**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: BUILDING RECRUITMENT PATHWAYS

As the population of the United States becomes increasingly diverse, Educator Preparation Programs are committed to ensuring their programs are representative of the overall student population. To realize that goal, NIC members looked to build recruitment pathways into the profession through a variety of ways, most of which centered on meeting Black/Hispanic Latino males early and where they were.

How can educator preparation programs raise awareness of the teaching profession to young Black and Hispanic/Latino males and convince them to adopt this path as an aspiring career?

## KEY FINDINGS

The primary findings when members examined the causes and corrections for a lack of diversity in educator preparation programs and the profession include the following:

- Youth of color are not encouraged to enter the teaching profession.
- There is a need to increase frequency of exposure to the profession, especially in PK-12 schools.
- Identifying and recruiting undergraduate men of color who are undeclared or have expressed an interest in teaching is an effective approach

## PROMISING PRACTICES

**Host community information sessions:** Due to Black and Hispanic/Latino males' lack of exposure to the teaching profession, going into the community and providing information has proven be a successful way to meet them where they are.

### Florida Atlantic University

The William Paterson University Admissions Office staff visited local high schools to recruit students and promote opportunities for careers in education. The university advisement staff strategized ways to help students, especially young men of color, overcome obstacles facing them as they pursued careers in teaching.

**Recruit paraprofessionals:** There are many Black and Hispanic male educators who are currently engaged and committed to the profession in the paraprofessional role. These programs should take into account any barriers to certification that paraprofessionals of color may have faced and structure their paraprofessional recruitment around reducing them.

### University of St. Thomas

The St. Paul Urban Residency program includes the University of St. Thomas as well as the St. Paul Public School district. Together, the university and school district are working to increase and diversify the number of student teachers entering, and eventually, remaining in the district through the St. Paul Urban Residency Program. The residency program offers opportunities for paraprofessionals who already have a bachelor's degree to earn teacher licensure. These paraprofessionals already have a commitment to youth, education, and often, the district itself. The recruitment of paraprofessionals happens through the school's two-year accelerated Work and Learn program, which aims to recruit, prepare, retain, and support highly qualified paraprofessionals and effective teachers from underrepresented backgrounds who reflect the diverse student populations in the Twin Cities metro school districts

> *"Teaching is not something that students of color are encouraged to do at a young age. By the time students get to college, a lot of people are set on what they want to do. You have to go a little further back … let high school students know that education is a great option."*
> – University of Connecticut NIC Member

**Support the work of "Grow Your Own" teacher programs focused on men of color: :** NIC institutions create Grow your Own programs to improve the number of diverse candidates into the profession by focusing recruitment efforts on Black and Hispanic youth of color in the community that encourage and prepare youth/young adults/undergrads to enter educator preparation programs.

### Northeastern Illinois University

To recruit more men of color into its School of Education, NEIU looked to grow their own teachers by finding prospective candidates at local community colleges. Through the Office of Math, Science, and Technology Education (MSTQE), which helps prepare pre-service teachers to teach math and general science at the elementary and middle level, the School of Education leveraged the office's Bridge program with local community colleges in Chicago. The Bridge program offers an entry point for community college students into NEIU, many of whom are Black and Hispanic/Latino men. These students can take MSTQE courses, which can be applied to their associate degrees while earning skills and potential credit toward their degrees.

### California State University, Fullerton

The Growing Future Teachers-phase two (GiFT2) combines early exposure to teacher preparation curriculum, fieldwork experiences in public PK-12 schools, and mentorship from experienced teachers. GiFT2 students were provided mentorship from experienced teachers who are also African American or Hispanic men. This allowed students to experience the teaching profession at a deeper level without the barrier of tuition and/or meeting course requirements. Mentor teachers volunteered their time to work one-on-one with students and allowed them to observe their teaching abilities in their classroom. Twelve students participated in the inaugural cohort during the 2016-17 academic year.

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/.