A RICH SOURCE FOR TEACHERS OF COLOR AND LEARNING:

MINORITY SERVING INSTITUTIONS

MARYBETH GASMAN
ANDRÉS CASTRO SAMAYOA
ALICE GINSBERG

Center for MSIs
Graduate School of Education Penn GSE
W.K. KELLOGG FOUNDATION
ETS

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PHOTO CREDITS

DARRYL MORAN (all interior photos)

Dear friends,

The nation's teaching force does not reflect the diversity of the students attending public schools, which are majority minority in make up. In 2014, we stepped into the world of teacher education at Minority Serving Institutions (MSIs) with a goal of understanding the contributions of these institutions to the production of teachers of color. With a grant from the W. K. Kellogg Foundation, we conducted extensive case studies at four representative MSIs—institutions that have a strong track record of preparing students in the field of teacher education. With this report, we tell the story of success at these institutions. We situate them within the larger national context and while our emphasis is on success, we also consider the challenges that these institutions face.

Minority Serving Institutions—including Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), Historically Black Colleges and Universities (HBCUs), and Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs)—educate 20 percent of college and university students and do the lion's share of the work in educating low-income and first-generation students as well as students of color. These institutions have a special role to play in the education of future teachers and the diversification of the nation's teaching force.

We offer thanks to the faculty, staff, and students at the four MSIs that participated in this research study: California State University, Fresno; Stone Child College; New Mexico State University; and Jackson State University.

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All our best,

MARYBETH GASMAN
Professor & Director

ANDRÉS CASTRO SAMAYOA
Assistant Director for Assessment

ALICE GINSBERG
Assistant Director for Research

About the Authors

MARYBETH GASMAN is Professor of Higher Education in the Graduate School of Education at the University of Pennsylvania. Her areas of expertise include the history of American higher education, Minority Serving Institutions (with an emphasis on Historically Black Colleges and Universities), STEM education among students of color, and racism and diversity. Marybeth is the founding director of the Penn Center for Minority Serving Institutions, which works to strengthen, support, and amplify the contributions of MSIs and those scholars interested in them. Marybeth is the author or editor of 22 books, including *Educating a Diverse Nation: Lessons from Minority Serving Institutions* (Harvard University Press, 2015 with Clif Conrad), *Envisioning Black Colleges* (Johns Hopkins University Press, 2007), *The Morehouse Mystique: Educating the Nation's Black Doctors* (Johns Hopkins University Press, 2012) and *Academics Going Public* (Routledge Press, 2016). She has written over 200 peer-reviewed articles, scholarly essays, and book chapters. Marybeth has penned 350 opinion articles for the nation's newspapers and magazines and is ranked by *Education Week* as one of the most influential education scholars. She has raised $32 million in grant funding to support her research and that of her students, mentees, and MSI partners. Marybeth serves on the board of trustees of The College Board as well as Paul Quinn College, a small, urban, historically Black College in Dallas, Texas.

ANDRÉS CASTRO SAMAYOA is Assistant Director for Assessment and a Senior Research Associate at the Penn Center for Minority Serving Institutions (CMSI). At CMSI, Andrés serves as Co-PI in two grants focused on diversifying the teaching profession at both the K-12 and postsecondary level. He is also a Ph.D. candidate in higher education at the University of Pennsylvania's Graduate School of Education. His research focuses on the social history of large-scale datasets in postsecondary education; qualitative investigations on educational researchers' use of quantitative data to explore issues of diversity; and the institutionalization of services for lesbian, gay, bisexual, queer, and transgender students.

ALICE E. GINSBERG is Assistant Director of Research at the Penn Center for Minority Serving Institutions. She is also an adjunct professor in the University of Pennsylvania's Graduate School of Education, where she teaches courses in the Teacher Education and Higher Education Divisions. Her areas of expertise include teacher education, urban school reform, culturally relevant pedagogy, educational policy, educational equity, action research, and practitioner inquiry. Alice is the author or editor of six books, including *Embracing Risk in Urban Education* (Rowman and Littlefield, 2012), *The Evolution of American Women's Studies* (Palgrave, 2009), and *Gender in Urban Education* (Heinemann, 2004, with Joan Shapiro and Shirley Brown). In addition to her research and scholarship, Alice has developed and directed many school reform and professional development programs, including GATE (Gender Awareness Through Education), a three-year program for teachers, parents, and administrators in the School District of Philadelphia.

THE IMPORTANCE OF RACIAL EQUITY AMONGST K-12 EDUCATORS

America's educational achievement has long been tied to its economic prosperity and global competitiveness, making it a primary concern of educators, policymakers, politicians, and employers. Dating back to the highly publicized report *A Nation at Risk*, published by the U.S. Department of Education in 1983, we were warned that America would lose its economic edge if it did not improve public education. The report served as a wake-up call that American schools were failing, and though it did not focus on racial disparities, it originated the idea that part of this failure could be attributed to inadequacies in the education provided to racial and ethnic minorities. As Ladson-Billings notes, the "at-risk" label was first designated to the entire nation yet within a short period of time became synonymous with being a person of color (2009).

Over thirty years later, governmental initiatives such as *No Child Left Behind* and *Race to the Top* have underscored continued widespread concern about the academic performance of minority students. Statistics underscore that minority students are significantly more likely to be tracked into special education classes and/or held back a grade, to do poorly on standardized tests, to be suspended, or to dropout of school entirely. However, while there is no question that low-income and minority students face many greater obstacles to academic success and economic independence than their non-minority counterparts, scholars have challenged assumptions that these problems are centered within the individual child and/or the culture, family, and community from which they reside. Instead, it has been suggested that the achievement gap is more of an opportunity gap—one which can be attributed to a vastly inequitable school system that provides minority students with crowded and unhealthy learning environments, fewer material resources, limited access to technology, fewer and less highly prepared teachers and support staff, a culturally biased curriculum, and lower expectations for success (Carter & Welner, 2013; Ravich, 2014; Petrovich & Wells, 2005; Scott, 2003; Ladson-Billings, 2011; Noguera, 2009; González & Moll, 2005).

This opportunity gap extends beyond the school itself, as what happens outside of the classroom is an equally important variable in minority student school success. Low-income and minority students are less likely to have access to technology in their home or community environments, economic access to private tutoring, or opportunities to take part in extracurricular activities—which are often already all but non-existent in their school budgets. Low-income and minority students are also more likely to be burdened by added responsibilities of working to support their families and providing child care for younger siblings, both of which detract from the amount of time they have to study and do homework.

> "It's also important for our white students to see teachers of color in leadership roles in their classrooms and communities. Breaking down negative stereotypes helps all students learn to live and work in a multiracial society."—Secretary of Education, John King, *Washington Post*, May 15, 2016

Seeing only the "lack" of resources in minority students and their communities, in turn, leads many schools and teachers to take a missionary or assimilationist approach to education. Teachers are currently under tremendous pressure to raise test scores and document increases in grade-level proficiency, often at the cost of genuine student engagement and critical thinking. Perhaps even more disturbing, students' rich cultural heritages and linguistic facility are marginalized or deemed insignificant in the march to meeting state or federal standardized test scores.

