



Diversifying the Teacher Workforce: Administrative Issues for Urban Schools

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Millersville University

PA-NAME 2015

Agenda

- Introduction
- Conceptual Basis
- Interactive Dialogue
- Side-by-Side: Project Overview
- Side-by-Side: Research Agenda
- Q & A
- Extending the Dialogue

Conceptual Basis

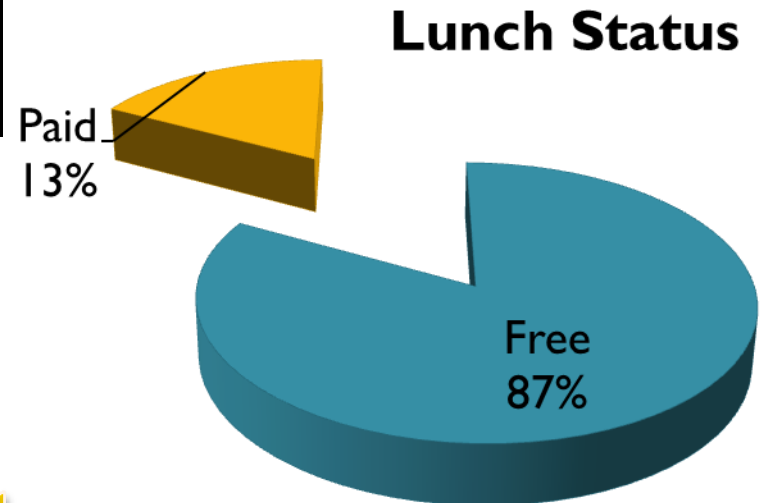
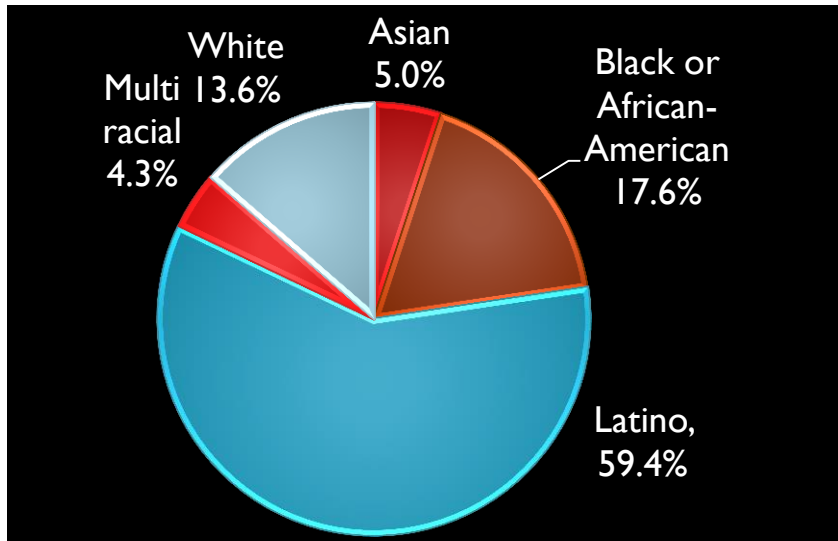
- What do current demographics tell us?
 - Skewed racial representation nationally
 - School District of Lancaster demographics

Skewed racial representation between P-12 Students and Teachers

- **Student Diversity**
 - P-12 student population comprises 50% minority nation wide.
 - There is an increase in low-income students, first-generation college students, and non-native students whose first language is not English.
 - Demographers anticipate that by 2020, students of color will comprise 46 % of the nation's total student population on university campuses.
- **Teacher Diversity**
 - “Teaching is still an overwhelmingly female occupation and the profession is also strikingly White ”
(National center for Education Information, 2011)
 - 83% of the teaching force is White, middle class and female (National Center to Education Statistics, 2011)
 - Black teachers comprise only 8% of the workforce (NEA)
 - Only 10% of elementary schools teachers are male (NEA)



