

UNDERSTANDING DIVERSITY & BEING CULTURALLY RESPONSIVE EDUCATORS FOR SOCIAL JUSTICE



SHELLY BAZEMORE, ASSISTANT PROFESSOR, COORDINATOR OF FIELD PLACEMENTS AT VIRGINIA STATE UNIVERSITY, & EDUCATIONAL CONSULTANT/VIRGINIA

JEANNINE WILLIAMS, DIRECTOR OF RECRUITMENT & RETENTION (PEORIA), ADJUNCT PROFESSOR AT UNIVERSITY OF ILLINOIS & EDUCATIONAL CONSULTANT/ILLINOIS

WHY ARE WE HERE?

The Day's Objectives:

- **Groups Norms & Expectations for the session**
- **Overview of National & State Teacher Trends**
- **What are Culturally Responsive Educators?**
- **Strategies for building a Pipeline, Recruitment, & Retention of Culturally Responsive Educators**
- **How can you be a Culturally Responsive Educator and help others to be the same?**
- **Wrap-Up & Closing Remarks**





Expectations



CULTURALLY RESPONSIVE

GROUP NORMS AND EXPECTATIONS

HOW SHOULD WE ACT/INTERACT WITH EACH OTHER?

- Be present and stay engaged
- Only use devices for the sessions' activities
- Be mindful of air time and make space for others
- Challenge ideas, not people
- Be incisive and honest
- Be **respectful of each other**
- Be cognizant of the work in front of us



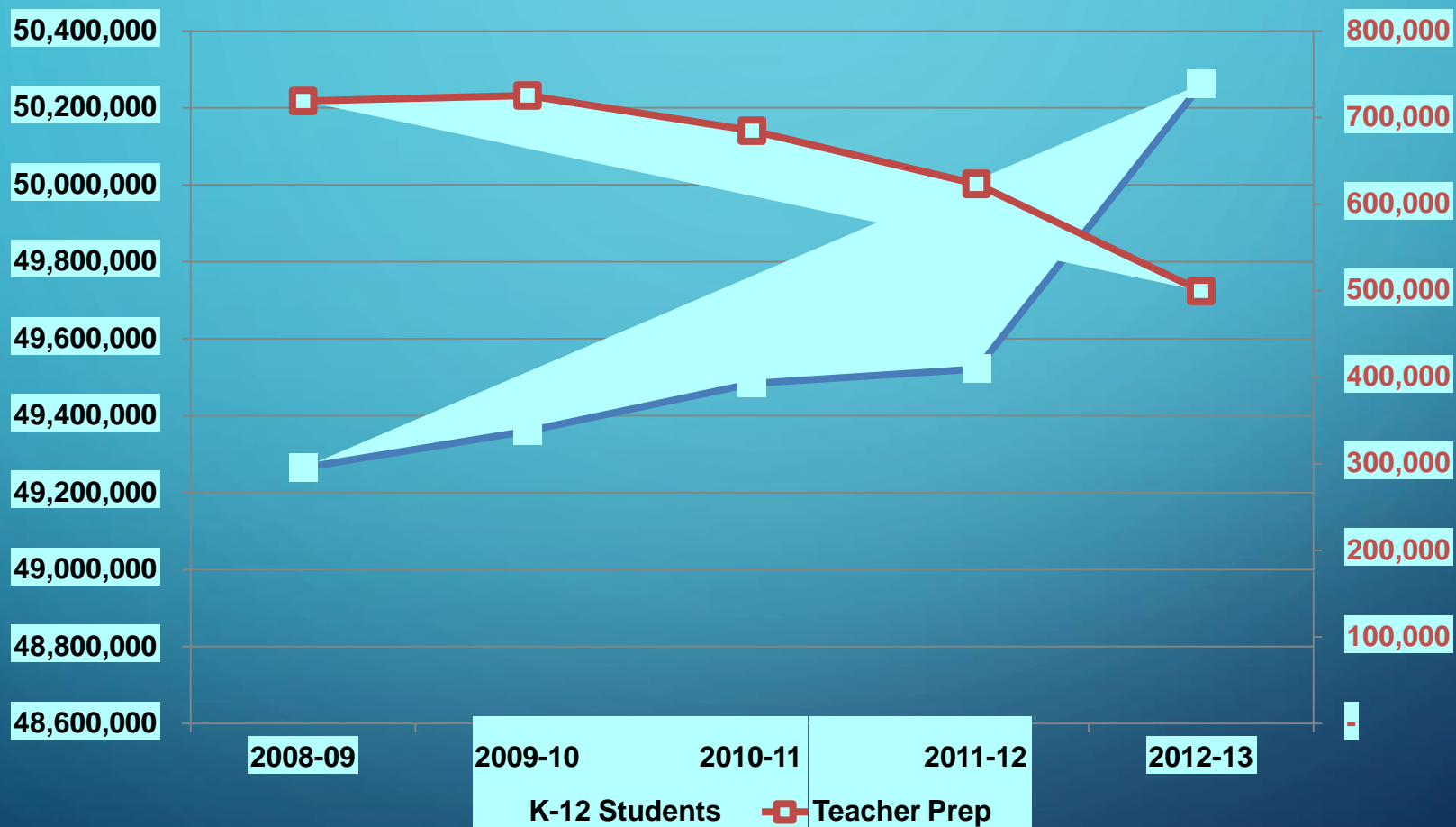
NATIONAL DATA ON TEACHER PREPARATION PROGRAMS' “ENROLLMENT”