This predisposition to underestimate and undervalue minority students is exacerbated by the fact that the majority of America's teaching force is itself extremely homogenous. Nationwide, approximately 83% of the teaching force is White while over 50% of students are students of color (U.S. Department of Education, 2015). Almost half of America's schools do not employ even one teacher of color (National Collaborative on Diversity in the Teaching Force, 2014). As current Education Secretary John King underscored in a March 2016 address at Howard University (a Historically Black University): "We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates" (U.S. Department of Education, 2016). The U.S. Department of Education has made a commitment to increasing diversity among teachers, emphasizing that "A more diverse teacher workforce can also supplement training in the culturally sensitive teaching practices most effective with today's student populations" (U.S. Department of Education, 2016).

We want to underscore that ideally teachers of all racial and cultural backgrounds should be effective educators and advocates for every student. We must never lose sight of this goal. However, research suggests that teachers from culturally diverse backgrounds may have a competitive edge working with minority students. For example, studies have shown that minority teachers—especially those who have themselves experienced racism in education—are more likely to challenge racial stereotypes, encourage student engagement and agency, and have overall higher expectations for minority students. Likewise, minority teachers who share their students' racial identity or linguistic backgrounds are generally more successful at building trusting relationships with parents and families, who must be considered key stakeholders in their children's academic success (Au & Blake 2003; Darling-Hammond, 2010; Banks & Banks, 2004; Cochran-Smith, 2011; Villegas & Irvine, 2010; Ladson-Billings, 2011; Nieto, 2000; Noguera, 2009; Perry & Steele, 2004; Kohli, 2016).

> "As a nation, we have far too few teachers of color. We have been far too reluctant to put the issue of race on the table . . . We have well-documented achievement gaps and opportunity gaps. But more importantly, we have a courage gap and an action gap."
>
> —Former Secretary of Education, Arne Duncan, 2014

> "Researchers should explore how teacher preparation programs are organized to support the unique needs of pre-service teachers of color. If the demographics of teacher candidates shift, should the course of study in traditional certification programs also shift to meet the needs of these new recruits?"
>
> —Travis Bristol, Stanford Center for Opportunity Policy in Education, 2016

The need for more minority teachers in K-12 education, then, is much more than one of demographic balance. Indeed, some researchers suggest that minority teachers have a stronger commitment to remain in teaching and teach in high-needs schools as part of a larger commitment to promoting social justice for minority students. Numerous case studies of minority teachers have identified that a primary reason they chose teaching was to serve as "transformative agents" for students of color and to "give something back to their community" (Belgarde, Mitchell, & Arquero, 2002; Center for American Progress, 2014; Exton, 2011; Kauchak & Burback, 2003).

Despite an increase in educational policies, grant-funded programs, national campaigns, networking sites, and advocacy organizations that are specifically designed to attract more minorities to the teaching profession, we must ask ourselves: Why is our teaching force still over 83% White? To answer this question, it is imperative that we think about the problem holistically, paying attention to both teacher recruitment strategies and also what happens to minority teacher candidates within institutions of higher education. We must seriously question whether teacher education programs at colleges of education are serving the needs and maintaining the interest and commitment of minority candidates.

On a more structural level, the very design of many college- and university-based teacher education programs inhibits working-class and first-generation students (who are more likely to be minorities) due to inadequate college counseling at the high school level, untenable costs of higher education, the limited number of courses offered during non-working hours, decreased access to technology, and the lack of remedial support and mentoring services needed to help compensate for frequently inadequate prior schooling experiences (Petchauer, 2014).

In the past two decades, most colleges of education have at least attempted to design a more multicultural curriculum for teacher education. Many of these initiatives, however, are offset by the traditional ways in which diversity courses are still taught. Teaching multicultural education is still heavily weighted towards an "add-and-stir" or "heroes and holidays" approach, which does not address ongoing and complicated issues of systemic inequality and racism or acknowledge the agency of minority communities. Likewise, a multicultural curriculum that includes and satisfies itself with only Black history continues to marginalize other minorities, whose school populations are growing rapidly with the influx of immigrant and second-generation students. Moreover, it should be noted that many schools of education do not have a diverse or knowledgeable faculty to teach these courses.

Poorly constructed teacher education programs that silence contentious issues around racism and equity or reduce quality teachers to machines built to improve test scores are, in fact, reducing the number of candidates of color in the pipeline (Fenwick, 2015; Mitchell, 2016). Thus, even if we are successful at attracting more minorities to enter teacher education programs, this success will continually be undermined if these programs alienate minority teacher candidates. How can we provide minority teacher candidates with the support systems and opportunities that will enable them to succeed and become sustaining forces of change for minority students?

A SNAPSHOT OF DEGREE CONFERRAL BETWEEN MSIs AND PREDOMINANTLY WHITE INSTITUTIONS (PWIs)

The following tables provide a broad overview of degree conferrals between Minority Serving Institutions and Predominantly White Institutions. The first two tables detail the overall degree conferral by MSIs and PWIs. Notably, MSIs conferred 16% of all degrees in 2014. However, they consistently account for a disproportionate number of degrees conferred to students of color: from 27.9% of all degrees conferred to Asian American students, to 44% of all degrees conferred to Hispanic students, to 33% of all degrees conferred to Black students.

TABLE 1.1

Total Bachelor's Degrees Conferred in the United States (all fields)

	NATIONAL	NON-MSIs	MSIs
TOTAL	1,841,579	1,545,015	296,564
Total Men	790,387	672,212	118,175
Total Women	1,051,192	872,803	178,389
AMERICAN INDIAN/ALASKAN NATIVE TOTAL	9,534	7,158	2,376
American Indian/Alaskan Native Men	3,666	2,875	791
American Indian/Alaskan Native Women	5,868	4,283	1,585
ASIAN AMERICAN TOTAL	120,837	87,088	33,749
Asian American Men	55,034	39,615	15,419
Asian American Women	65,803	47,473	18,330
BLACK TOTAL	158,885	105,685	53,200
Black Men	56,763	38,725	18,038
Black Women	102,122	66,960	35,162
HISPANIC TOTAL	202,957	112,205	90,752
Hispanic Men	79,130	45,297	33,833
Hispanic Women	123,827	66,908	56,919
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER TOTAL	4,293	2,794	1,499
Native Hawaiian or Other Pacific Islander Men	1,836	1,245	591
Native Hawaiian or Other Pacific Islander Women	2,457	1,549	908
WHITE TOTAL	1,154,798	1,070,297	84,501
White Men	506,859	470,403	36,456
White Women	647,939	599,894	48,045
TWO OR MORE RACES TOTAL	42,666	35,187	7,479
Two or more races Men	16,914	14,041	2,873
Two or more races Women	25,752	21,146	4,606
UNKNOWN RACE TOTAL	74,509	62,696	11,813
Unknown Race Men	33,187	28,265	4,922
Unknown Race Women	41,322	34,431	6,891
NONRESIDENT STUDENT TOTAL	73,100	61,905	11,195
Nonresident Student Men	36,998	31,746	5,252
Nonresident Student Women	36,102	30,159	5,943

