

Wednesday, March 1, 2017

AACTE Diversified Teaching Workforce (DTW) Institute

**Grand Ballroom-Salon E, Tampa
Marriott Waterside, Tampa, FL**

The 2017 AACTE Diversified Teaching Workforce (DTW) Institute convenes a group of national leaders at colleges and universities across the United States to spotlight and explore innovative efforts for addressing racial/ethnic teacher diversity across five key areas: recruitment and retention, teacher preparation, mentorship, induction and professional development, and advocacy.

Recognizing the need to create spaces within professional networks to discuss and unpack the challenges and possibilities for increasing racial/ethnic teacher diversity, the Institute offers presentations on current research, opportunities to plan in working groups, and panel sessions focused on best practices from expert teacher education and teacher diversity pipeline leaders.

Sponsored by American Association of Colleges for Teacher Education, Diversified Teaching Workforce Topical Action Group, and the University of Nebraska–Lincoln



The University of Nebraska does not discriminate based upon any protected status. Please see go.unl.edu/nondiscrimination. ©2017. PL1702.

 unl.edu  [@unlincoln](https://twitter.com/unlincoln)

Schedule of Events

8:00–8:45 AM

Registration and continental breakfast

8:45–9:00 AM

Welcome and opening remarks: Rodrick Lucero (AACTE Vice President for Member Engagement & Support) and Tim Finklea (AACTE Director of Member Engagement & Support)

9:00–10:00 AM

Morning panel: Challenges and Possibilities for a Diversified Teaching Workforce (Conra Gist, University of Arkansas, panel chair)
Francisco Rios (Western Washington University), Belinda Flores (University of Texas San Antonio), La Vonne Neal (Northern Illinois University), Delisa Saunders (American Federation of Teachers, Human Rights and Community Relations), Rita Kohli (University of California, Riverside)

10:15–11:45 AM

Breakout Working Sessions by Panelists

Teacher Diversity: Recruitment and Retention (Francisco Rios)

Teacher Diversity: Educator Preparation (Belinda Flores)

Teacher Diversity: Mentorship (La Vonne Neal)

Teacher Diversity: Advocacy (Delisa Saunders)

Teacher Diversity: Induction Support & Professional Development (Rita Kohli)

12:00–1:15 PM

Lunch & Keynote (Angela Valenzuela, University of Texas)

1:45–2:45 PM

Concurrent Afternoon Panel Session 1

PANEL 1: High School to College Pipeline (Margarita Bianco, University of Colorado Denver, panel chair)

Djanna Hill (William Paterson University), Mikkaka Overstreet (University of Louisville), Tonya Walls (University Nevada Las Vegas, Touro University Nevada), Doyin Coker-Kolo (Indiana University Southeast)

PANEL 2: Educator Preparation and School District Pipeline (Marvin Lynn, Indiana University South, panel chair)

Dorinda Carter Andrews (Michigan State University), Jacob Easley (Eastern Connecticut State University), Bethany Brent (University of Wisconsin, La Crosse), Audrey Lensmire (Augsburg College)

3:00–4:00 PM

Concurrent Afternoon Panel Session 2

Panel 3: School Districts—Professional Development and Mentorship Supports (Rachelle Rogers-Ard, Oakland Unified School District, panel chair)

Juana Zamora (California Mini-Corps Program), Amanda Morales (University Nebraska–Lincoln), Heather MacCleoud (NASFA, Association of International Educators), Darlene Russell (William Paterson University), Socorro Herrera (Kansas State University)

Panel 4: Advocating for Teacher Diversity (Timothy Mahoney, Millersville University, panel chair)

John Davis (California State, Dominguez Hills), Sungti Hsu (AACTE, Director of State Affiliates and Partnership Support), Robbie Burnett (Minnesota State University), Maureen Gillette (Seton Hall University)

4:15–4:45 PM

DTW Institute Closing Panel: Connections to AACTE and Beyond (Danielle Liautaud, William Paterson University, panel chair)

Diana Rogers-Adkinson (Southeast Missouri State), Terrance McNeil (Florida A&M University), Sharon Leathers (William Paterson University), Mia Hines and Symone James (University of Connecticut)

5:00–6:00 PM

Diversified Teaching Workforce Institute Reception

Monika Williams Shealey (Rowan University), 2017 DTW Teacher Diversity Award Recipient

Speaker Biographies



Margarita Bianco

Associate Professor, School of Education and Human Development, University of Colorado Denver; Founder and Executive Director of Pathways2Teaching

Margarita's research interests include teacher diversity and teacher pathway programs for high school students of color.