Closing the
Achievement Gap:
A Classroom Equity
Framework

NATIONAL TRENDS IN TEACHER PREPARATION ENROLLMENT

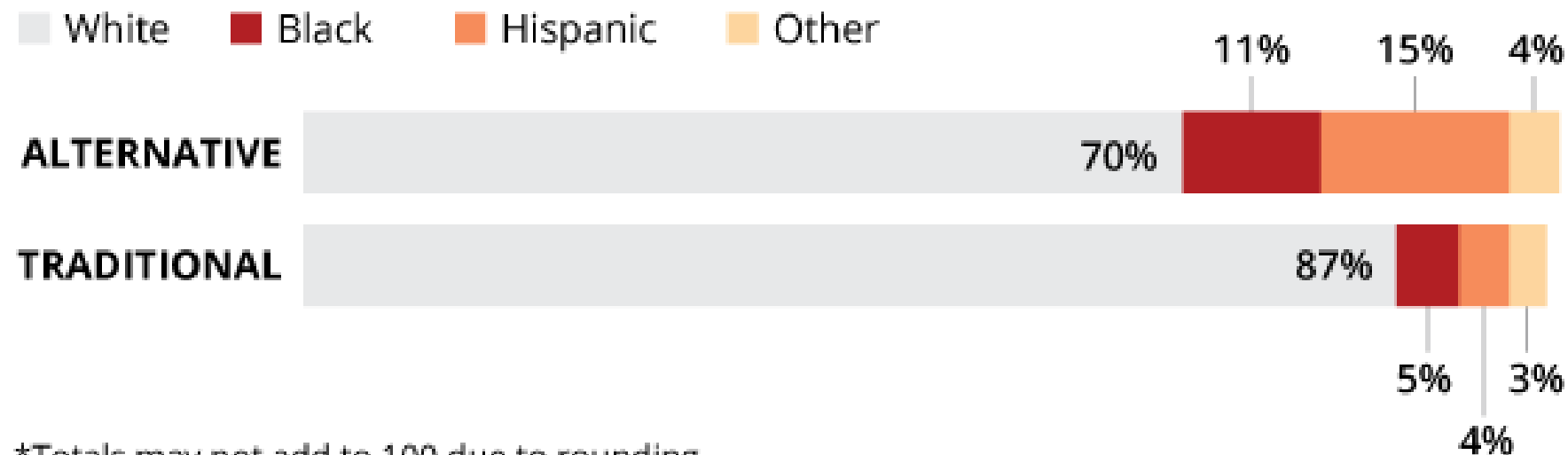
National K-12 Student & Teacher Prep Enrollment



Source: U.S. Department of Education, Office of Postsecondary Education, Enrollment in Teacher Preparation Programs (Washington, D.C.: U.S. Department of Education, 2015), https://title2.ed.gov/Public/44077_Title_II_Issue_Brief_Enrollment_V4a.pdf. Accessed on April 17, 2017.

