### The Albert Shanker Institute:

The most significant impediment to increasing the diversity of the teacher workforce is not found in the recruitment and hiring of minority teachers: Nationally, minority teachers are being hired at a higher proportional rate than other teachers. Rather, the problem lies in attrition: Minority teachers are leaving the profession at a higher rate than other teachers. (page 2*)

Minority teachers are not evenly distributed across schools: They tend to be concentrated in urban schools serving high-poverty, minority communities. But analyses of survey data show that minority teachers are not leaving the profession at a higher rate because of the poverty or the race and ethnicity of their students but because of the working conditions in their schools. The strongest complaints of minority teachers relate to a lack of collective voice in educational decisions and a lack of professional autonomy in the classroom. (page 2*)

FIGURE NAT-6: PERCENT OF MINORITY PUBLIC SCHOOL TEACHERS REPORTING GENERAL TYPES OF REASONS FOR THEIR TURNOVER, 2012-2013
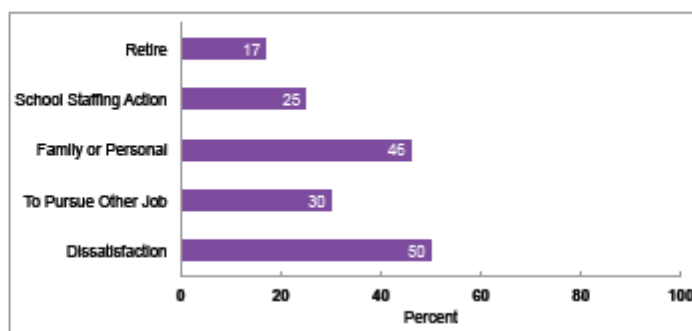
*Page 20

FIGURE NAT-7: OF THOSE MINORITY PUBLIC SCHOOL TEACHERS REPORTING DISSATISFACTION, PERCENT REPORTING PARTICULAR REASONS FOR THEIR TURNOVER, 2012-2013
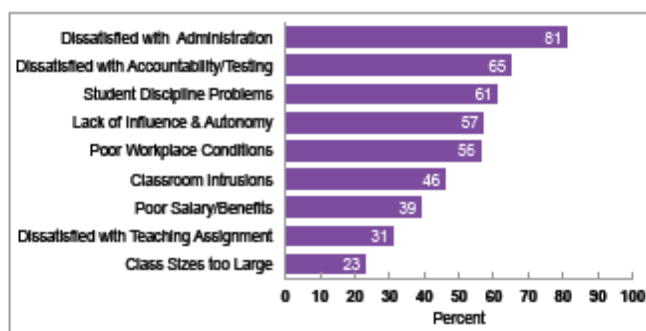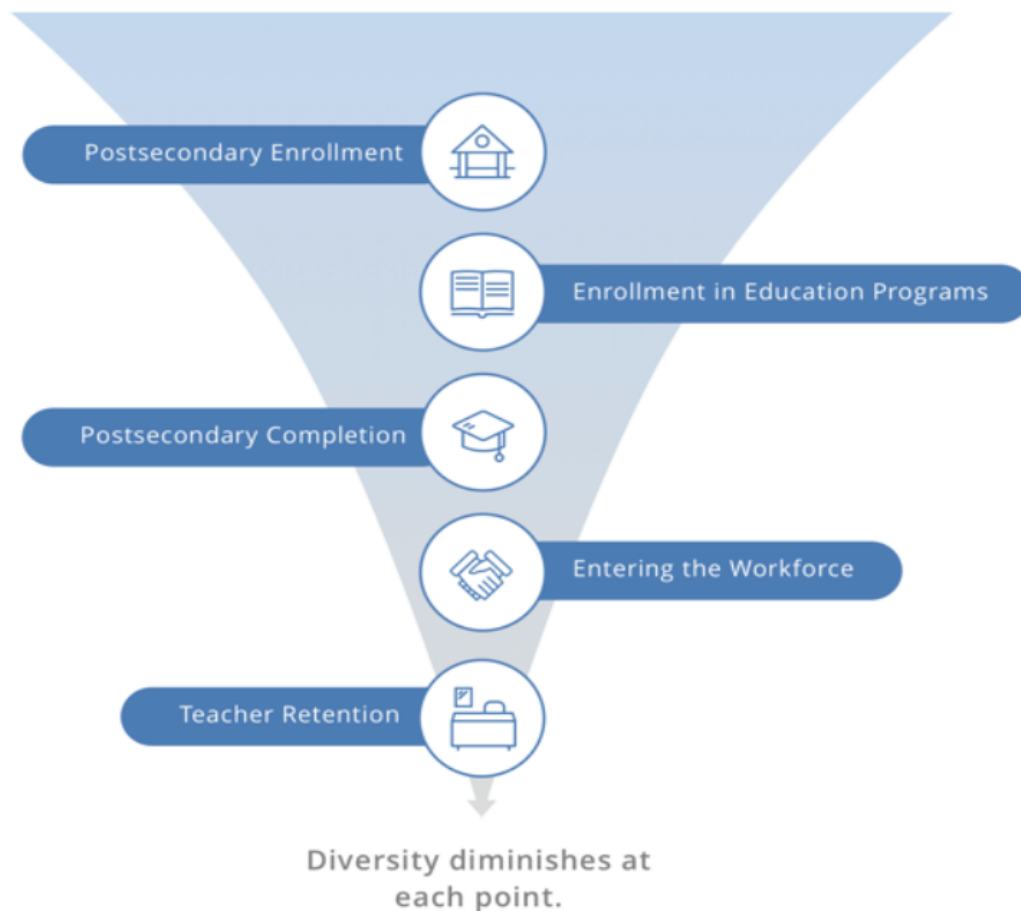

