



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

NYSED Educator Diversity

BRIEFING ON DRAFT REPORT

November 5, 2019

Report requirements in Ed. Law

Amid growing recognition of the importance of this issue, last year the legislature tasked the Department with preparing a report providing “an overview of teacher diversity throughout the state.” (Ed. Law §305 (58))

Lawmakers requested, and the report will contain:

- **Data** on the race, ethnicity, gender, and age of the state’s educator workforce;
- A look at the **hurdles** diverse candidates encounter at each point along the pathway;
- **Current efforts by higher education institutions** to recruit and retain diverse candidates into educator preparation programs;
- **Current efforts by schools and the state** to attract, hire, and retain certified teachers who reflect the diversity of our students; and
- **Recommendations** on programs, practices, and policies that may be implemented by schools and teacher preparation programs to improve educator diversity in New York State.

Input in developing report

The Department ...

- Conducted new **data analysis** from our student, teacher and leader data collections
- Asked the Learning Policy Institute to provide a **literature review** on educator diversity policy and programs
- **Reached out to education leaders** throughout our P-20 system for their expertise and insights
- Conducted a **survey** of P-12 superintendents, BOCES District Superintendents, and educator preparation program deans about the systems of supports available for educators across New York State as well as the gaps that may exist. The survey generated a 77% response rate.

Defining “of color”

In the draft report, the term “of color” refers to individuals who identify as American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Pacific Islander, or Multi-Racial.

The Department arrived at the decision to use the term “of color” in distinguishing racial and ethnically diverse educators following consultation with stakeholders and national experts as well as review of the scholarly literature.

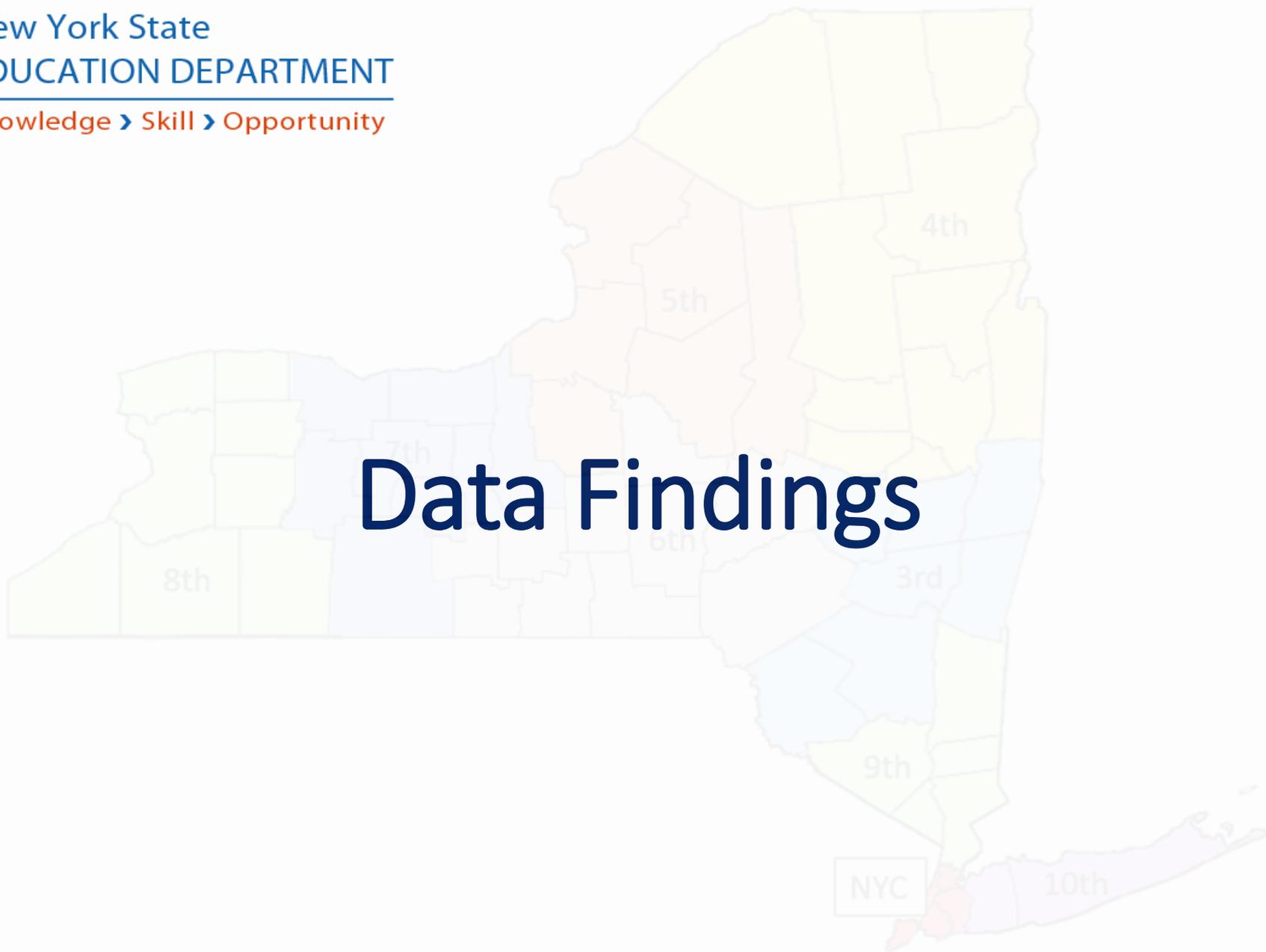
A diverse teacher workforce benefits all students