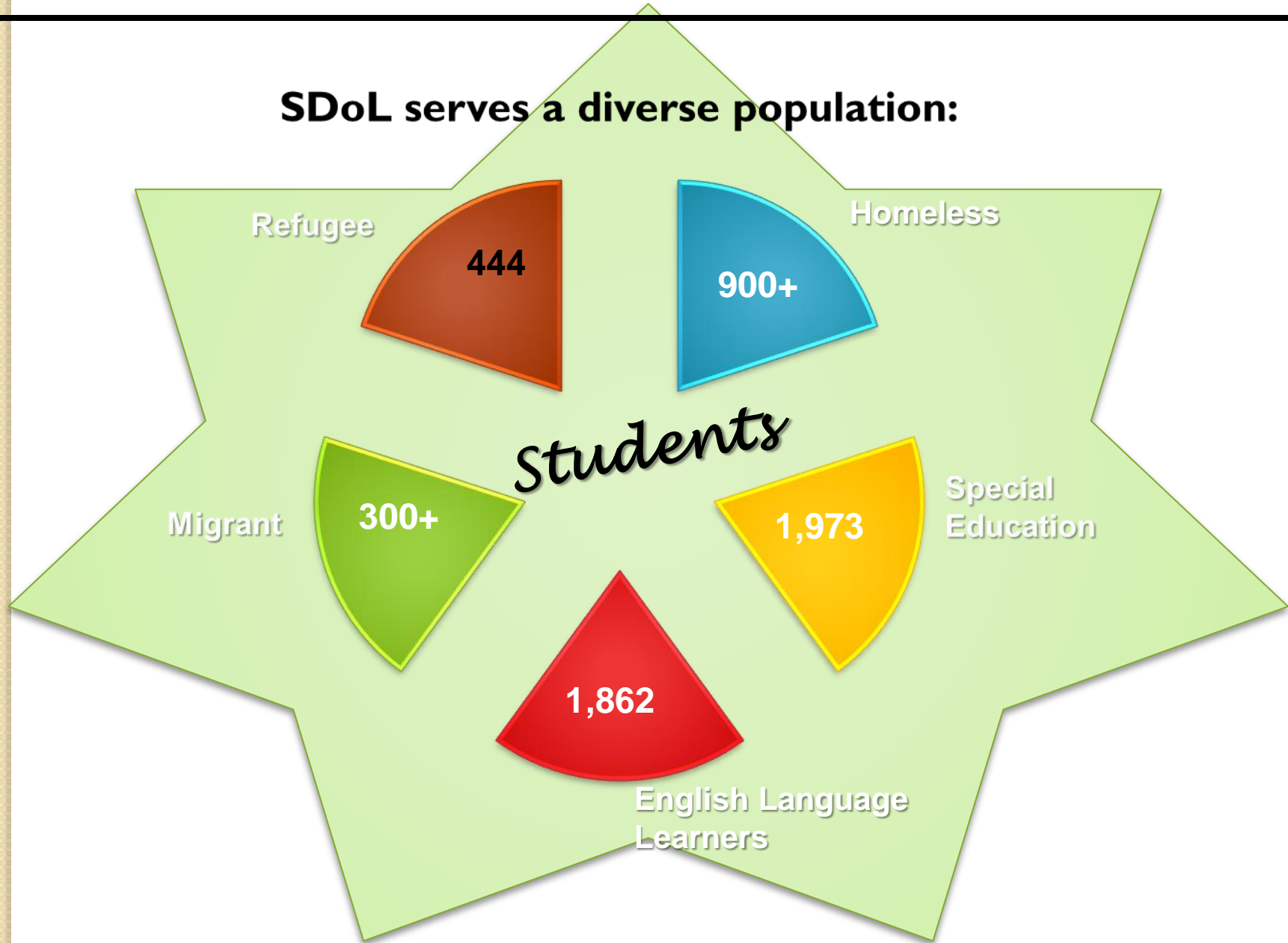
Demographics



Our Students...

Contributing Realities

SDoL serves a diverse population:



Why a diverse teacher workforce?

Is offering diversity courses not enough?

