



Black and Hispanic/Latino Male Teacher Networked Improvement Community: Promising Practices to Recruit and Retain Male Teachers of Color

This brief is one in a series of five presenting key insights into promising practices aimed at increasing the number of Black, Hispanic, and Latino male candidates in educator preparation programs (EPP). The insights are based on 10 institutions selected by the American Association of Colleges for Teacher Education (AACTE) to participate in the Black and Hispanic/Latino Male Teacher Networked Improvement Community (NIC) to investigate the complexities, challenges, and opportunities necessary to increase teacher diversity. To learn more about the NIC, visit aacte.org/programs-and-services/nic/.

CENTRAL THEME: REDUCING BARRIERS

Educator Preparation Programs that can identify and remove barriers for Black and Hispanic/Latino males of color will have more success recruiting and retaining them into their programs. NIC members identified several barriers to entry into their programs and into the profession, most notable of which were required assessments for licensure, as well as resource constraints. Based on these findings, members of the NIC either created new, or improved current initiatives that promote diversifying the profession through an equitable lens.

How can educator preparation programs reduce the barriers that are preventing male students of color from becoming and remaining credentialed educators?

KEY FINDINGS

The primary barriers for recruitment and retention of Black and Hispanic/Latino male students in EPPs were identified as

- Assessments
 - Standardized testing for admittance into the educator preparation program
 - GPA requirements for admittance into educator preparation program

- Financial
 - Lack of financial support to complete educator preparation program
- Scheduling
 - Competing employment and family priorities preclude students' ability to apply or attend brick and mortar programs

IDENTIFIED CHALLENGES

Financial Obstacles: Students often lack the financial resources to complete their educator preparation program.

MidAmerican Nazarene University

MidAmerican Nazarene University instituted campus-wide focus groups, which included a group of alumni minority male teacher education graduates. The responses of this group shaped the initiatives for the NIC, one of which was to establish a fundraising program for student scholarships to assist male students of color with financial support to complete the program. According to their findings, addressing financial barriers was an important step in diversifying the field.

Competing Priorities: Attending brick and mortar classes can be inaccessible or inconvenient for male students of color. The need to travel to and from campus and attend classes during the day may create schedule conflicts. The NIC members found they often have other responsibilities outside of pursuing their degree.

University of St. Thomas

As a result of participation with the NIC, the University of St. Thomas began offering courses online to address recruitment challenges. The NIC team found that the need to physically be in the school to take classes could be a barrier for some students. Additionally, this allowed the team to expand their recruitment efforts beyond the local region.



[The testing requirements] actually affects people in every single state in the United States, and so we need to think about what does the test tell us and what doesn't it tell us, and do we need to advocate for our students on whether or not we should have so many standardized tests to get into teaching? – University of St. Thomas NIC Member

Testing Requirements and Support: There are a various number of tests and requirements potential teacher candidates must pass to enter educator preparation programs. These tests were identified to be a barrier to male students of color by the NIC members.

University of Connecticut

In response to finding that various tests were a barrier to male candidates of color, the University of Connecticut (UConn) developed and facilitated a program to assist with studying and paying for the Praxis Core Academic Skills for Educators test. The program included facilitating Praxis Core Study Groups; students who participate in all four sessions of the study groups receive a study guidebook and a stipend to cover the cost of their initial Praxis Core exam.

University of Arkansas at Little Rock

The adverse impact of Praxis Core on the diversity of the teacher candidate pool led the University of Arkansas at Little Rock (UALR) to advance policy changes at the state level aimed at loosening restrictions on Praxis Core testing. The intent behind this legislation was to allow the educator preparation program control of enforcing the entry requirement of a passing score on the assessment.

Boston University

To address testing barriers, Boston University (BU) removed the GRE and Miller Analogies test as an application requirement for all Masters in Teaching (MAT) programs. Instead, they added a question on diversity to their application, warranting a culturally competent response from all program applicants.



I would think about how we are going to fund these populations. What are we going to do to make sure that whatever they need, that we're going to try to make it happen for them? Because funding is always an issue. – William Paterson University NIC Member

These 10 AACTE member institutions participated in the Black and Hispanic/Latino Male Teacher Networked Improvement Community (NIC):



For more information, please visit aacte.org/programs-and-services/nic/.