(* Source: Casey, L., Di Carlo, M., Bond, B., and Quintero, E. **(September 2015).** *The State of Teacher Diversity in American Education*. The Albert Shanker Institute. Wash DC. Retrieved from: http://www.shankerinstitute.org/resource/teacherdiversity)

U.S. Department of Education (USDOE):

EDUCATOR PIPELINE

The educator pipeline provides the supply of teachers and educators for the elementary and secondary school workforce. For teachers produced by traditional teacher undergraduate preparation programs, points along this pipeline include postsecondary enrollment, enrollment in teacher preparation programs, postsecondary completion, entrance to the elementary and secondary workforce (after receiving teacher certification or licensing), and teacher retention.[37]   The proportion of teacher candidates of color decreases at multiple points along the teacher pipeline.

Figure 4. Key points along the educator pipeline

Postsecondary Enrollment

Enrollment in Education Programs

Postsecondary Completion

Entering the Workforce

Teacher Retention

Diversity diminishes at each point.

Source: U.S. Department of Education. **(July 2016).** *The State of Racial Diversity in the Educator Workforce.* Policy and Program Studies Service Office of Planning, Evaluation and Policy Development, U.S. DOE. Wash DC. Retrieved from: https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf)

USDOE: SUMMARY OF FINDINGS

Elementary and secondary school educators in the United States are relatively homogenous racially.

The elementary and secondary educator workforce is overwhelmingly homogenous (82 percent white in public schools).[15] Over time, educator diversity has increased. In the 1987 – 88 school year, 13 percent of public school teachers were teachers of color compared to 18 percent in the 2011 – 12 school year.[16] While the proportion of all teachers of color has increased over time, this trend is not the result of increases in the proportion of teachers in all non-white racial and ethnic categories. For example, the proportion of teachers who were black decreased slightly over this time period.[17] Education leaders are also predominantly white. In the 2011 – 12 school year, only 20 percent of public school principals were individuals of color.[18]

Diversity decreases at multiple points across the teacher pipeline in which teachers progress though postsecondary education, teacher preparation programs, and retention.[19]