Teachers Of Color Are More Likely To Come To Teaching Through Alternative Routes

Teacher race by preparation route, 2011*



Source: National Center for Education Information

THE HUFFINGTON POST

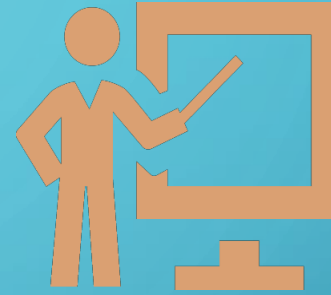
VIRGINIA & ILLINOIS TEACHER CANDIDATE COLLEGE/ UNIVERSITY PROGRAM COMPLETERS FOR LICENSURE (2015-16 TO 2016-17)



**39 to 40
VA Providers
&
60
IL Providers**



**11,184 to 7,304
VA Enrollment
&
12,760
IL Enrollment**



**3,924 to 3,372
VA Program Completers
&
4,889
IL Program Completers**

Only 1/3 to 1/2
make it 😞 to
completion

WHAT ARE THE BARRIERS FOR PROVIDING A HEALTHY SCHOOL CULTURE?

- 1. Complacency (School Personnel do not believe it can be done)**
- 2. Poverty (Lack of appreciation for education and resources for success)**
- 3. Lack of professional capacity (Ability to get the job done; leadership)**
- 4. Racial, Linguistic, and Cultural Bias**
- 5. Institutional and Interpersonal Conflicts**
- 6. Mental Health Issues of individuals**



ELIMINATE BARRIERS TO CREATE SELF-MOTIVATED LEARNERS

Activity 1: Discuss the following questions with your table mates. You have 3 minutes and 1 person will report out the findings from your discussion.

- From your experience, what do you see as the major barriers to providing a healthy culture in our schools today?
- How do you think these barriers can be overcome?
- Put each barrier on a sticky note and each solution on a sticky note.
- Place on Appropriate Sticky Poster on the wall.



RESEARCH SHOWS STUDENTS DO BETTER IN SCHOOL IF THEY ARE TAUGHT BY SOMEONE WHO LOOKS LIKE THEM.

Students taught by teachers who share their identities and look like them benefit both academically and emotionally.

**By Jessica Fregni
June 13, 2019**



A study found that when students had teachers of the same race as them, they reported feeling more cared for, more interested in their schoolwork, more confident in their teachers' abilities to communicate with them, gave more effort in school, and had higher college aspirations.

**By Carl Boisrond
Sept. 29, 2017**

MR. RODNEY ROBINSON ANNOUNCED STATE, NATIONAL, AND INTERNATIONAL TEACHER OF THE YEAR 2018-2019

GRADUATE OF VIRGINIA STATE UNIVERSITY

Rodney Robinson works at a juvenile detention center in Richmond, Virginia. On April 30, 2019, Jessica Yarmosky asked Mr. Robinson, “Two percent of public school teachers right now are black males. What strikes you about that, and why do you think something needs to be done to change it?”

He responded, “I always say it's important that students have teachers and people who look like them, who think like them, who can understand their experiences in life, and guide them to what they need to be. And right now we don't have enough of that in America.”

-Rodney Robinson



<https://youtu.be/Xo-zmq9xpm4>

***STUDENTS OF COLOR MAKE UP ABOUT 49 PERCENT OF THE NATIONAL STUDENT POPULATION**

***MANY CHILDREN OF COLOR NEVER OR RARELY HAVE AN EDUCATOR WHO LOOKS LIKE THEM**



***A CARING, DEDICATED TEACHER OF ANY RACIAL OR ETHNIC BACKGROUND CAN MAKE A DIFFERENCE FOR STUDENTS**

***WHITE EDUCATORS DON'T OFTEN HAVE TO THINK ABOUT WHAT IT WOULD BE LIKE TO *NEVER* HAVE AN EDUCATOR WHO SHARED THEIR RACIAL BACKGROUND**

**OF ALL PUBLIC ELEMENTARY AND SECONDARY
TEACHERS IN THE USA, 82% ARE WHITE.**

PROVISIONAL TEACHERS ARE HIRED TO FILL VACANCIES & TO FILL THE ACHIEVEMENT GAPS. BUT GAPS ARE CREATED FROM HAVING A LACK OF CREDENTIALIAED TEACHERS.



