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
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)

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 MacCleod (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

**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.  
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**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.  
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**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.  
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**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.  
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**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.  
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**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.  
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**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.  
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**Dayin Coker-Kolo**  
Professor and Dean, School of Education, Indiana University Southeast  
Dayin 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.  
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**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.  

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**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.  

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**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.*  

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**Danielle Liatautad-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%.  

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**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.  

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

Djanna 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.  

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**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.  

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**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.  

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**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.  

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**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.  

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

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**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.  

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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.  

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