Role model effect: students see people of color in professional roles and positions of authority

Teachers of color ...

- deserve the same access to the education profession as all others
- demonstrate that they see students of color as capable, undermining stereotype threat
- often function as cultural translators and advocates for students of color
- are rated highly by students of all races on Measures of Effective Teaching (MET), including feeling cared for and academically challenged

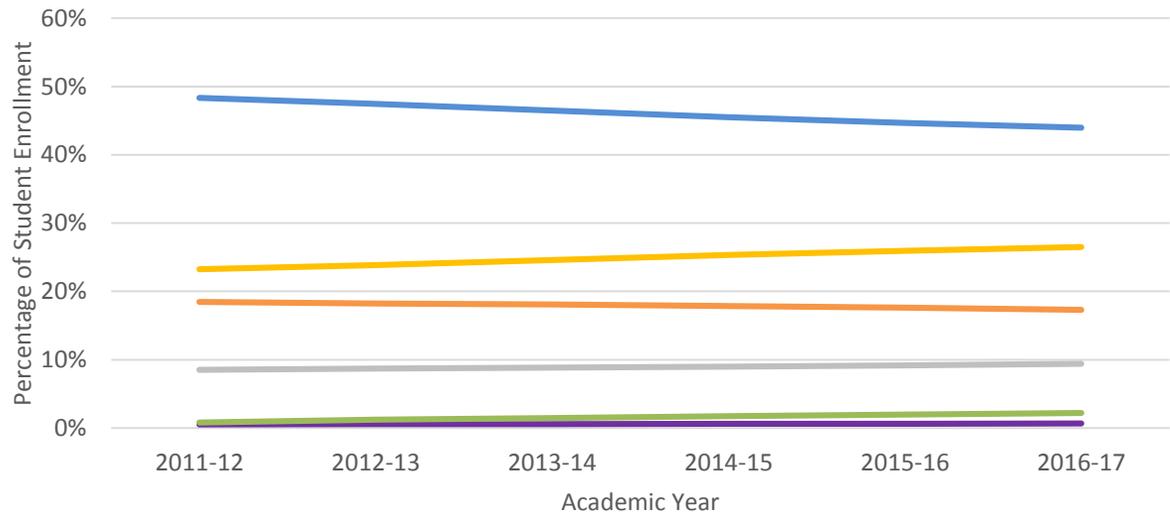
Secondary sources: Carver-Thomas (2018); “See Our Truth” (2017); TeachNY Advisory Council (2016)