ACTIVITY 2: Discuss the following questions with your table mates. You have 3 minutes and 1 person will report out the findings from your discussion.

- Are provisional teachers our best option?
- Is this making matters worse?
- What choice do we have as a state and/or nation?
- **What are the unintended positive and negative consequences?**

PROVISIONAL TEACHERS: PROS & CONS FOR FILLING STUDENT LEARNING GAPS

PROVISIONAL TEACHERS: (CONS)

- They are not familiar with instructional pedagogy
- They are not familiar with research-based teaching strategies
- They are not familiar with behavior strategies
- They have not attended or completed an accredited college “education program”
- May or may not know the content they are hired to teach unless it was their major in college
- They did not have a student teaching placement under an “educational master teacher”
- They have difficulty passing state assessments for licensure (See next slide)



PROVISIONAL TEACHERS (PROS) are given a live deadline for:

- Taking required college courses for teacher knowledge development
- Taking specific assessments to determine mastery of content knowledge
- If not completed by the due date, states used to terminate them from teaching, **but as of July 1, 2019, VA has given extensions for provisional teachers to complete their work that should have been completed within 3-years.**

NATIONAL PERSPECTIVE ON PRAXIS ASSESSMENTS

National Education Association (NEA) and The Educational Testing Service (ETS) conducted research on achievement gaps among licensure tests and found:

- **Achievement gaps on licensure tests mirror achievement gaps on K-12 tests**
- **Largest pass rate gaps between White and African-American test takers were found on subject tests in: all academic subject areas**
 - **Science (-49.1%)**
 - **Math (-47.3%)**
 - **English (-42.3%)**
 - **Social Studies (-36.3%)**
- **The gap between White and Non-White test takers was greater for constructed response questions than multiple-choice questions.**



DILEMMA FOR EDUCATION



THE DILEMMA: The weakest teachers have the opportunity to gain licensure with the least preparation and fewest requirements.

Provisional teachers in many states (like Virginia) are **now allowed to take a test (one time)** and if they don't pass it, their school divisions can show evidence that they provided the provisional teacher with **remediation**. The outcome: the teacher can get full licensure, immediately, without retaking the assessments. (Praxis Math Core & VCLA)

Those teacher candidates in Teacher Education Preparation Programs are not allowed to do this. They must pass **ALL ASSESSMENTS** to graduate.

COLLEGE/UNIVERSITY STUDENTS IN TEACHER EDUCATOR PREPARATION PROGRAMS ARE REQUIRED TO DO THE FOLLOWING FOR LICENSURE:

- **Meet all college program requirements to graduate**
- **Pass all required assessments (i.e. Praxis Math Core, VCLA, RVE, Praxis II Content Area Assessments)**
- **Some students must take the same assessments multiple times (until they pass each assessment)**
- **Students are remediated, but must still retake the assessments until they are passed in order to graduate and gain licensure**

ACTIVITY 3: DISCUSS WITH YOUR TABLE MATES SOME STRATEGIES AND SOLUTIONS FOR THE FOLLOWING. PUT THE STRATEGY OR SOLUTION EACH ON A STICKY NOTE AND ADD THE SMALL STICKY TO THE POSTER STICKY. **YOU HAVE 3 MINUTES.**