✉ margarita.bianco@ucdenver.edu [@margaritabianco](https://twitter.com/margaritabianco)



Bethany Brent

Senior Multicultural Education Adviser, University of Wisconsin-La Crosse School of Education

Bethany is the co-coordinator of the Grow Our Own Teacher Diversity (GOO-TD) program. Her research interests are critical race theory, the recruitment and retention practices for teacher diversity, and the preparation of pre-service teachers of color.

✉ bbrent@uwlax.edu [@b_brentphd](https://twitter.com/b_brentphd)



Robbie R. Burnett

Director for Recruitment and Retention, College of Education, Minnesota State University, Mankato

Robbie manages the Teachers of Tomorrow (ToT) program within the College. Her work is centered on uprooting systemic structures and barriers and replanting the seeds of social justice and racial equity for students, faculty, and staff in teacher education.

✉ robbie.burnett@mnsu.edu



Dorinda Carter Andrews

Associate Professor, Teacher Education, Michigan State University; Assistant Dean, Equity Outreach Initiatives

Dorinda teaches courses on racial identity development, urban education, critical multiculturalism, and critical race theory. Her research is broadly focused on issues of race, culture, power, and educational equity.

✉ dcarter@msu.edu [@drdorindaca](https://twitter.com/drdorindaca)



Doyin Coker-Kolo

Professor and Dean, School of Education, Indiana University Southeast

Doyin is the Dean of Education and coordinator of "Together We'll Grow" pipeline program for diversifying the teacher workforce. Her research areas are diversity and accreditation.

✉ ecokerko@ius.edu



John Davis

Professor and Dean of the College of Education, California State University, Dominguez Hills

John has been on faculty at CSUDH for 22 years and recently co-authored a white paper for the White House's 2016 HSI Teacher Prep Initiative.

✉ jdavis@csudh.edu [@dean johndavis](https://twitter.com/dean johndavis)



Jacob Easley II

Dean of the School of Education and Professional Studies, Eastern Connecticut State University

Jacob is an educator, researcher, human rights advocate, and change agent. His research includes a focus on policy and politics of education, leadership preparation, and international perspectives of school effectiveness and improvement.

✉ easleyj@easternct.edu [@drje2](https://twitter.com/drje2)



Belinda Flores

Professor and Department Chair, Bicultural-Bilingual Studies, University of Texas at San Antonio

Her research centers on Teacher Development and Attributes; Teacher Learning Communities and Communities of Practice; Teachers' Sociocultural Knowledge; and Teacher Accountability. She is also the founder of UTSA's Academy for Teacher Excellence.

✉ belinda.flores@utsa.edu



Maureen Gillette

Dean of the College of Education and Human Services, Seton Hall University

Maureen is a teacher, researcher, university administrator, mom, grandma, and auntie.

✉ maureen.gillette@shu.edu [@deanmaureen](https://twitter.com/deanmaureen)



Conra D. Gist

Assistant Professor of Curriculum and Instruction, University of Arkansas

Conra's research addresses teacher diversity and development to cultivate just and transformative teaching and learning possibilities for communities of color.

✉ gist@uark.edu



Socorro Herrera

Professor of Curriculum and Instruction, Kansas State University; Executive Director, Center for Intercultural and Multilingual Advocacy (CIMA)

Socorro is a professor (@CIMA KSTATE), an author (#biographydriveninstruction), and a presenter (socorro-herrera.com). She is passionate about ESL, her kids, and Willie Nelson.

✉ sococo@ksu.edu [@sococoatksu](https://twitter.com/sococoatksu)



Djanna Hill
Professor of Education and Chairperson of Africana-World Studies, William Paterson University; Director of the Robert Noyce Scholarship Program

Dijanna is a professor of science and urban education. Her academic research and practice focuses on and is inspired by community-based teacher recruitment, preparation and development in urban schools.

✉ hilld@wpunj.edu



Mia Hines
Academic Advisor, University of Connecticut Neag School of Education; Advisor, UConn Leadership in Diversity

Mia is a trained school administrator and has an extensive background in developing College and Career Readiness programs. Mia supports Neag's efforts to advise, recruit, support and mentor pre-education undergraduate and graduate students of color.

🐦 [@miarhines](https://twitter.com/miarhines) ✉ mia.hines@uconn.edu



Sungti Hsu
Director of State Affiliations and Partnership Support, American Association of Colleges for Teacher Education

Sungti monitors state policies related to educator preparation and training, and he provides support to AACTE state chapters in their advocacy and programing efforts.

