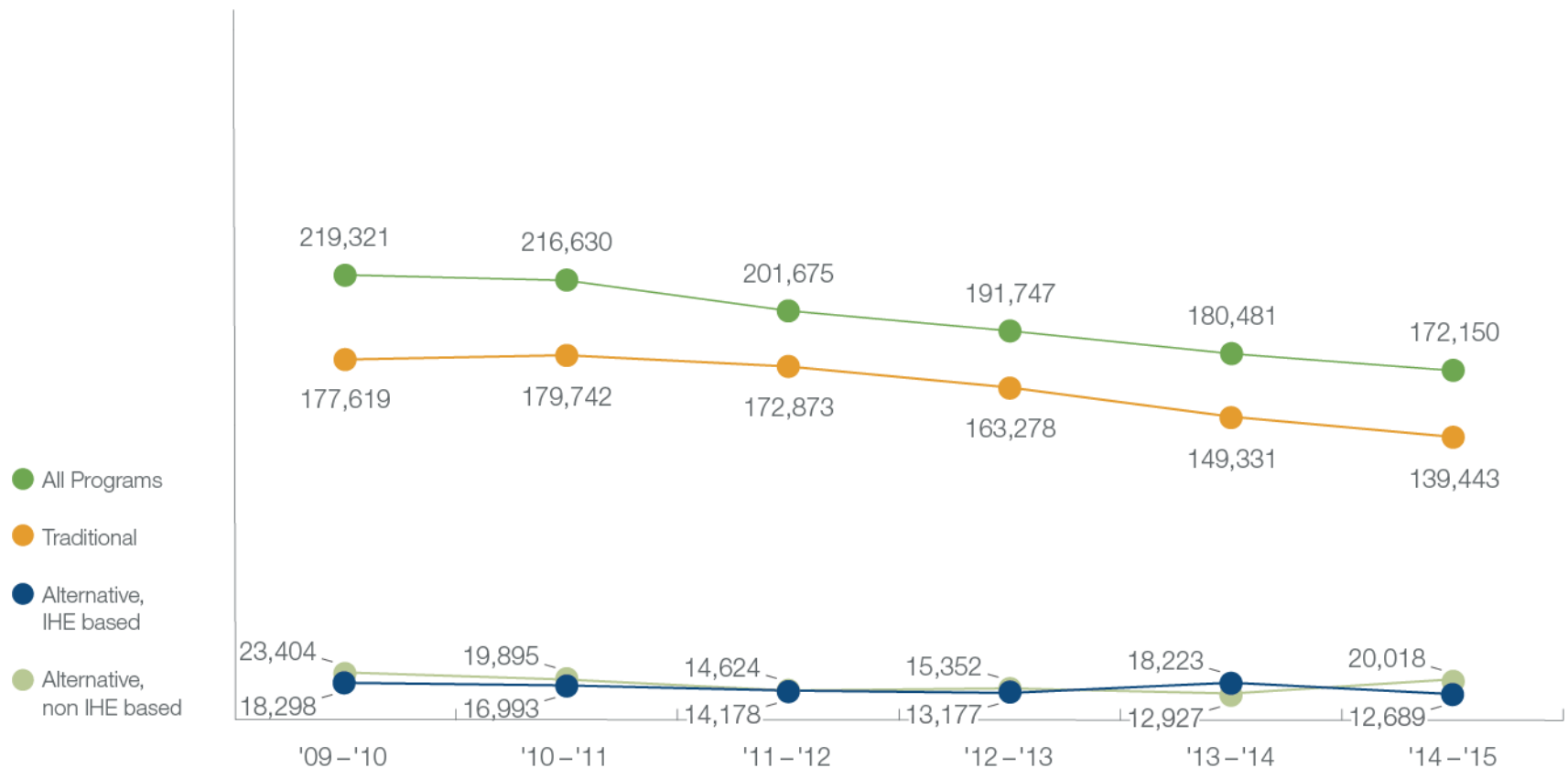


# Trends in Teacher Preparation Program Enrollment, by Program Type: AY 2009-10 through AY 2014-15



Source: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act Title II Reporting System* (2016).