-HOW DO WE MAKE SURE **PROVISIONAL TEACHER CANDIDATES ARE READY TO SERVE OUR STUDENTS IN THEIR OWN CLASSROOM?**

-HOW DO WE DETERMINE IF **COLLEGE PREPARED TEACHER CANDIDATES ARE READY TO SERVE OUR STUDENTS IN THEIR OWN CLASSROOM?**

-HOW DO WE DETERMINE IF **TEACHER CANDIDATES ARE CULTURALLY RESPONSIVE?**

-WHAT CAN WE **DO IF THEY ARE NOT CULTURALLY RESPONSIVE?**

TEACHER LICENSURE REQUIREMENTS VARY FROM STATE TO STATE TO INCLUDE ASSESSMENT REQUIREMENTS

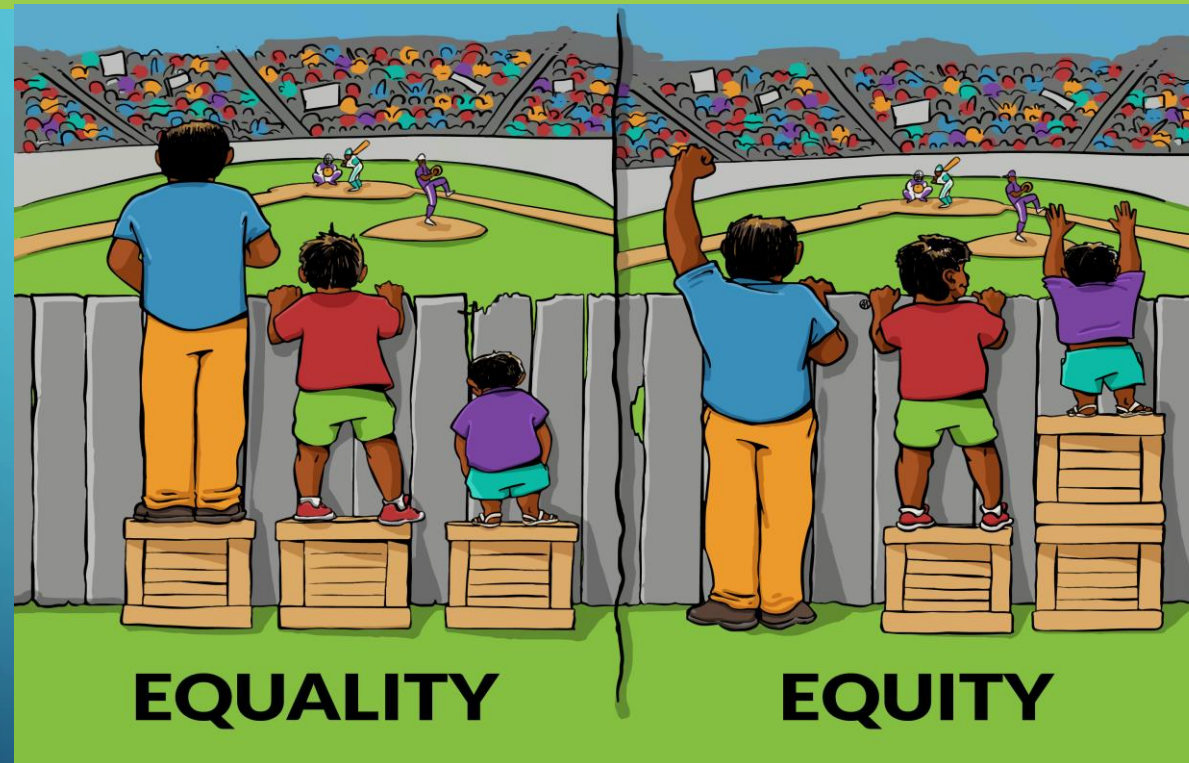


We all need to have courageous conversations with our colleagues as well as our state administrative leadership.

- **Are state/federal assessments really necessary to prove that teachers are capable of helping our students? (i.e. Praxis I & II)**
- **Is there a better way to determine if teacher candidates are ready for teaching in their own classroom?**
- **BE AN ADVOCATE FOR WHAT YOU BELIEVE IS BEST FOR OUR STUDENTS!**

EQUITY VS EQUALITY

Activity 4: Talk with your table mates about the differences as well as the pros and cons of Equity vs. Equality. Place your definition of each term on a sticky note and add it to the appropriate poster sticky. Be prepared to report out.



Source: Washington, A. & Hemel, D. (May 21, 2019). By Omitting Race, the SAT's New Adversity Score Misrepresents Reality. Available from: <https://time.com/5592661/sat-test-adversity-score-race>.