SOURCE: Completions/Awards/degrees conferred by program (CIP), award level, race/ethnicity, and gender: July 1, 2013 to June 30, 2014. National Center for Education Statistics

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TABLE 1.2

Total Bachelor's Degrees Conferred in the United States (all fields)

	NATIONAL	NON-MSIs	MSIs
TOTAL	100.0%	83.9%	16.1%
Total Men	100.0%	85.0%	15.0%
Total Women	100.0%	83.0%	17.0%
AMERICAN INDIAN/ALASKAN NATIVE TOTAL	100.0%	75.1%	24.9%
American Indian/Alaskan Native Men	100.0%	78.4%	21.6%
American Indian/Alaskan Native Women	100.0%	73.0%	27.0%
ASIAN AMERICAN TOTAL	100.0%	72.1%	27.9%
Asian American Men	100.0%	72.0%	28.0%
Asian American Women	100.0%	72.1%	27.9%
BLACK TOTAL	100.0%	66.5%	33.5%
Black Men	100.0%	68.2%	31.8%
Black Women	100.0%	65.6%	34.4%
HISPANIC TOTAL	100.0%	55.3%	44.7%
Hispanic Men	100.0%	57.2%	42.8%
Hispanic Women	100.0%	54.0%	46.0%
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER TOTAL	100.0%	65.1%	34.9%
Native Hawaiian or Other Pacific Islander Men	100.0%	67.8%	32.2%
Native Hawaiian or Other Pacific Islander Women	100.0%	63.0%	37.0%
WHITE TOTAL	100.0%	92.7%	7.3%
White Men	100.0%	92.8%	7.2%
White Women	100.0%	92.6%	7.4%
TWO OR MORE RACES TOTAL	100.0%	82.5%	17.5%
Two or more races Men	100.0%	83.0%	17.0%
Two or more races Women	100.0%	82.1%	17.9%
UNKNOWN RACE TOTAL	100.0%	84.1%	15.9%
Unknown Race Men	100.0%	85.2%	14.8%
Unknown Race Women	100.0%	83.3%	16.7%
NONRESIDENT STUDENT TOTAL	100.0%	84.7%	15.3%
Nonresident Student Men	100.0%	85.8%	14.2%
Nonresident Student Women	100.0%	83.5%	16.5%

SOURCE: Completions/Awards/degrees conferred by program (CIP), award level, race/ethnicity, and gender: July 1, 2013 to June 30, 2014. National Center for Education Statistics

These trends remain consistent even when disaggregating degree conferral by fields. For all bachelor's degrees in education, for example, MSIs consistently award a disproportionate number of degrees to educators of color. For example, data suggest that over a third of Blacks, Asian Americans, and American Indian/Alaskan Natives receive their education degrees from MSIs. Over half of Hispanics receive their education degrees from MSIs. Notably, HSIs alone account for 44% of all education degrees conferred to Hispanics. As Table 2.1 on the next page shows, these trends are also consistent when disaggregating by gender. Though MSIs collectively account for 37.5% of all education degrees conferred to Black men, HBCUs alone confer 30% of these, with the remaining 7.5% distributed amongst other types of MSIs.

TABLE 2.1

Bachelor's Degrees in Education Conferred in the United States

	NATIONAL	NON-MSIs	ALL MSIs	AANAPISIs	HBCUs	HSIs	TCUs
TOTAL	100,414	88,200	12,214	3,888	2,202	5,746	80
Total Men	21,141	18,858	2,283	557	632	914	14
Total Women	79,273	69,342	9,931	3,331	1,570	4,832	66
AMERICAN INDIAN/ALASKAN NATIVE TOTAL	693	452	241	14	7	44	61
American Indian/Alaskan Native Men	127	87	40	2	1	5	8
American Indian/Alaskan Native Women	566	365	201	12	6	39	53
ASIAN AMERICAN TOTAL	1,937	1,260	677	602	6	190	0
Asian American Men	390	281	109	101	0	22	0
Asian American Women	1,547	979	568	501	6	168	0
BLACK TOTAL	6,560	4,061	2,499	289	1,719	279	0
Black Men	1,663	1,040	623	40	501	40	0
Black Women	4,897	3,021	1,876	249	1,218	239	0
HISPANIC TOTAL	8,147	3,959	4,188	1,011	42	3,596	0
Hispanic Men	1,508	809	699	112	13	604	0
Hispanic Women	6,639	3,150	3,489	899	29	2,992	0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER TOTAL	284	139	145	136	0	11	0
Native Hawaiian or Other Pacific Islander Men	71	38	33	30	0	2	0
Native Hawaiian or Other Pacific Islander Women	213	101	112	106	0	9	0
WHITE TOTAL	77,394	73,691	3,703	1,423	351	1,269	19
White Men	16,165	15,505	660	218	99	191	6
White Women	61,229	58,186	3,043	1,205	252	1,078	13
TWO OR MORE RACES TOTAL	1,477	1,245	232	135	12	66	0
Two or more races Men	332	291	41	22	2	11	0
Two or more races Women	1,145	954	191	113	10	55	0
UNKNOWN RACE TOTAL	3,022	2,633	389	207	53	197	0
Unknown Race Men	651	600	51	20	15	23	0
Unknown Race Women	2,371	2,033	338	187	38	174	0
NONRESIDENT STUDENT TOTAL	900	760	140	71	12	94	0
Nonresident Student Men	234	207	27	12	1	16	0
Nonresident Student Women	666	553	113	59	11	78	0

SOURCE: Completions/Awards/degrees conferred by program (CIP), award level, race/ethnicity, and gender: July 1, 2013 to June 30, 2014. National Center for Education Statistics.

**Note that in these tables, column tabulating "All MSIs" includes tallies from Predominantly Black Institutions, Alaskan Native/Native Hawaiian Institutions, and Native American Non-Tribal Institutions. We have highlighted the HBCUs, TCUs, HSIs, and AANAPISIs as these four types of MSIs were the primary focus of our research in this project.*