Race & Ethnicity

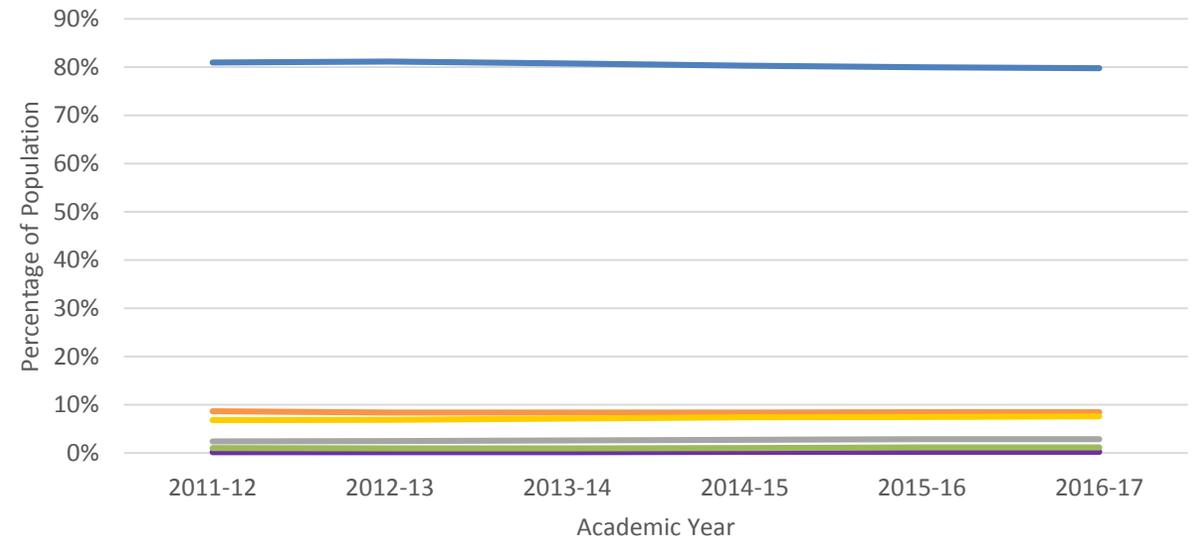
Students of color make up an increasing majority in New York State's schools, while the share of teachers who are white remains steady at 80%.

New York State's P-12 Student Enrollment by Race and Ethnicity



- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Asian or Native Hawaiian/Other Pacific Islander
- White
- Multi-Racial

New York State's Teacher Workforce by Race and Ethnicity



- American Indian or Alaska Native
- Black or African American
- Asian or Native Hawaiian/Pacific Islander
- Hispanic or Latino
- White
- Multi-Racial