Culture, Equity, & Inclusion

ONCE IN THE CLASSROOM,
FULLY LICENSED, PROVISIONALLY
LICENSED, AND SUBSTITUTE
TEACHERS, ALL NEED TO KNOW
HOW TO WORK WITH...



multi-cultural students

at-risk students

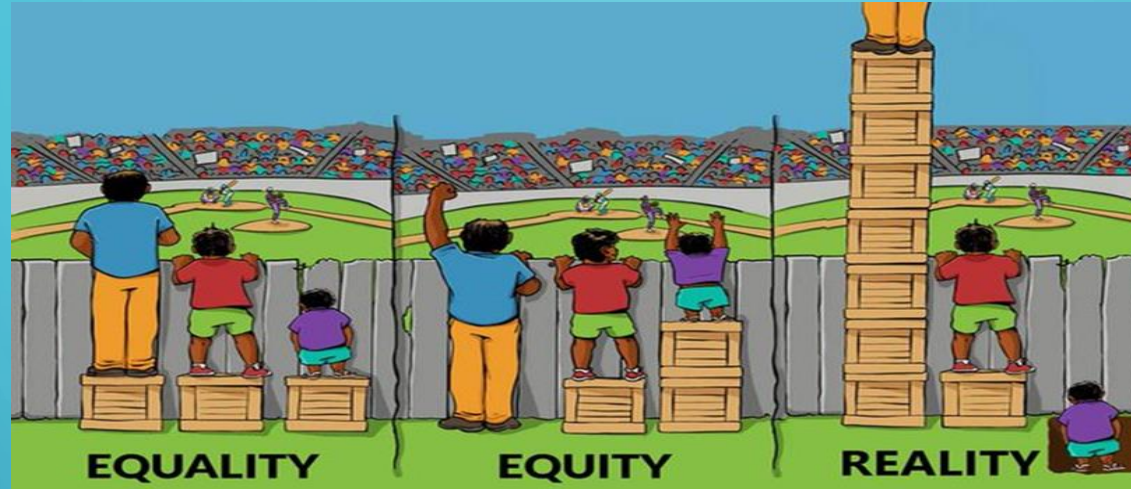
slow learning
students

gifted students

special education students

ARE WE PREPARING ALL OF OUR TEACHERS TO DO THIS?

*ACTIVITY 5: CULTURE'S IMPACT ON ACADEMIC ACHIEVEMENT



Activity 6: Talk with your table mates about BIAS! Again, be sensitive regarding varied views.

Look at the picture above and discuss your perceptions of culture on student academic achievement.

- Is the visual accurate? Why do you think so?
- Create a definition of each term as it applies to academic achievement and put it on a sticky note.
- Add it to the appropriate poster sticky.
- From your perception today, which races are in the orange, green and blue shorts?
- Report out all the types of bias that were discussed.

WE MUST BUILD THE EQUITY THAT WE SEEK BY CREATING A CULTURE OF TEACHER RETENTION

ALL SCHOOL STAKEHOLDERS:

- 1. Create a culture where everyone achieves the goals set for them**
- 2. Treat everyone who enters the school equitably & with equal access**
- 3. Establish challenging goals that motivate individuals**
- 4. Revise the goals for the individual when goals are met**
- 4. Have access to appropriate strategies and resources needed**
- 5. Are part of the solution rather than continuing to fight or becoming part of the problem.**



RECRUITING NEW TEACHERS INTO THE PROFESSION IS AN ISSUE FOR **ALL OF US**, NOT JUST HUMAN RESOURCES!

- **Activity 7**: Talk with your table mates about ways we can get more males and teachers of color into our education pipeline (10 minutes). Write your tables response to each of the following on a sticky note and add each to the specific poster sticky. Select groups will report out.
 1. How can we promote the education profession among our K-12 students?
 2. How can we tell our story from a positive perspective?
 3. How can we genuinely advertise and market for more teachers of color?
 4. How do we get our communities to help us with the recruitment process? How can they help and feel good about it? What are the benefits to the community?
 5. How can we provide a package for educators that would encourage our students to go into the teaching profession?