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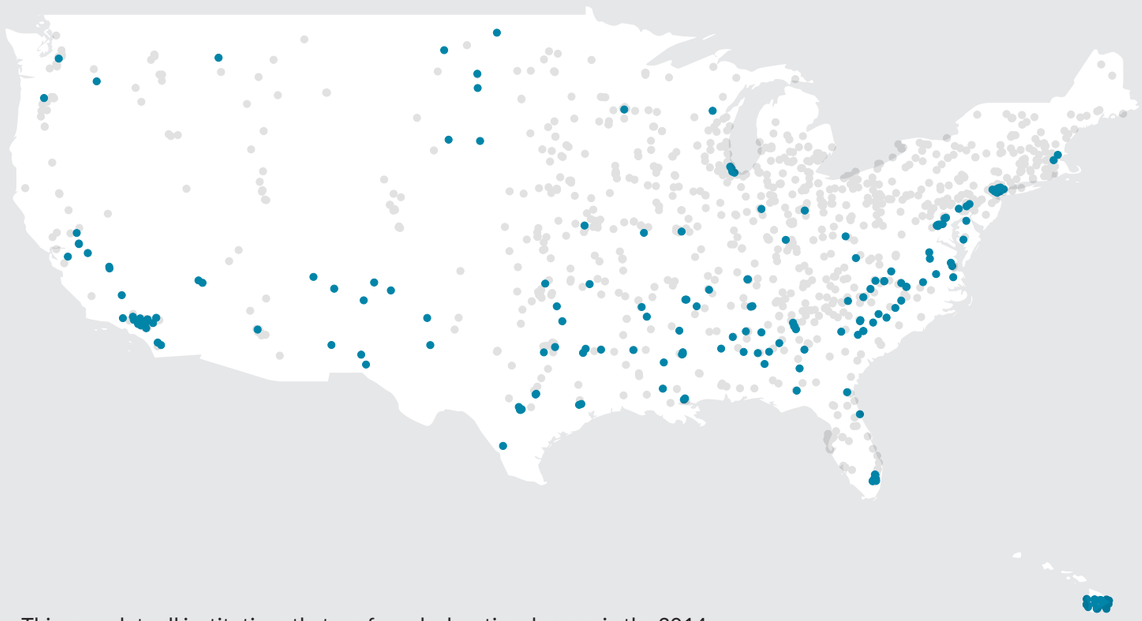
TABLE 2.2

Bachelor's Degrees in Education Conferred in the United States

	NATIONAL	NON-MSIs	ALL MSIs	AANAPISIs	HBCUs	HSIs	TCUs
TOTAL	100.0%	87.8%	12.2%	3.9%	2.2%	5.7%	0.1%
Total Men	100.0%	89.2%	10.8%	2.6%	3.0%	4.3%	0.1%
Total Women	100.0%	87.5%	12.5%	4.2%	2.0%	6.1%	0.1%
AMERICAN INDIAN/ALASKAN NATIVE TOTAL	100.0%	65.2%	34.8%	2.0%	1.0%	6.3%	8.8%
American Indian/Alaskan Native Men	100.0%	68.5%	31.5%	1.6%	0.8%	3.9%	6.3%
American Indian/Alaskan Native Women	100.0%	64.5%	35.5%	2.1%	1.1%	6.9%	9.4%
ASIAN AMERICAN TOTAL	100.0%	65.0%	35.0%	31.1%	0.3%	9.8%	0.0%
Asian American Men	100.0%	72.1%	27.9%	25.9%	0.0%	5.6%	0.0%
Asian American Women	100.0%	63.3%	36.7%	32.4%	0.4%	10.9%	0.0%
BLACK TOTAL	100.0%	61.9%	38.1%	4.4%	26.2%	4.3%	0.0%
Black Men	100.0%	62.5%	37.5%	2.4%	30.1%	2.4%	0.0%
Black Women	100.0%	61.7%	38.3%	5.1%	24.9%	4.9%	0.0%
HISPANIC TOTAL	100.0%	48.6%	51.4%	12.4%	0.5%	44.1%	0.0%
Hispanic Men	100.0%	53.6%	46.4%	7.4%	0.9%	40.1%	0.0%
Hispanic Women	100.0%	47.4%	52.6%	13.5%	0.4%	45.1%	0.0%
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER TOTAL	100.0%	48.9%	51.1%	47.9%	0.0%	3.9%	0.0%
Native Hawaiian or Other Pacific Islander Men	100.0%	53.5%	46.5%	42.3%	0.0%	2.8%	0.0%
Native Hawaiian or Other Pacific Islander Women	100.0%	47.4%	52.6%	49.8%	0.0%	4.2%	0.0%
WHITE TOTAL	100.0%	95.2%	4.8%	1.8%	0.5%	1.6%	0.0%
White Men	100.0%	95.9%	4.1%	1.3%	0.6%	1.2%	0.0%
White Women	100.0%	95.0%	5.0%	2.0%	0.4%	1.8%	0.0%
TWO OR MORE RACES TOTAL	100.0%	84.3%	15.7%	9.1%	0.8%	4.5%	0.0%
Two or more races Men	100.0%	87.7%	12.3%	6.6%	0.6%	3.3%	0.0%
Two or more races Women	100.0%	83.3%	16.7%	9.9%	0.9%	4.8%	0.0%
UNKNOWN RACE TOTAL	100.0%	87.1%	12.9%	6.8%	1.8%	6.5%	0.0%
Unknown Race Men	100.0%	92.2%	7.8%	3.1%	2.3%	3.5%	0.0%
Unknown Race Women	100.0%	85.7%	14.3%	7.9%	1.6%	7.3%	0.0%
NONRESIDENT STUDENT TOTAL	100.0%	84.4%	15.6%	7.9%	1.3%	10.4%	0.0%
Nonresident Student Men	100.0%	88.5%	11.5%	5.1%	0.4%	6.8%	0.0%
Nonresident Student Women	100.0%	83.0%	17.0%	8.9%	1.7%	11.7%	0.0%

SOURCE: Completions/Awards/degrees conferred by program (CIP), award level, race/ethnicity, and gender: July 1, 2013 to June 30, 2014. National Center for Education Statistics.

Where are Teacher Education Programs in the United States?



This map plots all institutions that conferred education degrees in the 2014 academic year and distinguishes between those that were granted at MSIs (in teal) and those that were granted at majority institutions (in gray).

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NATIONAL (PUBLIC SCHOOL TEACHERS)

TABLE 3

National Demographics (as percentage)

ALL SCHOOLS	MALE	FEMALE	TOTAL
Hispanic (all races)	2.08%	5.72%	7.80%
White	19.15%	62.77%	81.92%
Black	1.51%	5.32%	6.83%
Asian	0.40%	1.39%	1.79%
Pacific Islander	0.07%	0.08%	0.15%
American Indian	0.14%	0.35%	0.50%
Multiracial	-	-	1.02%
TOTAL	**23.36%**	**75.62%**	**100.00%**

TABLE 4

National Demographics (population estimates)

ALL SCHOOLS	MALE	FEMALE	TOTAL
Hispanic (all races)	70,575	193,537	264,112
White	648,367	2,124,856	2,773,222
Black	51,109	179,967	231,076
Asian	13,591	46,983	60,574
Pacific Islander	2,397	2,585	4,983
American Indian	4,825	12,008	16,833
Multiracial	-	-	34,400
TOTAL	**790,864**	**2,559,936**	**3,385,200**

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011-2012

TEACHERS FROM MSIs AT PUBLIC SCHOOLS

Degree conferrals in education are only part of the equation in attempting to provide a comprehensive landscape of MSIs' impact in teacher education. Using data from the nationally representative Schools & Staffing Survey (SASS), we also demonstrate how the teachers of color at public and private schools (regardless of the baccalaureate degree received) are disproportionately more likely to come from MSIs. The tables to the left show national demographics of all public school teachers, both as percentages and population estimates (Tables 3 and 4). In disaggregating these data by MSI and non-MSI clusters, we observe that a disproportionate number of teachers of color at public schools received their bachelor's degrees from MSIs. For example, Table 3 shows that while the nation's overall percentage of Black teachers is quite small at 6.83%, MSIs account for 2.61% of all Black public school teachers (an estimated 88,444 as shown in Table 5 on the next page). Despite the fact that only 14.2% of all public school educators earn their degrees from an MSI, it is quite striking that MSIs account for 38.3% of all Black teachers in the nation (Table 3). These disproportionate representations of MSI graduates within public school teachers are consistent across all racial/ethnic minorities.