# Trends in Program Completion, by Program Type: AY 2009-10 through AY 2014-15



Source: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act* Title II Reporting System (2016).

# Teacher Preparation Program Completers by Selected High-Need and STEM Subjects: AY 2014-15

<b>Traditional</b> IHE based	<b>Alternative</b> IHE based	<b>Alternative</b> not IHE based
17% Special Education	22% Special Education	13% Special Education
6% Mathematics	8% Mathematics	9% Mathematics
3% General Science	5% General Science	7% General Science
6% English as a Second Language	3% English as a Second Language	6% English as a Second Language

Note: Program completers prepared in more than one subject area are counted in both areas.

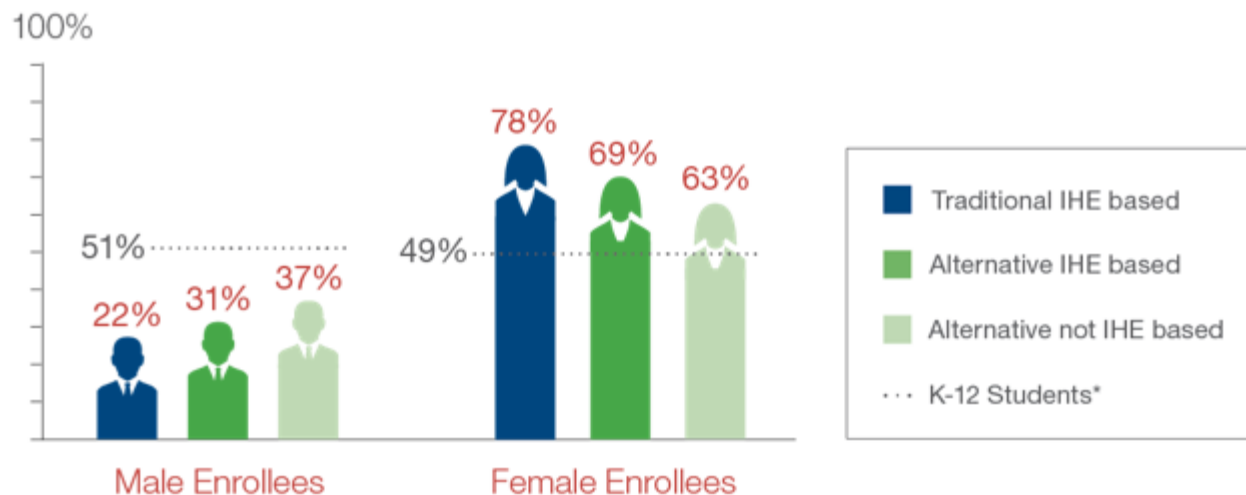
Source: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act Title II Reporting System* (2016).

# What are we learning about alternative programs?

- Nearly 1/3 of all teacher preparation programs are alternative programs.
- Number of individuals **enrolled** in alternative teacher preparation programs has been steadier compared to the dropping enrollment in traditional programs.
- Number of individuals **completing** alternative programs has been steadier compared to traditional programs.
- Alternative programs more closely align with the needs of schools across the country:
  - Higher proportion of teachers prepared to teach in some **high-need subject areas** and **STEM subjects**.