WE WOULD LIKE TO SHARE WITH YOU
SOME IDEAS THAT WE HAVE COLLECTED
TO HELP WITH THIS EFFORT

CULTURALLY RESPONSIVE

**RECRUITING
TALENT2019**

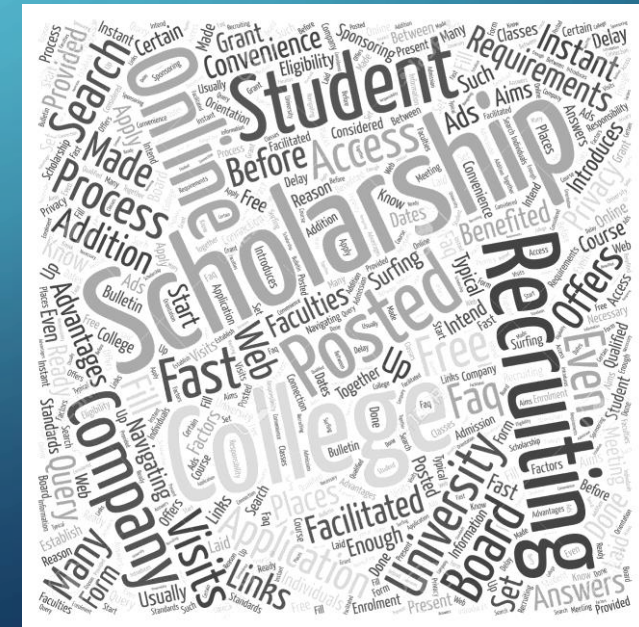
NEW APPROACHES FOR A NEW ERA

STRATEGIES FOR RECRUITING TEACHERS WHILE THEY ARE K-12 STUDENTS

- **Begin discussions with K-12 students** about how their gifts/talents can be focused in as teachers for a school district, how they are needed, and that they can be game changers in the future of education.
- **Provide K-12 students with training opportunities** so that they can work with their peers as tutors (academics) and conflict mediators (behavior modification) so that they get a taste of it and can determine if it is really something that they would be interested in pursuing.



- **Encourage!** Please do not discourage students, young adults, or career switchers from entering the teaching profession. Our students of the future need them.
- **Provide club sponsored opportunities** for high school students to go to middle schools and middle school students to go to elementary schools to provide assistance to teachers
(i.e. reading aloud to a class, working with a buddy, tutoring a student in math, studying flashcards, etc.)
- **Provide scholarships** for students going into education professions



STRATEGIES FOR RECRUITING TEACHERS WHILE THEY ARE K-12 STUDENTS



- **Produce programs that encourage teaching as a profession** and generates a pipeline of individuals who are eager to enter the occupation (i.e. GROWS)
- **Provide long-term promises/contracts for hire** if students complete a college education program and return to the division where they went to school
- We need to stop bad mouthing our occupation, the pay, our schools, etc. and **share the positive things that are going on in our classrooms and schools,** regularly. Let our students know that they are achieving great success in the classroom.

AS EDUCATORS, WE MUST TELL OUR STORY FROM A POSITIVE PERSPECTIVE

- In addition to K-12 students, recruit the US Territories for African American, Hispanic/Latino, and other ethnic groups to **increase the number of individuals of color** that we need
- If we want the best and brightest students as future teachers, we have to groom them through school to have the desire for it. They need to **experience success while in school** and **have a desire to help other students to feel that same success** in even more innovative ways.
- We must all be a part of the **REBRANDING of PUBLIC EDUCATION** and its reputation. **Market our teaching and student successes** on social media, radio and television shows, career fairs, virtual platforms, etc.