Teachers of color graduating from MSIs are more likely to serve as heads of their department than their counterparts trained at PWIs.

—Schools & Staffing Survey 2012-2013

TEACHERS WITH BAs FROM MSIs

TABLE 5

As Percentage of National Total

MSI GRADUATES	MALE	FEMALE	TOTAL
Hispanic (all races)	0.93%	2.81%	3.74%
White	1.57%	5.67%	7.24%
Black	0.53%	2.09%	2.61%
Asian	0.11%	0.29%	0.40%
Pacific Islander	0.02%	0.03%	0.05%
American Indian	0.04%	0.07%	0.11%
Multiracial	-	-	-
TOTAL	3.20%	10.96%	14.16%

TABLE 6

Population Estimates

MSI GRADUATES	MALE	FEMALE	TOTAL
Hispanic (all races)	31,640	95,109	126,750
White	53,173	191,942	245,115
Black	17,819	70,625	88,444
Asian	3,787	9,835	13,622
Pacific Islander	513	1,065	1,577
American Indian	1,356	2,510	3,866
Multiracial	-	-	-
TOTAL	108,287	371,086	479,373

TABLE 7

As Proportion within Racial/Ethnic Groups

MSI GRADUATES	MALE	FEMALE	TOTAL
Hispanic (all races)	44.8%	49.1%	48.0%
White	8.2%	9.0%	8.8%
Black	34.9%	39.2%	38.3%
Asian	27.9%	20.9%	22.5%
Pacific Islander	21.4%	41.2%	31.7%
American Indian	28.1%	20.9%	23.0%
Multiracial	-	-	-
TOTAL	13.7%	14.5%	14.2%

TEACHERS WITH BAs FROM NON-MSIs

TABLE 8

As Percentage of National Total

NON-MSI GRADS	MALE	FEMALE	TOTAL
Hispanic (all races)	1.15%	2.91%	4.06%
White	17.58%	57.10%	74.68%
Black	0.98%	3.23%	4.21%
Asian	0.29%	1.10%	1.39%
Pacific Islander	0.06%	0.04%	0.10%
American Indian	0.10%	0.28%	0.38%
Multiracial	-	-	-
TOTAL	20.16%	64.66%	84.82%

TABLE 9

Population Estimates

NON-MSI GRADS	MALE	FEMALE	TOTAL
Hispanic (all races)	38,935	98,427	137,362
White	595,193	1,932,914	2,528,108
Black	33,290	109,341	142,632
Asian	9,805	37,148	46,952
Pacific Islander	1,885	1,521	3,405
American Indian	3,469	9,499	12,967
Multiracial	-	-	-
TOTAL	682,577	2,188,850	2,871,426

TABLE 10

As Proportion within Racial/Ethnic Groups

NON-MSI GRADS	MALE	FEMALE	TOTAL
Hispanic (all races)	55.2%	50.9%	52.0%
White	91.8%	91.0%	91.2%
Black	65.1%	60.8%	61.7%
Asian	72.1%	79.1%	77.5%
Pacific Islander	78.6%	58.8%	68.3%
American Indian	71.9%	79.1%	77.0%
Multiracial	-	-	-
TOTAL	86.3%	85.5%	84.8%

What Can We Learn from Minority Serving Institutions?

Minority Serving Institutions—institutions whose work is rooted in the needs of minority communities—can serve as the basis for both research and innovation in teacher education and minority student achievement. MSI schools of education have already pioneered new ways of recruiting, retaining, preparing, and providing on-going professional for minority teacher candidates::

1

MSIs use **proactive recruitment strategies**, reaching out to students of color while they are still in high school, looking beyond base tests scores and GPAs to identify dynamic, promising, and committed students who have the potential to be highly effective teachers with additional academic support and encouragement.

2

MSIs **engage in a range of retention strategies** that have proven to be especially necessary and effective for low-income and first-generation college students, including: personal mentoring and intrusive counseling; greater access to financial aid and childcare; more flexible scheduling of classes; cohort models; and structured help to pass high-stakes testing.

3

MSIs are **experimenting with fast-tracking programs and building partnerships and pathways** between two- and four-year teacher education programs, easing the transition for students and making a teaching degree more affordable to low-income students.

4

MSIs **integrate critical discussions of diversity and equity into their coursework**, preparing teacher educators and teachers to effectively use culturally relevant pedagogy and recognize students' contributions (rather than academic deficits) as building blocks for curricula development, student motivation and engagement, and academic success.

5

MSIs **maintain close and reciprocal relationships with local school districts and the larger surrounding communities** in which they are embedded, providing richer and more accessible opportunities for clinical practice and student teaching. Many programs require prospective teachers to work with students from the beginning of their methods coursework, exponentially increasing the number of hours that they spend in actual classrooms before becoming teachers of record.

6

MSIs **recognize that what is learned in teacher education programs must be aligned with current standards and classroom practices**. Many MSIs are thus experimenting with creating their own lab schools or offering their methods coursework on-site at community schools. Embedding teacher education faculty and coursework in school settings provides for increased interaction with and professional development for practicing teachers.

7

MSIs **in corporate service learning and engagement in local organizations**—such as Boys and Girls Clubs, Head Start, and The United Way. These opportunities not only assist entire communities but help prospective teachers better understand the relationship of successful schools to the neighboring institutions on which they rely.

PORTRAITS OF SUCCESS: PROMISING INTERVENTIONS FOR TEACHER EDUCATION FROM FOUR MINORITY SERVING INSTITUTIONS

In our three-year research and partnership with four MSIs, we spoke with faculty, teacher education students, and practicing teachers across the country in order to understand and identify exactly what makes their approaches successful. What are the real issues facing teacher education students at these MSIs and what specific programs and interventions are making a difference? Below are our recommendations based on what we learned:

Pay Purposeful Attention to Standardized Testing in Teacher Education

Because high-stakes exams such as the PRAXIS occur before students can formally be admitted into teacher education programs, many qualified candidates are effectively "tested out of teaching" (Petchauer, 2012). While minority and low-income students certainly have the potential to do well on these tests, it is important to remember that they make up a proportionately larger number of first-generation college students and often do not have access to the same structures of educational support as their more advantaged peers. The fact that students usually take these tests during their first or second year of college disadvantages students who arrive at college without access to high quality secondary school preparation. On a more practical level, many MSI students simply cannot afford the high costs of these tests, especially if they have to take them more than once.

Many have argued that these kinds of standardized tests are only a small indicator of what potential teachers might bring to the classroom, especially for teachers who are committed to working in underfunded schools with diverse student populations. Regardless of whether one believes these tests are culturally biased or that they do not adequately measure the quality of future teachers, they remain a substantial hurdle that MSIs must address.

