



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: DEVELOPING PARTNERSHIPS

When Educator Preparation Programs partner with organizations and individuals that share their goals to diversify and promote inclusion within the teaching profession, everybody wins. EPPs can increase the number of Black and Hispanic/Latino males entering and completing their programs when they identify and leverage partners within their own campus and the surrounding PK-12 school districts. Through partnerships, members of the NIC were able to identify and expose Black and Hispanic/Latino males to the profession, train and prepare diverse candidates to teach in a variety of settings and provide assistance to diverse candidates to complete programs and remain in the profession.

How can educator preparation programs leverage existing resources and create new partnerships that supplement and support them in the recruitment and retention of male teachers of color?

KEY FINDINGS

To efficiently and effectively collaborate with partners across and outside of the institution, EPPs leaders should

- Assess existing programs, practices, and infrastructure before creating a recruitment and retention plan

- Involve organizations and individuals across their campus, from PK-12 institutions and the community-at-large that are strategically aligned in the development of a recruitment and retention plan

PROMISING PRACTICES

Partner with the Community: The community often possesses resources and supports that align with a recruitment and retention plan for male teachers of color. Partnering with these organizations can be an effective way to fill the gaps in the EPPs capacity or resources to successfully recruit and retain Black and Hispanic/Latino men of color into their programs.

Florida Atlantic University

Through its Good FIT (First Introduction to Teaching) program, current students at Florida Atlantic University (FAU) and several other local institutions, including community colleges, are offered an opportunity to become a paid instructional intern in a public school classroom one day a week, under the supervision of a model classroom teacher. Through participation in the NIC, the FAU College of Education team found that teaching is not mentioned to Black and Hispanic/Latino men of color as a career option. The Good FIT partnership solves that recruitment barrier by providing exposure to classrooms for those who may be interested in teaching but do not know what that path looks like. As part of the Good FIT program, FAU offers a paid stipend to prospective candidates while they explore teaching as a profession.

MidAmerican Nazarene University

Forging Opportunities and Recruiting for Careers in Education (FORCE) is a program designed by MidAmerica Nazarene University (MNU) to introduce talented men of color to prospective employers in the field of education. This program creates two pathways for Black and Hispanic/Latino males to enter education: one for recruiting high school juniors and seniors and another for retaining male candidates who are entering or in the process of completing the EPP program. One of the most unique aspects of the FORCE program is the Teacher Draft, where local school and district partners partnering with MNU interview draftees and subsequent employment offers are made.



“We involved the entire campus community, which was brilliant ... and involved the vice president of admissions and enrollment. She brought in the financial aid people. She brought in the academic affairs representatives, as well as different key players and stakeholders at the university who had huge roles in having an impact on Black and Latino students and the lives of these students from day-to-day.” – California State University, Fullerton NIC Member

Expand PK-12 District Partnerships: PK-12 districts offer EPPs an opportunity to establish grow your own programs, which can expose, encourage, and prepare youth to enter an EPP and the teaching profession. PK-12 school districts can assist EPPs by defining their needs for candidate teachers and future practitioners.

Western Kentucky University

Western Kentucky University (WKU) made policy changes to increase the retention of participants in their Young Male Leadership Academy Program. The grow your own grant funded program, is a partnership between Warren County Schools and Bowling Green Independent, Kentucky Department of Education, and WKU. The goal of this initiative was to increase the number of highly qualified special education teachers who come from linguistically, culturally, and ethnically diverse backgrounds. The program accepts male students in 8th - 12th grade and focuses on teaching as a career, while building the students' leadership, character development, and college readiness skills. The policy changes that aimed to keep participants more engaged year-round resulted in a 100% retention rate, with approximately 40% of the male students indicating they plan to enroll in WKU's teacher preparation program.

Collaborate with university academic admissions and advising offices: : Many students enter college undecided on their major. Through conversations with academic admissions counselors and/or college advisors, students may identify an interest in teaching or working with youth. NIC members identified the need for direct collaboration with these offices across campus to quickly engage Black and Hispanic/Latino men potentially interested in education and provide them with information on pursuing a career in education.

California State University Fullerton

Due to the fact that teacher preparation programs are post-baccalaureate in California, California State University Fullerton (CSUF) and other state schools of education were having problems identifying undergraduates to target for recruitment into their programs. CSUF addressed this issue by partnering with the Division of Information Technology to create and add a "button" to the campus advisement tool, which alerted the School of Education anytime a student mentioned an interest in teaching. Of those identified, students who were also Black or Hispanic/Latino were invited to participate in CSUF's GiFT2 mentorship program, which promotes student retention.

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



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