✉ shsu@aacte.org



Symone James
Graduate Assistant for Teacher Preparation Program, University of Connecticut Neag School of Education

Symone is a Master's student in the Neag School of Education Elementary Education Program, and she is the President of Leadership in Diversity.

🐦 [@sym_krj](https://twitter.com/sym_krj) ✉ symone.james@uconn.edu



Rita Kohli
Assistant Professor, University of California, Riverside

Rita is an Assistant Professor of Education, a race scholar, a Co-director of the Institute for Teachers of Color, a mother and a social justice warrior.

✉ rita.kohli@ucr.edu



Audrey Lensmire
Assistant Professor and Program Director of East African Student to Teacher (EAST) Program, Augsburg College

Audrey is the author of *White Urban Teachers: Stories of Fear, Violence, and Desire* and co-editor of the forthcoming book *(Re)narrating Teacher Identity: Telling Truths and Becoming Teachers*.

✉ lensmire@augsborg.edu 📞 612.330.1397



Danielle Liautaud-Watkins
Associate Provost for Academic Development, William Paterson University

Danielle has nineteen years of Higher Education experience. Through implementation of student success strategies, she has raised 4-year graduation rates by 107% from 14-29%.

✉ liauttaud@wpunj.edu 📞 973.720.2894



Marvin Lynn
Dean and Professor, School of Education, Indiana University South Bend

Marvin is Dean and Professor in the School of Education at Indiana University South Bend. He is a noted scholar on African American male teachers and Critical Race Theory.

🐦 [@drmarvinlynn](https://twitter.com/drmarvinlynn)



Heather MacCleoud
Director, Academic Programs, NAFSA: Association of International Educators

Heather MacCleoud oversees NAFSA's work to bring cross-cultural and global learning into curriculum and to develop strategic partnerships.

🐦 [@h_maccleoud](https://twitter.com/h_maccleoud) ✉ heathermc@nafsa.org



Tim Mahoney
Associate Professor and Department Chair, Millersville University

As Associate Professor/Department Chair of Educational Foundations, Tim studies adult and youth refugee populations as they resettle in new areas.

✉ tim.mahoney@millersville.edu



Amanda R. Morales
Assistant Professor of Multicultural Education and ESOL, University of Nebraska-Lincoln

Amanda is a critical race scholar whose research focuses on teacher diversification, Latino/a student access and success in education, and equity literacy.

🐦 [@amandam0707](https://twitter.com/amandam0707) ✉ amanda.morales@unl.edu



Terrance McNeil
Ph.D. Candidate, Florida A&M University; HBCU All-Star, White House Initiative on HBCUs; AACTE Holmes Scholar, National Vice-President; AACTE TAG Administrator, HBCU Matters

Terrance has worked with the Department of Education, the National Science Foundation and the Florida Legislature to promote teacher diversity and achievement for underserved populations.

🐦 [@mcneiterrance](https://twitter.com/mcneiterrance) ✉ terrance.mcneil@famu.edu

**La Vonne I. Neal****Associate Vice President for Operations, and Professor of Special Education at Northern Illinois University**

La Vonne is a teacher educator whose work in the design and implementation of culturally responsive teaching methods has earned wide recognition both among educators and popular press.

✉ ineal1@niu.edu**Mikkaka Overstreet****Director, Minority Teacher Recruitment Project; Instructor, Early Childhood and Elementary Education, University of Louisville**

Mikkaka has been an educator since 2006. She taught elementary school for 5 years, before working as a literacy consultant for the KYDOE.

🐦 [@drmikkaka](https://twitter.com/drmikkaka) ✉ mikkaka.overstreet@louisville.edu**Francisco Rios****Professor and Dean of the Woodring College of Education, Western Washington University**

Francisco is Dean of the College of Education at WWU. He recently completed his term as President of the National Association for Multicultural Education.

✉ francisco.rios@wwu.edu 📞 [360.650.3319](tel:360.650.3319)**Diana Rogers-Adkinson****Dean and Professor, College of Education, Southeast Missouri State University**

Diane is the Dean of an EDvolutionary College of Education, special educator by trade, advocate for educational access for all.

🐦 [@drdianara](https://twitter.com/drdianara) ✉ drogersadkinson@semo.edu**Rachelle Rogers-Ard****Executive Director, Office of Organizational Effectiveness and Culture; Office of the Superintendent, Oakland Unified School District**

Rachelle has managed Teach Tomorrow in Oakland, a program focused on recruiting and retaining teachers of color, for the past 8 years.