One strategy has been to create multifaceted and integrated testing support systems—such as Jackson State University's Interdisciplinary Teacher Education Course Lab (ITECL)—to help students prepare for these tests as early as possible. Using the model of a science lab, ITECL is designed to identify patterns of individual students' strengths and weakness regarding performance on certification tests and improve teacher preparation skills by providing students with interactive seminars on certification assessments, differentiated instruction, classroom management, brain development, and reading and tutoring strategies. ITECL is co-staffed by faculty at Jackson State and K-12 public school teachers.

Recognizing that standardized tests can be particularly challenging for bilingual students and English Language Learners, teacher education faculty at California State University, Fresno are helping students prepare for these tests while also learning to identify cultural and linguistic bias in testing. In addition to integrating test-taking strategies into all of their core coursework, faculty members organize a day-long institute on alternatives to high-stakes testing. Students from across the region work collaboratively to design more diverse and holistic ways to predict teacher quality and measure student achievement. As one faculty member explains: "We want our students who ultimately pass CSET [a standardized test] to say: 'This is a lot like what students in my classroom will face when the high-stakes standardized testing happens.' I'm making decisions about teaching what I know is right versus teaching what I know is on the test. How am I going to walk that tightrope?"

> "Even though culturally diverse candidates tend to be successful at teaching in the field, the state tests can pose roadblocks for entering a teacher education program."
>
> —Cathy Yun, Assistant Professor California State University, Fresno

> "Luckily, I passed the test on the first try, but you feel like you can't take it again because you don't have the money. They do offer classes, but [I live] an hour away."
>
> —Stone Child College Teacher Education Student

A RICH SOURCE FOR TEACHERS OF COLOR AND LEARNING: MINORITY SERVING INSTITUTIONS

Approximately

64%

of teachers of color who attended PWIs and

74%

of teachers who attended MSIs have a BA awarded by a department/school of education. Educators of color from MSIs are more likely to receive baccalaureate training in education

—Schools & Staffing Survey, 2012-2013

> "Anything that removes practice work from an authentic setting should be considered with caution . . . Methods courses that do not have substantial presence in an authentic context with expert feedback should likewise cause us to question."
>
> —Tracy Weston & Scott Henderson, 2015

Create Immersive Student Experiences and Nurture K-12/University Partnerships

Many teacher education students experience "practice shock" when they become full-time teachers because their student teaching experience is limited and often "tacked on" to the end of their coursework. There is a strong disconnect between the theoretical models of teaching that students learn in their methods coursework and applying those concepts to their actual practice. For example, what prospective teachers learn in the classroom is often not aligned with current state standards at the schools that employ them.

New teachers need opportunities for sustained reflection on the ways that students are actually learning and processing information, not just "best practices." A good lesson plan or teaching strategy for some students may not work well with English Language Learners, in classrooms that are heavily overcrowded, or in schools that don't have multicultural books, computers, and other important resources. When a lesson plan does not unfold as predicted, beginner teachers often get frustrated and overwhelmed. They simply do not have the expertise, practice, or confidence to address the complex issues that arise in the classroom on a daily basis.

Programs such as the California State University, Fresno's Mini Corps Program seek to change this problem. Upon entry to the program, Mini Corps students immediately start working in classrooms as tutors and mentors to struggling students. Tutors work an average of 15 hours a week in small groups and one-on-one classroom settings, helping to ensure their success and retention as they enter the formal teacher education credential program. As compared to 600 hours of student teaching that the typical teacher education student is required to complete, Mini Corps students receive between 3,000 and 4,000 hours of supervised classroom experience and staff development.

> "I want to be that teacher that I didn't have. A lot of the teachers didn't know that I'm a visual learner. I need blocks, I need stuff to add and subtract. I didn't learn by memorizing. I learned by touching, feeling, seeing it happen in front of me . . . So I plan on being that teacher that a lot of the students need."
>
> —California State University, Fresno Mini Corps Student

New Mexico State's University's BLOCKS program exemplifies another new model for linking teacher education coursework more closely with student teaching and hands-on engagement in schools. Like Mini Corps, students in BLOCKS spend significantly more time in the classroom than traditional teacher education students and their responsibilities become progressively more challenging. From the beginning of their teacher education program, BLOCKS students spend four mornings a week working in classrooms with experienced teachers. They then attend afternoon seminars taught by university faculty. The twist? Faculty members actually teach their methods courses at the school site itself and are constantly interacting with supervising classroom teachers and diverse groups of young learners.

> "You also have to think every day when you go into that classroom: Why am I here? Why am I doing this? What is my purpose and intention with these students?"
>
> —New Mexico State University Teacher Educator

Having university faculty embedded in school sites allows them to talk with current K-12 teachers about the application of what they are teaching in their methods courses, make sure that their coursework is aligned with current state standards, and create lesson plans, activities, and assignments that are fully integrated into students' fieldwork. This approach also allows faculty to observe teacher education students in action on a regular basis rather than as merely part of a final project or assignment. As one faculty member reflected on the value of this model: "I teach the science methods course. My students have to plan lessons for science and then I observe them teaching these lessons. Not only are they learning the science methods, they're learning how they apply in practice."

An added bonus of BLOCKS is that it provides expanded professional development for in-service, supervising teachers, keeping teachers connected to new pedagogical practices and research on diverse student success. The result? Pre-service teachers, classroom teachers, and university faculty grow as partners and educators for the betterment of children.

Appreciation for Students as Teachers and Community Members

> "Our MISTERs go to schools. They don't go to just observe. They go and they participate in community service at those schools. They serve as mentors and Book Buddies. They're gathering a better understanding of the students that will be in their classrooms when they graduate and take on that role as teacher."
>
> —Jackson State University Professor

Oftentimes, teachers are not familiar with the cultures and communities in which they teach. They not only fail to reach many students who are struggling, but are often unfamiliar with how to connect those students and their families to larger support systems within the community. At MSIs, which have historically been rooted in community engagement and empowerment, it is common for students to end up teaching in the neighborhoods in which they grew up or completed their student teaching. Many students apply to MSI teacher education programs with the intent of "giving back" to minority communities and are willing to make commitments to teaching in high-needs schools after earning certification.

The "Call Me MISTER" Program at Jackson State University is one example of an MSI's commitment to nurturing teachers as both educators and advocates. Call Me MISTER, which stands for Mentors Instructing Students Toward Effective Role Models, is part of a nationwide program to bring more Black men into the teaching profession. Student participants are selected from minority and low-income communities and enroll in the program as a cohort. Jackson State's Call Me MISTER students receive tuition assistance, academic and social mentoring, and assistance training for the PRAXIS; participate in a wide variety of service learning programs; and receive job placement assistance. Students then commit to teaching for one year in Mississippi for each year they receive financial assistance.

Participants in the program stress that it is often their own negative experiences in school that prompts them to become teachers. Because many of them did not have positive mentors and role models when they were growing up, they know what it is like to struggle and consider

> "In Mississippi, we have a shortage of Black males [that teach]. Sometimes a student may not see a Black male until middle school and often high school. It's even worse in very poor areas."
>
> —Jackson State University Teacher Education Student

dropping out of school. They want to be the teacher they did not have. As one student shared when asked where he thought he'd be in five years: "I still plan to be in Mississippi. I don't plan on leaving. I plan on going back to my old elementary school to teach. I plan on giving back, giving to people what I didn't have. I'm giving back to that school in the neighborhood I grew up in. I know exactly what the kids are going through."