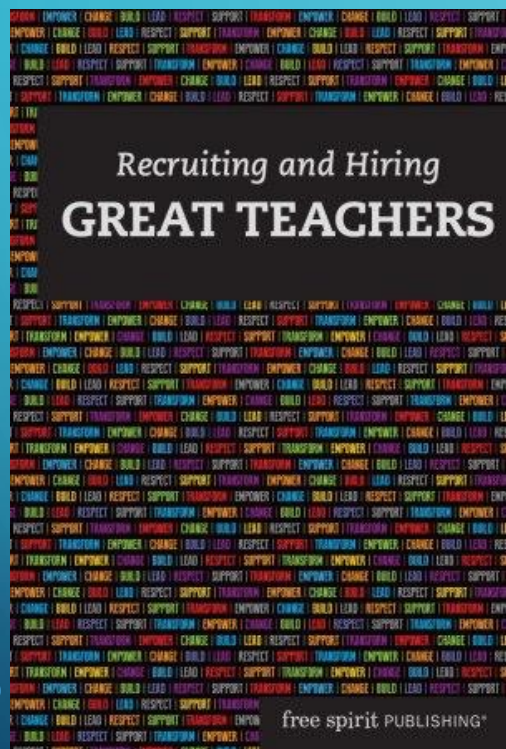


ADVERTISING & MARKETING METHODS FOR EDUCATIONAL OPENINGS



- Colorful **banners** put on buses educational openings
- **Colorful yard signs** placed at the entrances of subdivisions, apartment complexes, grocery stores, shopping centers, etc.
- **Video creations, using students and teachers, to tell your school story** on U-TUBE along with your schools' branding
- **Encourage students to become teachers** and **return to your school to teach**
- Allow **colleges and universities** to visit your schools to **talk about their teacher preparation programs** and **what teaching could mean to them for their future.**

RECRUITING AND RETAINING GREAT EDUCATORS IS EVERYONE'S RESPONSIBILITY



**Communities
Businesses
Human Resources
Administrators
Parents
Students
Churches
Realtors
Apartment Managers**



ADD VALUE TO YOUR DIVISION FOR RECRUITMENT

- **Salaries & benefits must be competitive** in your region and state-to-state
- **Appropriate programs** must be in place to **provide teachers with assistance and professional development** as they work with such diverse groups of students
- The **ratio of students to teachers** must be **reasonable** and **appropriate for room size**
- Provide **appropriate technology and resources** for classrooms of the 21st Century



ADD VALUE TO YOUR DIVISION FOR RECRUITMENT

- **Provide assistance from a local realtor** to find apartments or homes in the area within the individuals'/families' price range
- Provide assistance from division to cover an individuals'/families' **closing costs for homes**
- **Provide funding for professional development and courses** to help teachers grow
- **Provide money for travel expenses** so that they feel valued enough to **present and/or attend National Conferences**
- If other states are having union issues, **recruit to bring that state's teachers to your school division**



TEACHER RETENTION DATA: WHY ARE TEACHERS LEAVING?

Research shows the following to be the most predictive of teacher turnover/caused by a LACK OF:

- **Opportunities to return home** or in similar school divisions like what they had when they grew up
- **Parent/Teacher communication**
- **Appropriate facilities and resources**
- **Satisfaction/Appreciation** by school administration and division leadership
- **Ongoing professional development**
- **Collegial Committees and Collaboration for professional growth**
- **Teacher Hiring Practices** (hiring, onboarding, preparation)

WHAT ARE YOUR THOUGHTS ABOUT OUR SUGGESTIONS?

Activity 8:

- With your table mates, discuss other suggestions you may have on how to recruit and/or retain exceptional, culturally responsive teachers.
- Place your suggestions individually on a sticky note and add them to the appropriate poster sticky.
- Be prepared to report out.



Any other ideas that have been stimulated that you would care to share with us?

THANK YOU! “GET INTO YOUR PURPOSE”

JEANNINE WILLIAMS

DIRECTOR OF RECRUITMENT & RETENTION/PEORIA, ILLINOIS

ADJUNCT PROFESSOR, UNIVERSITY OF ILLINOIS

EDUCATIONAL CONSULTANT/ILLINOIS

JEANNINEWILLIAMS904@GMAIL.COM

SHELLY BAZEMORE

ASSOCIATE PROFESSOR/COORDINATOR OF FIELD PLACEMENTS

VIRGINIA STATE UNIVERSITY

EDUCATIONAL CONSULTANT/VIRGINIA

SHELLYBAZEMORE@GMAIL.COM

“Live full and Die Empty!”