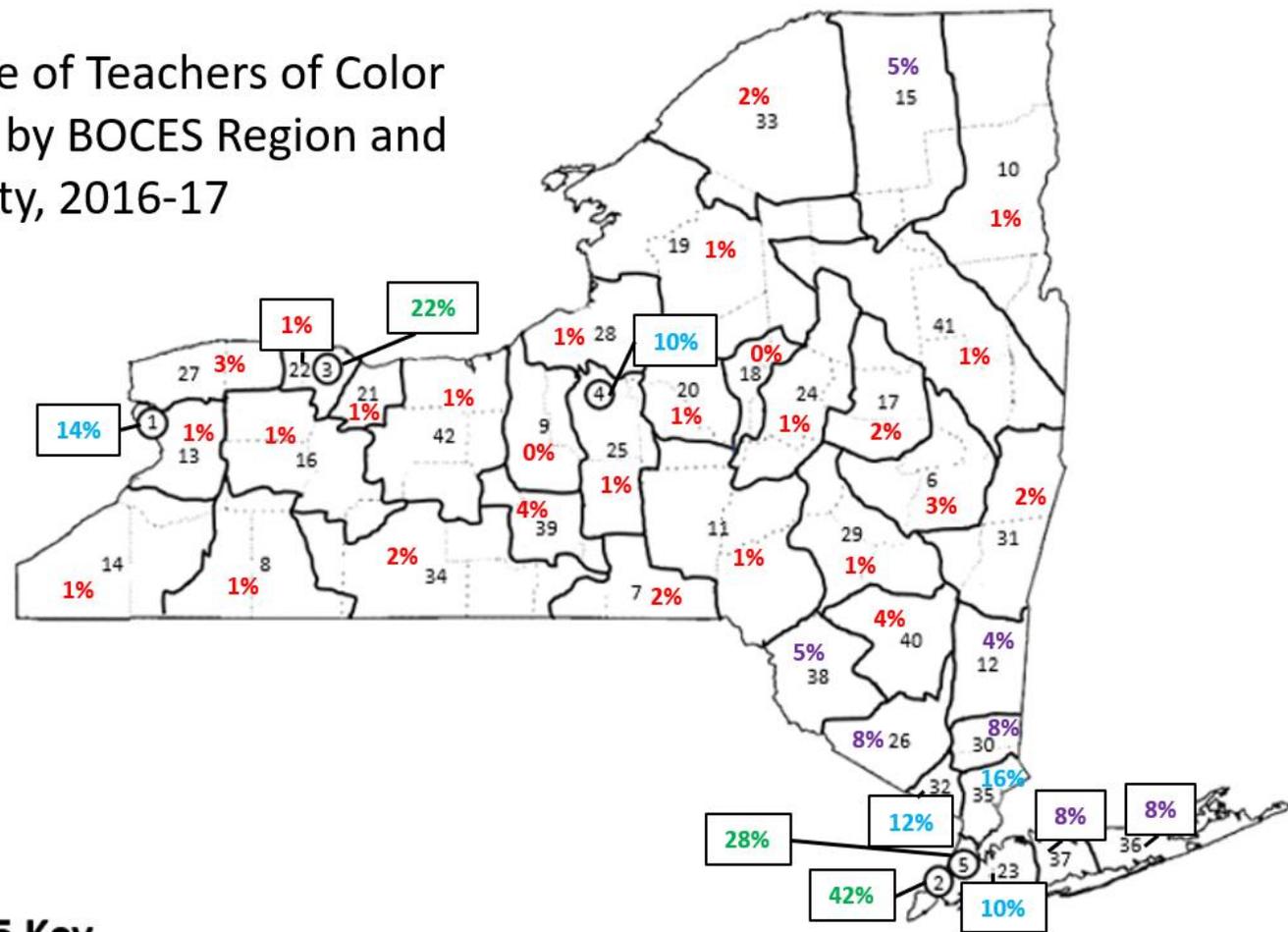
Sources: NYSED Information and Report Services (IRS) Public School Enrollment Files, NYSED Personnel Master Files). Data are as of 07-01-2019.

In most regions of the state, fewer than 5% of teachers were of color

More than 200 school districts did not report employing any teachers of color

Districts with the highest enrollment of students of color also tend to have the highest numbers of teachers of color

Percentage of Teachers of Color Employed by BOCES Region and Big Five City, 2016-17



Color Key:

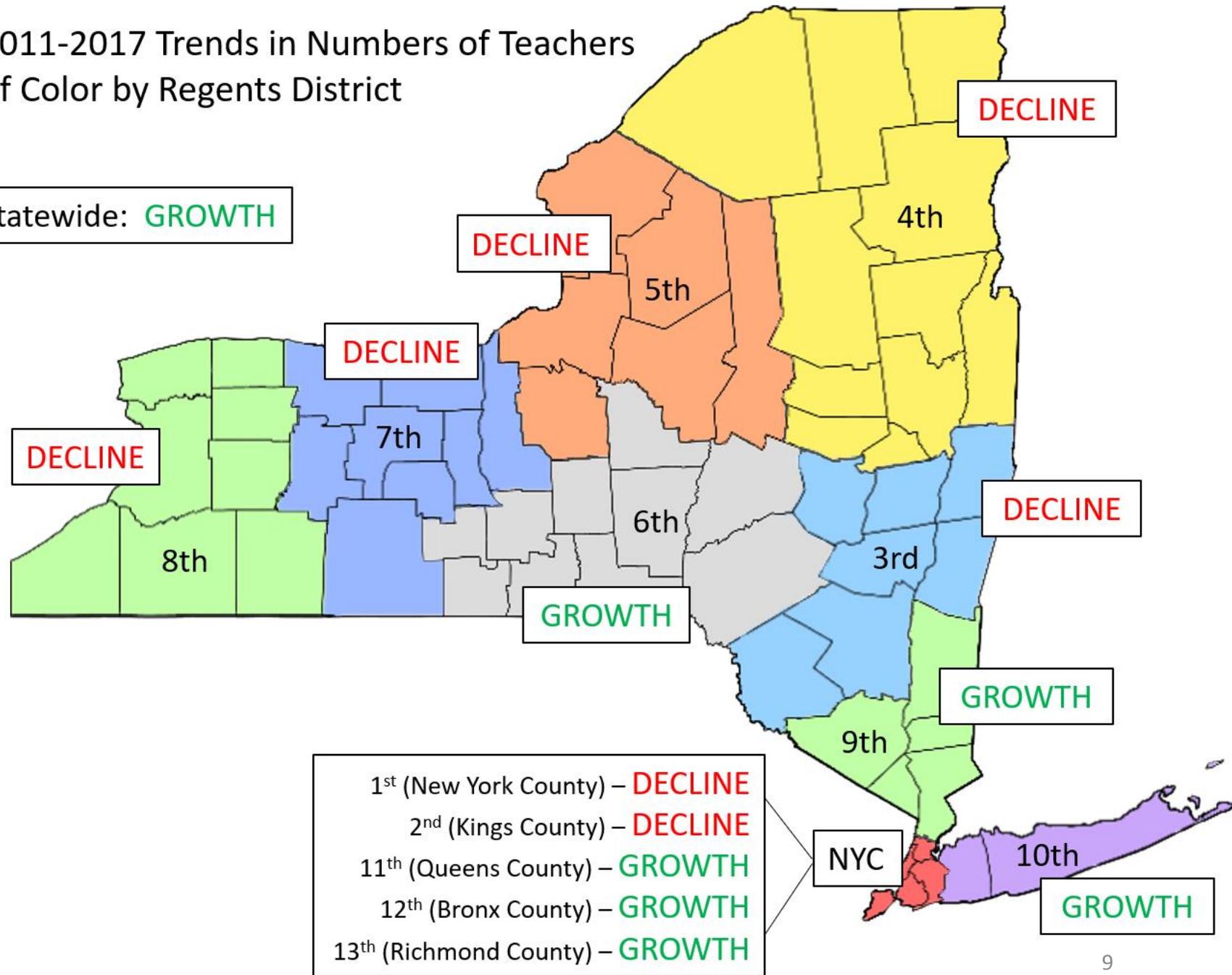
- % : Under 5%
- % : 5 - 10%
- % : 10 - 20%
- % : 20% +

BOCES / Big 5 Key

- | | | | |
|--------------------------------------|-------------------------------------|-------------------------------|--|
| 1. Buffalo | 13. Erie 1 | 25. Onondaga-Cortland-Madison | 37. Suffolk, Western |
| 2. New York City | 14. Erie 2 | 26. Orange-Ulster | 38. Sullivan |
| 3. Rochester | 15. Franklin-Essex-Hamilton | 27. Orleans-Niagara | 39. Tompkins-Seneca-Tioga |
| 4. Syracuse | 16. Genesee Valley | 28. Oswego | 40. Ulster |
| 5. Yonkers | 17. Hamilton-Fulton-Montgomery | 29. Otsego-Northern Catskills | 41. Washington-Saratoga-Hamilton-Essex |
| 6. Capital Region | 18. Herkimer-Fulton-Hamilton-Otsego | 30. Putnam-Westchester | 42. Wayne Finger Lakes |
| 7. Broome-Delaware-Tioga | 19. Jefferson-Lewis | 31. Questar III | |
| 8. Cattaraugus-Allegany-Erie-Wyoming | 20. Madison-Oneida | 32. Rockland | |
| 9. Cayuga-Onondaga | 21. Monroe 1 | 33. St. Lawrence-Lewis | |
| 10. Champlain Valley | 22. Monroe 2 | 34. Greater Southern Tier | |
| 11. Delaware-Chenango-Madison-Otsego | 23. Nassau | 35. Westchester | |
| 12. Dutchess | 24. Oneida-Herkimer-Madison | 36. Suffolk, Eastern | |