🐦 [@ebavdir](https://twitter.com/ebavdir) ✉ rachelle.rogers-ard@ousd.org**Darlene Russell****Professor, William Paterson University**

Darlene is the Founder of the Nurturing Culturally Responsive Equity Teachers (NCRET) Project. She also co-authored two books with students on critical narratives.

✉ russelld@wpunj.edu**Delisa K. Saunders****Deputy Director, Human Rights & Community Relations Department, American Federation of Teachers**

Delisa fights for civil rights, social justice, equity, diversity, inclusion, building bridges, and dismantling walls.

✉ delisa.saunders@aft.org 📞 [202.256.1312](tel:202.256.1312)**Tonya Walls****Assistant Professor, Touro University Nevada; Graduate Student, Research Assistant, Co-Principal Investigator, University of Nevada Las Vegas**

Tonya is completing her Ph.D. in Curriculum and Instruction with an emphasis in Multicultural Education. Her research interests include social justice and education, Critical Race Theory, grassroots organizing, and educational leadership and policy.

🐦 [@twallstreet2](https://twitter.com/twallstreet2) ✉ tonya.walls@tun.touro.edu**Monika Williams Shealey****Professor and Dean of the College of Education, Rowan University**

Monika is a mother, a Dean, a Soror of DST (Delta Sigma Theta), and an advocate for equity and “doing change rather than just talking about it.”

🐦 [@drmwshealey](https://twitter.com/drmwshealey) ✉ shealey@rowan.edu**Angela Valenzuela****Professor, Department of Educational Administration and the Department of Curriculum and Instruction, and Director, Center for Education Policy, University of Texas at Austin**

Valenzuela’s research and teaching interests are in the sociology of education, race and ethnic relations, education policy, school partnerships, urban education reform, and indigenous education.

✉ valenz@austin.utexas.edu**Juana Zamora****Director of CA Mini-Corps/Butte County Office of Education**

Juana, CA Mini-Corps (CMC) Director, is a former migrant student, and CMC tutor. She represented CMC in Washington, D.C. as a successful bilingual teacher pipeline model.

✉ jzamora@bcoe.org 📞 [916.929.2713](tel:916.929.2713)

AACTE Diversified Teaching Workforce (DTW) Topical Action Group

What is our story?

An alliance was formed at the end of 2014 in order to mobilize teacher education stakeholders for a crosspollination of research efforts in praxis among committed, concerned, and ultimately, action oriented leaders in a range of circuits across the field of education.

What is our mission?

- Articulate why teacher diversification is important
- Encourage campuses to diversify their teacher candidate pools and provide them with strategies to do so
- Identify ways to encourage candidates from underrepresented backgrounds to enter the teaching workforce
- Explore how the school and local community can provide ongoing support for these teachers once they enter the workforce
- Provide a forum for sharing ideas and offering support for faculty and administrators engaged in teacher diversification across the nation

Who do we serve?

We serve the AACTE membership body and supporters, which includes deans, faculty, education reformers, accreditation officials, program leaders and funding officers, and educational consultants who are:

- Interested in supporting scholarship and research on teacher diversify
- Committed to locating alternative funding streams for supporting the recruitment and retention of teachers of color
- Willing to explore pathways for advocacy via grassroots

organizing, legislative and judicial efforts, and equitable school district policies and practices

- Wanting to identify and create resources for school districts, teacher education programs, and community organizations to support efforts to diversify the teacher workforce.

What are our goals?

GOAL 1

DTW will establish forums to discuss practices that are being used to recruit, select, and retain candidates from underrepresented backgrounds.

GOAL 2

DTW will establish a visible presence at the AACTE Annual Meeting to make the topic of diversity in education more prominent.

GOAL 3

DTW will network with other professional organizations that have a diversity focus within education to identify effective strategies to recruit, support, and retain diverse teaching candidates and disseminate research and practices advocated by those organizations.

GOAL 4

DTW will provide an accessible space where people interested in diversifying the candidate pools of beginning teachers can find research, wisdom, and policies to inform their work, and can connect and collaborate with individuals and programs doing similar work across the nation.

DTW Leadership Team

Conra Gist, University of Arkansas
Timothy Mahoney, Millersville University
Margarita Bianco, University of Colorado, Denver
Marvin Lynn, Indiana University South Bend
Guy Trainin, University of Nebraska-Lincoln
Gwen Shultz, Indiana University Southwest