Bachelor's degree students are less diverse than high school graduates. In 2011 – 12, while 38 percent of bachelor's degree students were students of color,[20] 43 percent of public high school graduates were students of color.[21] A large majority of education majors and, more specifically, students enrolled in teacher preparation programs, are white. In the 2012 – 13 school year, 25 percent of individuals enrolled in a teacher preparation program based in an institution of higher education (IHE) were individuals of color. In comparison, 37 percent of all individuals (regardless of major) in those same institutions were individuals of color.[22] Like completion rates in other fields of study, bachelor's degree completion rates for students who major in education are lower for black and Hispanic students than for white students. Seventy-three percent of bachelor's degree students majoring in education completed a bachelor's degree six years after beginning postsecondary education. Forty-two percent of black bachelor's degree students majoring in education completed a bachelor's degree six years after beginning postsecondary education. Forty-nine percent of Hispanic bachelor's degree students majoring in education completed a bachelor's degree six years after beginning postsecondary education.[23] Teacher retention rates are higher among white teachers than for black and Hispanic teachers.[24]

HBCUs and alternative routes to teacher certification tend to enroll a more racially diverse population of teacher candidates.

Two percent of individuals who are preparing to be teachers are enrolled at HBCUs, but 16 percent of all black teacher candidates attend HBCUs.[25] Alternative routes to teacher certification tend to enroll more racially diverse populations of candidates than traditional teacher preparation programs. Forty-two percent of teacher candidates enrolled in an alternative teacher preparation program not based in an IHE were individuals of color. Thirty-five percent of teacher candidates enrolled in an alternative teacher preparation program based in an IHE were individuals of color. Fewer teacher candidates enrolled in a traditional teacher preparation program (26 percent) were individuals of color.[26]

(Source: U.S. Department of Education. (**July 2016).** *The State of Racial Diversity in the Educator Workforce.* Policy and Program Studies Service Office of Planning, Evaluation and Policy Development, U.S. DOE. Wash DC. Retrieved from: https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf)

Brookings: WHY DOES A DIVERSE TEACHER WORKFORCE MATTER?

As best we can tell, all who enter teaching do so with the goal of being a great teacher and helping all of their students work toward a bright future. However, all teachers carry unconscious biases developed through their own experiences with same- and different-race individuals that may undermine that goal of reaching all students.

Three theoretical arguments have been made for increasing minority teacher representation among teachers, particularly among students sharing their background: more effective role modeling, higher expectations for learning and their future, and fewer cultural differences to effectively teach. Explorations into these theories date back to the 1970s; see Goldhaber, Theobald, & Tien (2015) for a concise overview. More recent rigorous empirical evidence has substantiated the theories that such biases may influence teachers and students in significant ways.

First, same-race matches between students and teachers are associated with greater student achievement. Studies of elementary students in Florida (Egalite, Kisida, & Winters, 2015), North Carolina (Goldhaber & Hansen, 2010) and Tennessee (Dee, 2004) find improvements in math and reading achievement from being taught by a same-race teacher. Effects are estimated to be stronger among low-performing black students (Egalite, Kisida, & Winters, 2015).

Next, same-race teachers are more likely to view students' behaviors and prospects in a positive light. Black teachers have higher expectations for black students' academic futures (e.g., perceived likelihood of graduating high school) than do white teachers (Fox, 2016); (Gershenson, Holt, & Papageorge, 2016). Dee (2005) and McGrady & Reynolds (2012) find that students who have a teacher from a different race/ethnicity have higher odds of being rated inattentive than students with same-race teachers, and white teachers rate black students as having lower scholastic aptitude. A nationally representative study found that black children are more likely to be rated worse in assessments of their externalized behaviors when they have a white teacher than when they have a black teacher (Bates & Glick, 2013). Relatedly, black students in classrooms with black teachers are three times more likely to be assigned to gifted services than those in classrooms with non-black teachers (Grissom & Redding, 2016).

Finally, student behaviors and attitudes are also associated with teacher race. Students assigned to a same-race teacher have significantly fewer absences and suspensions, and are less likely to be chronically absent than their counterparts who had an other-race teacher (Holt & Gershenson, 2015). Students who share racial/ethnic characteristics with their teachers tend to have a more favorable perception of their teachers (Egalite & Kisida, 2016).

(Source: Putman, H., Hansen, M., Walsh, K., and Quintero, D. **(August 2016).** *High hopes and harsh realities: The real challenges to building a diverse workforce*. Brown Center on Education Policy at Brookings. Wash DC. Retrieved from: https://www.brookings.edu/research/high-hopes-and-harsh-realities-the-real-challenges-to-building-a-diverse-teacher-workforce/)