2011-2017 Trends in Numbers of Teachers of Color by Regents District

Statewide: **GROWTH**

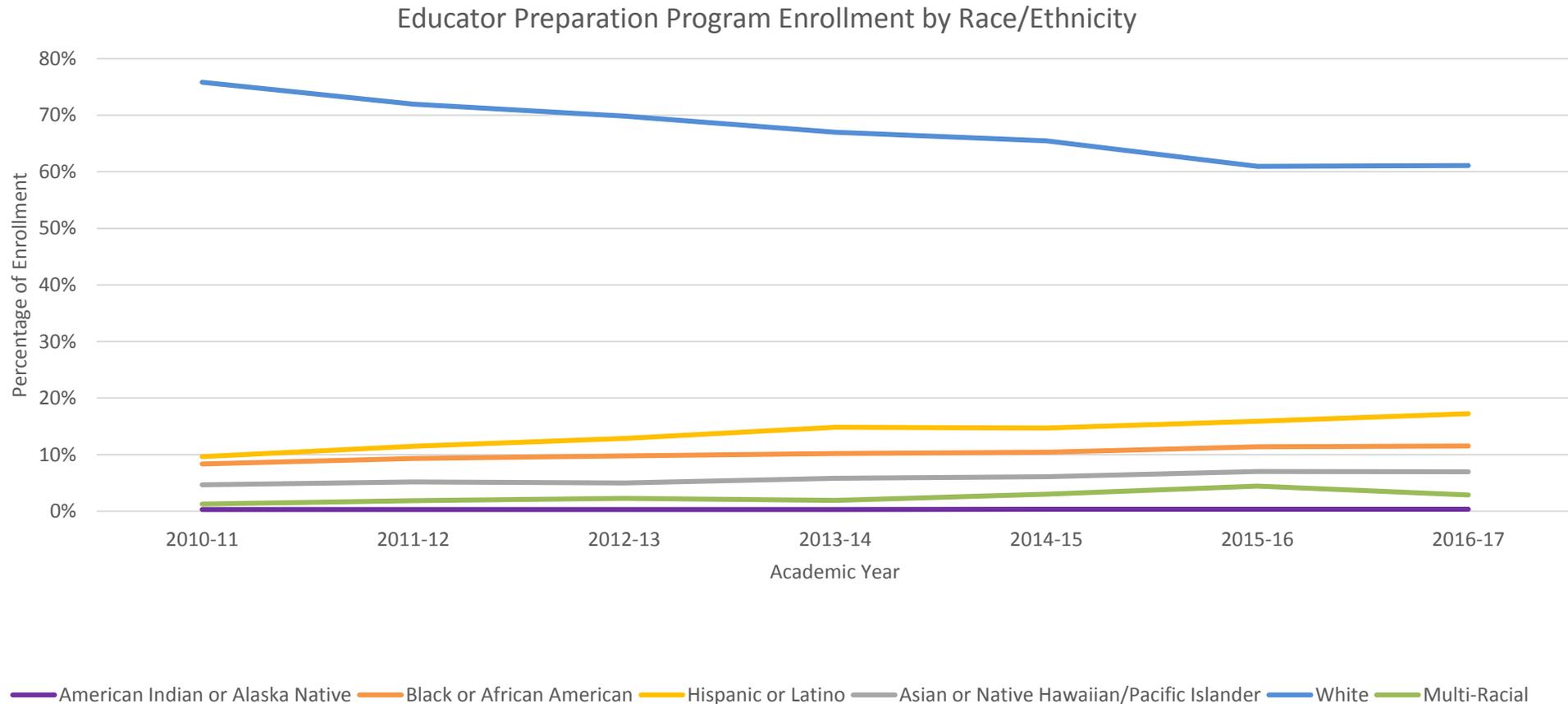


The total number of teachers of color in New York State has increased by nearly 1,400 since 2011-12