**What are we learning about the diversity of teacher candidates?**

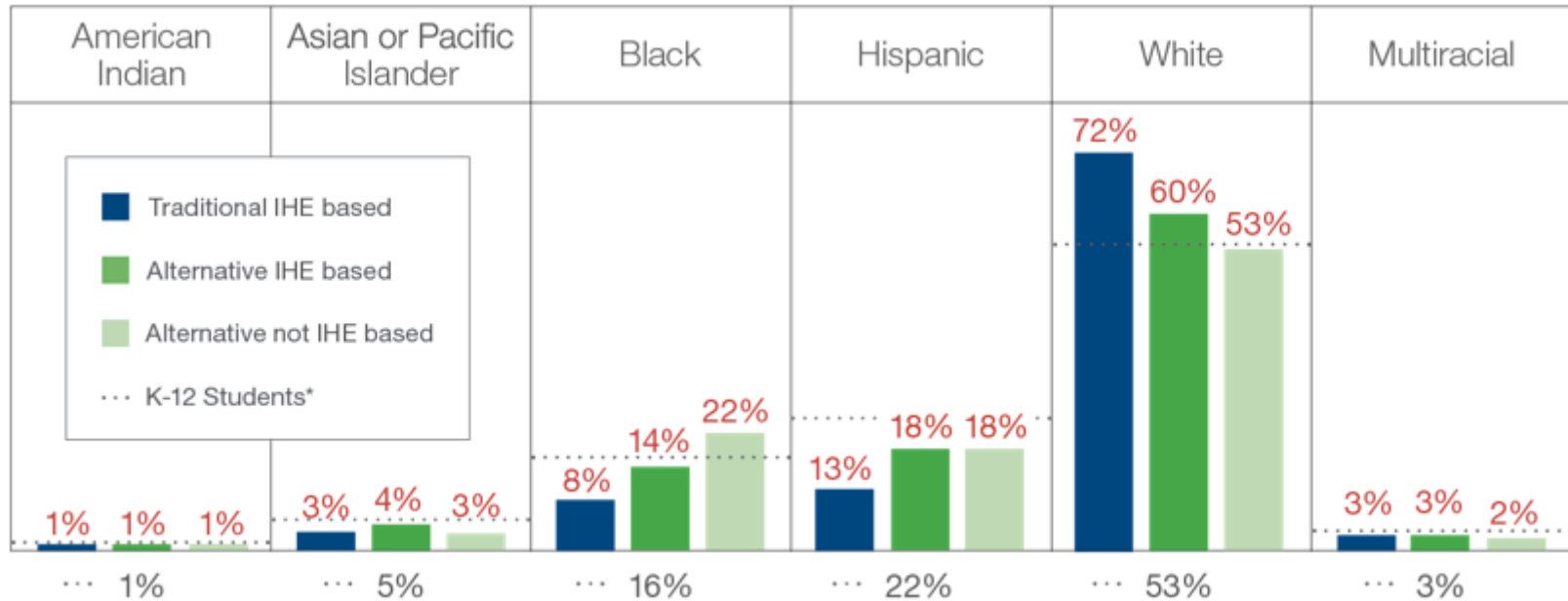
# Individuals Enrolled in Teacher Preparation Programs and K-12 Students, by Gender: AY 2014-15



N = 418,373 total individuals enrolled in teacher prep

Sources: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act Title II Reporting System* (2016); National Center for Education Statistics, *Digest of Education Statistics*.