Move Beyond "Add and Stir" and Use an Asset-based Model of Teaching for a Culturally Relevant Curriculum

It is easy to talk about the importance of diversity but we need to do more than just "respect" or "celebrate" differences in the classroom. Teachers need to understand the nuances of different cultural approaches to learning, be able to engage students whose first language is not English, and nurture students whose families are undereducated or were not educated in the United States. This involves both critical thinking and problem-based learning. It also requires that practicing teachers learn to teach in ways that are pedagogically diverse and culturally relevant. In math, for example, students need to move beyond computation and memorization to examine the relationships between basic skills, concept development, and real-life applications. Literacy should teach students fundamental decoding skills but also build on bilingual students' already rich linguistic capabilities from their first language and encourage a love of reading and writing.

Stone Child College's teacher education program, for example, strives to incorporate Chippewa Cree tribal culture throughout its teacher education curriculum. Located on one of the few Indian reservations that holds responsibility for the education of its community members from pre-school to the post-secondary level, the college aligns teacher education with tribal values such as mindfulness, healing, and harmony with nature. Lesson plans use real community contexts, such as the mathematics behind building a tepee. According to the college's program coordinator: "This helps our students experience learning and comprehension through the culture they so closely relate to. We believe that because of this focus on cultural sensitivity and community, we are able to create a strong learning environment for our students." Noting that off-reservation vocational training institutions and colleges were not adequately meeting the needs of the Chippewa tribe, the college aims to employ more Native American teachers in local schools.

> "We've approached everything in an inclusive way by not merely infusing the Native American culture in from the very beginning into our teacher education program but also by being accepting of other cultures and teaching students to embrace them in their classrooms. Love it. Get to know it. I really encourage them to go the step beyond. Don't just be this average teacher—give it all you've got."
>
> —Kadene Drummer, Stone Child College

Another example of infusing culturally relevant pedagogy into the curriculum is the California State University, Fresno Mini Corps Program, which focuses on migrant students. Migrant students' challenges within educational settings are well documented, including the fact that these students move frequently between school districts, miss school to help their families with work, experience English Language Learner issues, lack educational resources, and have poor access to health care and other social services. Mini Corps students, who come from these same backgrounds, study to be certified teachers while mentoring and tutoring migrant students both inside and outside the classroom. Working under the supervision of expert teachers (who also come from migrant backgrounds), Mini Corps students create spaces where students feel like they belong and can succeed academically. Mini Corps students reach out to families, helping parents be stronger advocates in their children's education. As one Mini Corps Student reflected on her goals: "I want to be able to bring in things that make the students feel comfortable, make them feel like they're at home because that's where the most learning takes place. I want students to feel like they belong in the classroom, that we're a family, that we're a unit, so that they can learn."

Nurture Culturally and Linguistically Diverse Teachers Who Are Able to Reach Out to Students' Families

It is a common assumption that parents who are not actively involved in their students' schools do not care about their children's education, but that is not the case. Immigrant parents who may not speak fluent or even functional English and who were not themselves educated in the United States often find schools to be intimidating places. They feel confused or out of place. Likewise, parents of students in minority communities may have experienced feeling marginalized in their own educations, leading them to approach schools as places where they are not welcome. Additionally, low-income family members may simply not have the time to attend school events because of increased work responsibilities. MSIs recognize that teachers need to make an extra effort to engage with parents, including being able to talk to them in their first languages and to go into the community when parents are unable to come to the school. Parents are likewise relieved when they see familiar faces at their children's school and are assured that their children's teachers are respectful of the cultures and traditions they embrace.

WHERE DO WE GO FROM HERE? NEXT STEPS FOR MSIs IN TEACHER EDUCATION

SUPPORT NETWORKING AMONG MSIs

We found that many MSIs are creating new models for teacher education in isolation from each other, when instead they could be sharing resources and replicating successful programs and practices. Many teacher education faculty members at MSIs work in very small programs where they don't get to talk to other professionals. It is difficult for geographically isolated colleges such as Stone Child to go to conferences and observe classrooms in other communities. Similarly, students at MSIs often never have opportunities to learn about cultural differences outside of the communities they study and practice in. State standards can be driving forces in how particular MSIs prepare teachers, but there are issues that go beyond individual content and methods. New teachers need to be learning culturally relevant pedagogy in the most diverse and inclusive contexts possible. This means creating more and richer opportunities for MSIs to network with one another and disseminate what they have learned about educating minority teachers and closing the opportunity gap for minority students.

BUILD INFRASTRUCTURES

Because many MSIs offer only two-year degrees, it is essential that we continue to create pathways between two- and four-year institutions. This involves encouraging formal agreements between schools as well as making sure that students receive mentoring around course choice and credit transfer. We must also support MSIs that wish to expand their education degrees from a two-year to a four-year program and help create new opportunities for MSI graduate-level education.

CREATING OPPORTUNITIES FOR PWIs TO LEARN ABOUT/FROM MSIs

Just as MSIs have limited opportunities to learn from one another, many MSIs rarely get to work with PWIs. Just as our goal is to reach all children, the innovative ideas coming out of MSI teacher education programs are relevant for all teachers, not just minority teachers. We need to use these practices to help diversify teacher education programs at majority institutions and retain minority candidates that feel isolated or marginalized. Majority institutions that are in highly diverse urban communities with troubling dropout rates and low test scores need these strategies more than ever.

> "We have parent-teacher conferences and parents coming in and out of the school picking up their kids. There are always compliments coming from people such as 'I'm so glad you're doing this. I'm so glad you're in the school. It's nice to see a Native face in the school. It's nice to have a positive Native role model for my kids to look up to.'"
>
> —Stone Child College Teacher Education Student

A RICH SOURCE FOR TEACHERS OF COLOR AND LEARNING: MINORITY SERVING INSTITUTIONS

> "In order to reap the benefits of a diverse teaching force, all stakeholders must do more to support teachers of color throughout the teacher pipeline. From getting more students of color into postsecondary education to ensuring teachers of color are placed and supported in their roles in the classroom, improving each step in the process can help capitalize on the diversity of our nation."
>
> —U.S. Department of Education, 2016

TACKLE ISSUES OF TEACHER RETENTION

According to "The State of Teacher Diversity in Education," a 2015 report by the Albert Shanker Institute, minority teachers are leaving the classroom at alarmingly high rates. Some reasons for this departure include the fact that minority teachers are more likely to teach in high-needs and under-resourced schools; do not have opportunities for professional development and mentoring; and have less access to leadership opportunities. We need to address all of these issues through more equitable school funding, mentoring, and leadership programs. MSIs have alumni networks that could be used to support new teachers, but MSIs need the support to create on-going sustainable partnerships with school districts.

