



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: A WAY FORWARD: EPP FACULTY TRAINING

Over the course of the NIC, members identified that many faculty members have not received professional development in the area of culturally responsive pedagogy. As Educator Preparation Programs work to further embed the recruitment and retention promising practices identified as part of this initiative, exposure to and support from a diverse faculty, steeped in culturally responsive pedagogy, will be a crucial component to ensuring men of color are interested in and persist through teacher preparation programs.

KEY FINDINGS

- One barrier in the recruitment and retention of Black and Hispanic/Latino male educators is the dearth of faculty professional development related to culturally responsive pedagogy.
- To deploy mentorship as a successful strategy for retaining men of color in educator preparation programs, faculty must be able to support and understand the experiences of this specific group of teacher candidates.
- As a result of the NIC work, some institutions were able to provide workshops and training to faculty, but others found it financially difficult to support these trainings. The availability of training was inconsistent.

GENERAL RECOMMENDATIONS

- AACTE has identified supporting faculty professional development in culturally responsive pedagogy as a path for increasing the number of men of color that are interested in and persist through educator preparation programs.
- Professional development will serve as the foundation for all of the promising practices the NIC members identified for retention and will be a key step in moving the field forward.
- As culturally responsive pedagogy becomes more deeply embedded into educator preparation programs, teacher candidates will be better prepared to enter into the education profession. With each new teacher prepared to engage all students, the potential for Black and Hispanic/Latino young men to feel included in their education and to pursue a career in education increases.



We're looking at the way that we're training our faculty. We have faculty development, and some people may say, 'Well, what does that have to do with retention' But truthfully, the number one reason why you lose students is because they don't feel like there's a sense of belonging. We need to make sure that faculty and staff understand that it takes all of us to create an inclusive environment. – Dr. McMillan Porter: Kathlene Holmes Campbell (St. Thomas University).



There is a need for culturally responsive teaching training for University of St. Thomas faculty, clinical practice teachers, mentors, and supervisors. – University of St. Thomas Black and Latino male teacher candidate focus group member, Fall 2015.

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/.