- Teachers of color serve as role models for all students.
- “Cultural synchronicity:” Advocates and power brokers
- The workforce rationale: Expand the overall supply of teachers and alleviate the high rate of attrition in difficult-to-staff urban schools
- Disruption of degrading assumptions and stereotypes about marginalized people

Key Administrative Issues

- Recruitment
- Marketing
- Fit for candidates
- Honoring/Roots

Institutional barriers to diversifying the teaching force

- Is this endemic of a larger problem?
- Institutional racism in the teaching profession. For example:
 - The culturally biased gatekeeper tests (ACT, SAT, Praxis I, etc.)
 - Teacher education programs located outside urban areas
 - Eurocentric curriculum and assessment
 - Public perception of the teaching profession
 - Choice of students of color, pressure from parents, especially for first generation students
 - Lack of role models and mentors
 - Educational institutions making the path to teaching inaccessible: Cultural norms within the institutions that privilege white students and instructors (Critical Race Theory, Peggy McIntosh study of gender and skin color privileges).

Interactive Dialogue

- What is the impact of the demographic gap on student learning and on society?
- What exemplary programs exist to address these issues? What is missing?



Current Trends

- “Grow your own” programs
- Positive effects of mentoring



Side-by-Side program: an Innovative Approach

- Genesis of the Program
- Purpose of the program
 - To increase the number of students of color pursuing a career in education.
- School district partnership & PASSHE Grant
- “Exploring Careers in Education” Seminar
- Mentoring Component



Technical Elements

- Methodology
 - Participants Nomination Form & Consent Form
 - Survey
 - Focus Interviews with stakeholders
 - Analysis of Data
- Expected Outcomes



The Color of Teaching Mentoring Program
 At Millersville University
 400 Stayer Hall
 Millersville, Pa 17551
 717-872-3965
Miriam.Witmer@Millersville.edu

Nomination Form

Employee name: _____ Role _____

Student's name: _____

Please identify 9th grade SDoL students whom you believe have the potential to become a teacher, Principal, or school counselor for participation in the Millersville University enrichment program called "Side by Side: Developing Students for Future Careers in Education." Thank you!

Nomination criteria:	YES	NO
1. Student has the ability to be responsible for his or her own learning.		
2. Works independently and asks for help when needed.		
3. Shows respect and recognizes the feelings of others.		
4. Strives to complete work neatly and correctly.		
5. Speaks effectively in front of a group.		
6. Uses prior knowledge and experiences to solve problems in different ways.		
7. Determined to finish an assignment or see a project through until completion.		
8. Participates cooperatively and appropriately with others to achieve shared goals.		
9. Demonstrates interest in helping others such as babysitter, caring for family member, serving as a volunteer, etc.		
10. Shows potential to become a teacher, principal, or school counselor.		

Comments:

For questions, contact: Jeffrey W. Wimer, PhD or Miriam M. Witmer, PhD
 Millersville University
 Stayer Education Building
 Millersville, PA 17551
 (717) 871-5367, (717) 717-872-3965, e-mail: jwimer@millersville.edu
mwitmer@millersville.edu

CERTIFICATE OF INFORMED CONSENT

Name of Program/Study: **Side by Side, Developing Students for Future Careers in Education**

Name of Researchers: Jeffrey W. Wimer, Ph.D. – and – Miriam M. Witmer, Ph.D.
Wellness & Sport Sciences Educational Foundations
Pucillo Gym Stayer Education Center
Millersville University Millersville University
Millersville, PA 17551 Millersville, PA 17551
717-871-5367 717-872-3965
jwimer@millersville.edu mwitmer@millersville.edu

My signature below certifies that the project in which my son/daughter is about to participate has been explained to me and that all of my questions regarding the study have been answered satisfactorily. I voluntarily agree for my son/daughter to participate in this program/study and understand that he/she may withdraw permission, or refuse to answer any question at any time without penalty.

Although my child's name appears on this and other forms, I understand that his/her name will not be associated with any responses and that all responses will be kept in locked files. I further understand that all survey responses will be destroyed, along with data forms when the time required for retention has expired (5 years), and that neither my child's name, nor his/her specific responses will ever be publically reported. Only the researchers will see his/her completed questionnaires.