SUPPORT COSTS OF AND EXPAND PRACTICE OPPORTUNITIES FOR TESTING

The high cost of certification and other teacher education exams is one of the primary barriers inhibiting more minority and low-income students from entering into the profession. Many MSIs are seeking ways to reimburse students for these tests, but more resources are needed. In addition, concentrated learning labs and programs that allow students to prepare for these exams need to become more available and better staffed.

THE STUDY

Our goal was to identify four Minority Serving Institutions with demonstrated leadership potential in the field of teacher education and preparation. We disseminated an open call to all Minority Serving Institutions with teacher education programs in their academic offerings. Institutions were invited to submit an application that highlighted their successful curricular offerings for teacher preparation as well as proposed areas of innovation to improve the ways in which they were preparing their students to become more effective teachers.

One institution from each major MSI sector—Historically Black College and Universities (HBCUs), Tribal College and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs)—was selected from the applicant pool. Each of the selected MSIs received a capacity building grant to implement initiatives that they proposed—initiatives designed to innovate their teacher education programs. At the same time, our research team spent time on each of the four MSIs' campuses, learning about their successful practices in teacher education. We talked with students, faculty, staff, and presidents to understand the commitment and unique approaches of these institutions.

In an effort to construct a comprehensive understanding of MSI teachers experience after degree conferral, we also used data from Schools and Staffing Survey (SASS) administered by the National Center for Education Statistics. SASS is the most comprehensive and nationally representative survey on descriptive data about elementary and secondary schools in the nation and enabled us to examine the distribution of teachers of color disaggregated by gender and race. Furthermore, it enabled us to examine the baccalaureate backgrounds of teachers to determine the racial distribution of educators between MSIs and non-MSIs.

INSTITUTIONAL PROFILES

NEW MEXICO STATE UNIVERSITY (NEW MEXICO)

New Mexico State University is recognized as a Hispanic Serving Institution and serves over 29,000 students. The College of Education offers undergraduate and graduate degrees in early childhood, elementary and secondary education, counseling and educational psychology, special education, and educational leadership, among other specialties. The region where New Mexico State, La Cruces is located provides access to two Hispanic-serving school districts—serving over 38,000 low-income and ELL students—where prospective teachers work as they prepare for careers in education. In 2001, the university created MOVEMOS (MOVing Elementary Methods On-Site), an innovative new model for university-school partnerships and student teaching. University-level courses are taught on-site at local elementary schools, where student teachers, certified classroom teachers (supervising teachers), and faculty work collaboratively to design curricula, test new pedagogy, assess student performance, and create teaching portfolios. Students enrolled in the MOVEMOS (now called BLOCKS) program spend four mornings a week working in classrooms, after which they attend seminars taught in the school by New Mexico State faculty. Activities and assignments from the seminars are thus fully integrated within the students' fieldwork. In just two semesters, students log over 360 hours of contact with children, teachers, staff, and the classroom and school culture before they transition to their full-day student teaching.

JACKSON STATE UNIVERSITY (MISSISSIPPI)

Jackson State University, an HBCU, strives to create and promote practices that assist minority higher education students to successfully complete teacher education programs. In 2012, Jackson State partnered with Clemson University and the W.K. Kellogg Foundation to establish one of the Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) programs in the Deep South. Call Me MISTER students receive tuition assistance, professional development opportunities, testing workshops, and academic and social mentoring provided by a program coordinator and faculty coach. In exchange, these students commit to teaching for one year in Mississippi public schools for each year that they receive financial assistance.

A RICH SOURCE FOR TEACHERS OF COLOR AND LEARNING: MINORITY SERVING INSTITUTIONS

STONE CHILD COLLEGE (MONTANA)

Stone Child College is a tribally controlled college of the Chippewa Cree Tribe, which enrolls over 6,000 members. The College is located on the Rocky Boy Indian Reservation, one of the few reservations in the nation to have total responsibility for the education of its community members from pre-school through the post-secondary level. More than 90% of Stone Child College's students are considered low-income, 80% are first-generation college students, and 56% are of limited English proficiency. While Stone Child College has seen a significant rise in the number of students becoming education majors and pursuing degrees in teaching, currently it only offers an Associate Degree in Early Childhood Education and Elementary Education. The College has been collaborating with other four-year colleges in the state to help their students transition to four-year programs, but given the distances involved, Stone Child believed that the time was right to develop their own four-year education degree program, which would "focus on cultural sensitivity and community" and encourage students to stay and teach in local tribal schools.

CALIFORNIA STATE UNIVERSITY, FRESNO (CALIFORNIA)

With a student body that is 60.4% Latino and 10.8% Asian, California State University, Fresno (an HSI/AANAPISI) serves a diverse community that is both urban and rural. Over 200,000 immigrants live in the Fresno County Region, comprising 22% of the population. The Kremen School of Education and Human Development at California State University, Fresno thus has an on-going commitment to the development of future bilingual-bicultural certified teachers. The University offers its teacher education students opportunities to get their teaching degrees in conjunction with the California State Mini Corps Program.

Founded in 1967 in collaboration with California's Department of Migrant Education, this statewide program is committed to the success of migrant students, particularly those who do not speak English or are bilingual. The Fresno State Mini Corps program pairs former migrant students, now studying to be teachers, with current migrant students for one-on-one tutoring, mentoring, and home visits. In 2015, Fresno State Mini-Corps students collaborated with 165 teachers in local school districts, providing direct instruction to 676 pupils—all of whom were either Hispanic or Asian American/Pacific Islander. At the university, Mini Corps students participate in a cohort model with additional supervision, including support with teacher certification exams, portfolio development, and career counseling.

CAPACITY BUILDING PROJECTS

We awarded each of the four institutions a $50,000 capacity building grant to jumpstart new programs in teacher education or bolster existing programs. Below are the projects that were funded:

New Mexico State University's Elementary Education Teacher Preparation Program used its capacity building grant to expand the BLOCKS program to other school districts and to reach out to successful bilingual school districts that have the potential to help prepare prospective TESOL teachers.

Jackson State University used its capacity building grant to enrich its Interdisciplinary Teacher Education Course Lab (INTEL) and support the develop of its new "Freshman to Ph.D." program. The INTEL lab provides elementary education students with interactive seminars on teacher certification assessments, differentiated instruction, classroom management, and tutoring strategies. The overall goal of the Freshman to Ph.D. Program is to motivate and inspire undergraduate teacher education students to pursue graduate study by providing upper-level research courses, internships in educational policy positions, and inquiry-based learning opportunities. Students in the program engage in 32-weeks of formal research training and 6-8 weeks of independent summer research. They also receive assistance with graduate school applications.

Stone Child College used their capacity building funds to develop a four-year teacher education program through which prospective teachers will not only graduate with significantly more coursework and clinical fieldwork but will have expanded opportunities to prepare for certification in-line with state standards and the Montana Indian Education for All Act.

California State University, Fresno used its capacity building grant to enrich its Mini Corps program with new coursework, regional conferences, field trips, and opportunities for student networking, writing, and reflection. After being nominated by the Penn Center for Minority Serving Institutions, in September 2015 the Fresno State Mini-Corps won a Bright Spots in Hispanic Education Award from the White House.

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