# Individuals Enrolled in Teacher Preparation Programs and K-12 Students, by Race and Ethnicity: AY 2014-15



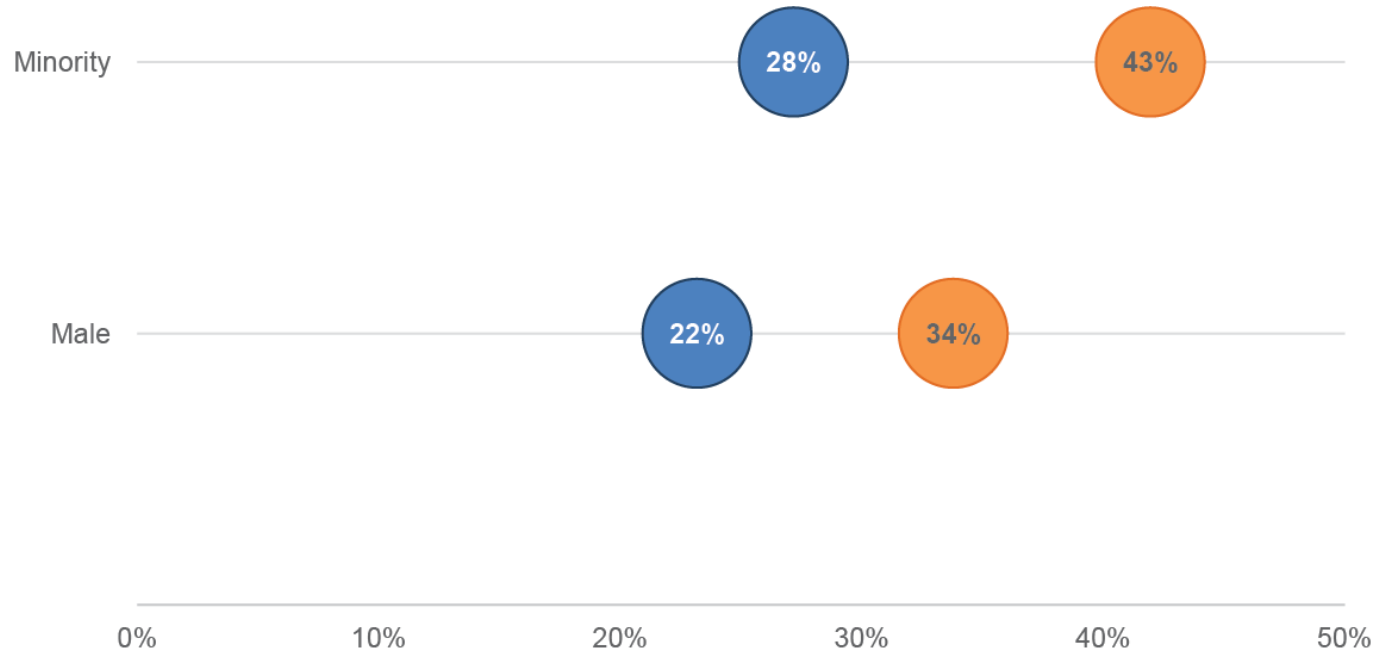
N = 418,373 total individuals enrolled in teacher prep

Sources: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act Title II Reporting System* (2016); National Center for Education Statistics, *Digest of Education Statistics*.



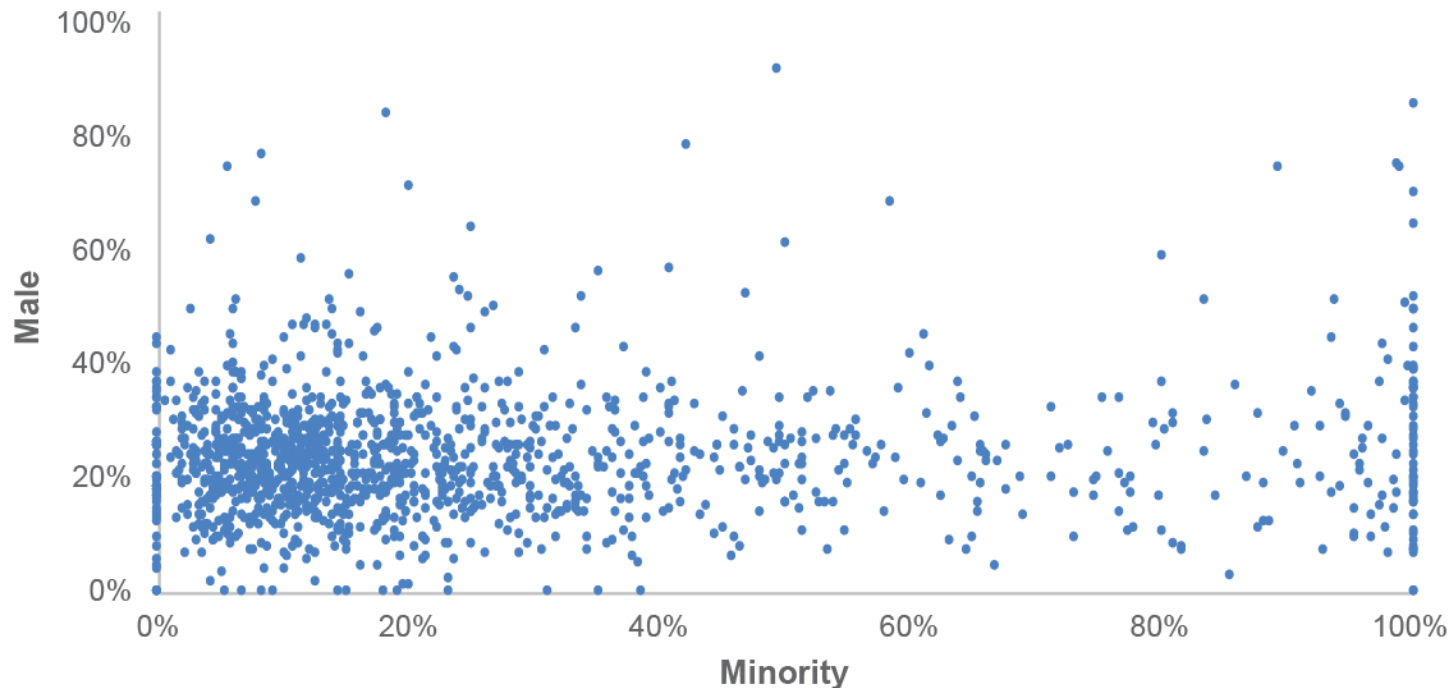
# Percent of Minority and Male Enrollment in Teacher Preparation Programs, by Program Type: AY 2014-15