I realize that I have the right to inquire about the results of this study by contacting the above-named researchers and that I, nor my child will not be personally identified if the results of this study are published.

_____ (please initial, if approved). I also agree to allow my son/daughter's to participate in a video-taped interview/digital narrative project that be used by the researchers for educational/classroom purposes. No personally identifiable information will be associated with my child's image/material, nor will his/her video-taped interview/digital narrative, under any circumstances, be posted to social media websites.

Child's name printed

Parent/Guardian's name printed

Parent/Guardian's signature

Date

Please return this signed consent form in the enclosed self-addressed envelope. Thank you.

PREPARING STUDENTS FOR FUTURE CAREERS IN EDUCATION

**School of Education
Millersville University**

DIRECTIONS: Please answer each of the following questions completely by circling your response or writing in the answer in the appropriate space.

DEMOGRAPHICS

1. **What is your gender?**
 - Male
 - Female

2. **How old are you?** _____

3. **What is your race/ethnicity (which group do you most self-identify)?**
 - White
 - African American/Black
Hispanic/Latino
 - Mexican
 - Cuban
 - Puerto Rican
 - Other Hispanic/Latino (specify) _____
 - American Indian/Alaskan Native
Asian/Pacific Islander
 - Chinese
 - Filipino
 - Japanese
 - Korean
 - Vietnamese
 - Native Hawaiian
 - Other Asian/Pacific Islander _____
 - Other race/ethnicity _____


ETHNIC IDENTITY

Please indicate how much you agree/disagree with the following statements. Ethnic group refers to the group you self-identified in #3 above.	Strongly Agree	Moderately Agree	Neither Agree nor Disagree	Moderately Disagree	Strongly Disagree
1. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have a strong sense of belonging to my own ethnic group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I understand pretty well what my ethnic group membership means to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have often done things that will help me understand my ethnic background better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have often talked to other people in order to help me learn more about my ethnic group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have a strong attachment to my own ethnic group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FAMILY					
	Strongly Agree	Moderately Agree	Neither Agree nor Disagree	Moderately Disagree	Strongly Disagree
1. I know a family member who graduated college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have a family member who is a teacher, principal, and/or counselor at a school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I can speak and communicate in a language other than English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My parents can speak and communicate in a language other than English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACTIVITIES					
	Strongly Agree	Moderately Agree	Neither Agree nor Disagree	Moderately Disagree	Strongly Disagree
1. I am involved in clubs at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I play sports as the member of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I participate in band and/or choir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I like to read books on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I earn good grades, such as A and B in most of my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SELF-PERCEPTIONS					
	Strongly Agree	Moderately Agree	Neither Agree nor Disagree	Moderately Disagree	Strongly Disagree
1. I am responsible for my own learning. My teachers do not remind me to do assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I work independently and ask for help when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am respectful and can recognize the feelings of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My work is neat and usually done correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I can speak in front of a group when I have too and not be shy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I know how apply what I have learned before to solve new problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I finish my assignments and see my projects through until they are completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I participate cooperatively with my classmates to achieve shared goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I have experience helping others such as being a babysitter, caring for family member, serving as a volunteer, and other ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am interested in a career in education such as becoming teacher, a principal, or a school counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The **best** things I like about school ...

The things I like the **least** about school ...

I think people become teachers because ...

Extending the Dialogue

- In what ways can students of color pursuing careers in education bolster social justice?

On a final note.....

“Diversifying the Teaching Force: An Examination of Major Arguments” by Villegas and Irvin

What the evidence tell us:

- 1) Teachers of color serve as role models for ALL students.
- 2) Improved learning potential as measured by the increased academic outcomes and school experiences of students of color.
- 3) The Workforce Rationale - that is, teachers of color have been shown to contribute to the education of students of color by reducing the acute shortage of educators within urban schools.

Peer-reviewed meta-analysis journal article: What the findings say.

Side-By-Side: A “pipeline” for developing students from underrepresented groups for future careers in education