**Alternative programs** have higher proportions of minority & male enrollees than **traditional programs**



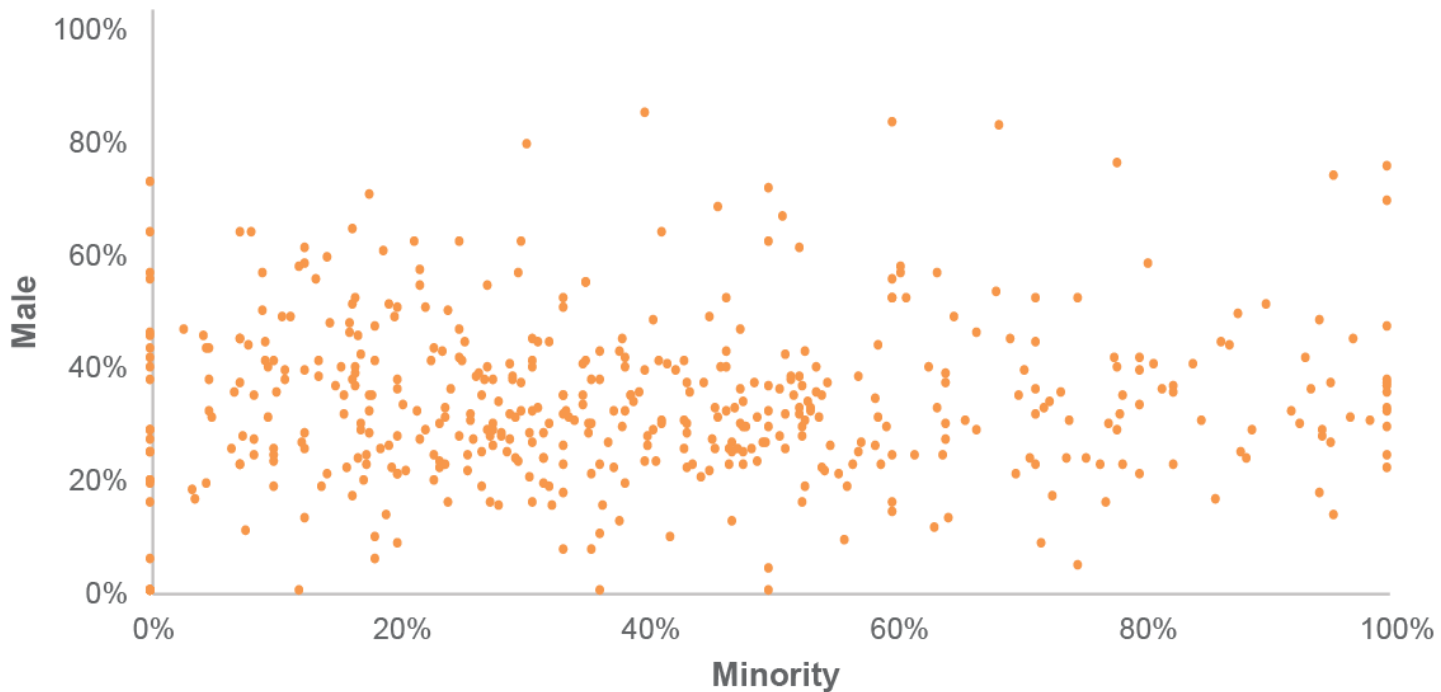
Sources: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act* Title II Reporting System (2016)

# Traditional Teacher Preparation Programs, by Percent of Male and Minority Enrollment: AY 2014-15



Sources: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act* Title II Reporting System (2016)

# Alternative Teacher Preparation Programs, by Percent of Male and Minority Enrollment: AY 2014-15



Sources: U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act* Title II Reporting System (2016)

# What are we learning about the diversity of candidates in alternative programs?

- Candidates in alternative programs more closely match the K-12 student population:
  - Higher proportion of **male teacher candidates** compared to traditional programs
  - Higher proportion of **teacher candidates of color** compared to traditional programs

# Promising strategies from the field

# New York City Men Teach

- Targeted ad campaign that focused on preference and perceptions of teaching
- Focus groups with target demographics:
  - What are the benefits of teaching?
  - What are the underlying attitudes that motivate interests?
  - What images, words, and phrases resonated/didn't?
- Support at all phases of process from pre-application and certification to in-class

# New York City Men Teach

Want to learn more?

<https://nycmenteach.org/>



# University of Minnesota – Twin Cities

*Minneapolis Residency Program, now evolving into the University of Minnesota Grow Your Own Teachers program*

- Mission: create a route for licensure for people employed by the district as a means to increase the number of teachers of color working in the district.
- Para-professional to teacher pathway: an effective recruitment strategy to build more racially and linguistically diverse cohorts of teacher candidates.
- Working directly with school partners is challenging, but recruiting from within these partnerships has resulted in significantly more people of color in their programs.



# University of Minnesota – Twin Cities

Want to learn more?

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<http://www.cehd.umn.graduate/mpt.html>

# Teach for America

- Recruit from HBCUs, HSIs, and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs)
- Partner with college student organizations and national organizations serving communities of color like the NAACP, Hispanic Scholarship Fund, the Posse Foundation, and Alpha Phi Alpha.
- While the program was in place, admitted individuals with DACA status.
- Address financial barriers; e.g. no-interest loans/grants
- Internally examine recruitment/admission practices.

# Teach for America

Want to learn more?

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# YES Prep

- Set specific goals: 60% of hires will be people of color, 40% of hires will be male.
- Recruit heavily from HBCUs and HSIs.
- Rely heavily on referrals and host multiple referral events.
- Diversity-specific recruitment events: Black History Month Happy Hour, Hispanic Heritage Month Happy Hour, YES Men Teach event
- Marketing materials represents the diversity of staff, features males and people of color.
- Partner with like-minded programs.

Want to learn more?

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# Central New Mexico Community College

- Has a strong social justice framework and actively recruits for high-need areas.
- Part of mission and coursework actively examines racial inequalities in education.
- Actively recruit diverse candidates; use state demographics to set recruitment targets.
- Outreach in the community and with local business.
- Education Assistant to teacher pathway to recruit from local community.

# Central New Mexico Community College

Want to learn more?

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# Parting thoughts

- Challenges:
  - Higher numbers of white students completing bachelor's degrees (the population from which you recruit!) makes recruitment challenging.
  - Structural barriers keeping people of color from finishing a bachelor's degree to have a larger population eligible for alternative licensure
- In many cases, demographics of the community are biggest factor in having a more diverse pool of candidates.



**Thank You!**



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## Contact Us

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