However, in many regions of the state, numbers of teachers of color declined over the same period



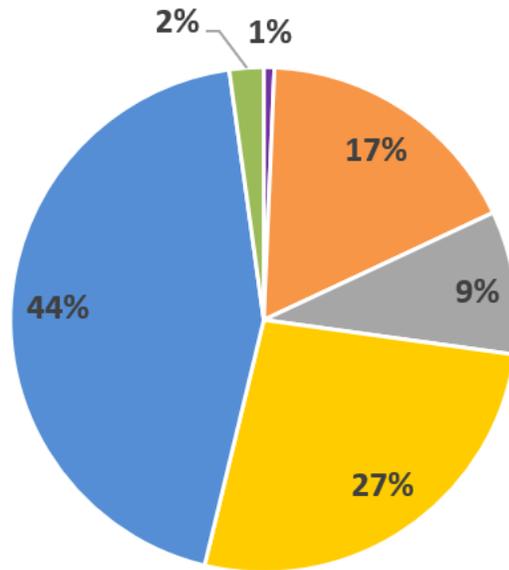
White students still make up a majority of educator preparation program enrollment, but the share of students of color has been increasing—from about 25% in 2010-11 to 39% in 2016-17. The enrollment share of Hispanic/Latino students increased by nearly five percentage points since 2010.



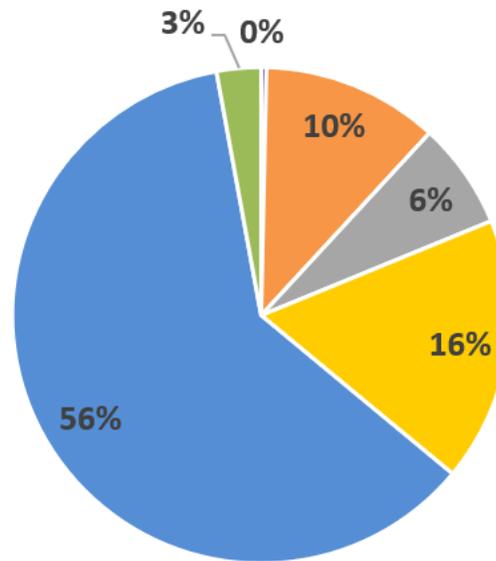
Source: "Title II Reports: National Teacher Preparation Data." United States Department of Education. Data are as of 07-01-2019.

New York State's Educator Pipeline, 2016-17

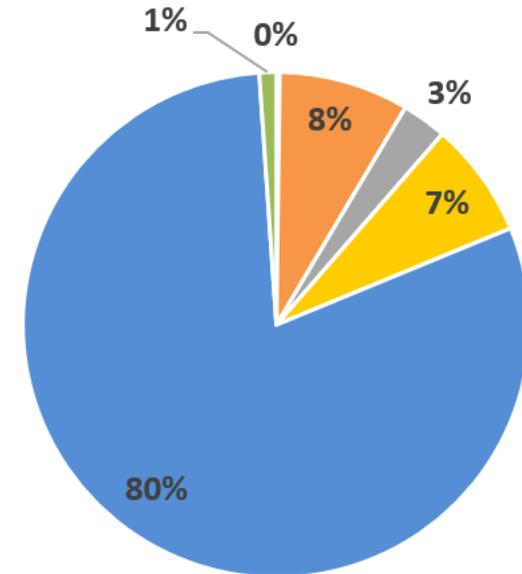
P-12 Student Enrollment



Educator Preparation Program Enrollees



In-Service Teachers



- American Indian or Alaska Native
 - Black or African American
 - Asian or Native Hawaiian/Pacific Islander
- Hispanic or Latino
 - White
 - Multi-Racial



Sources: NYSED Information and Report Services (IRS) Public School Enrollment Files, NYSED Personnel Master Files), "Title II Reports: National Teacher Preparation Data." United States Department of Education. Data are as of 07-01-2019.

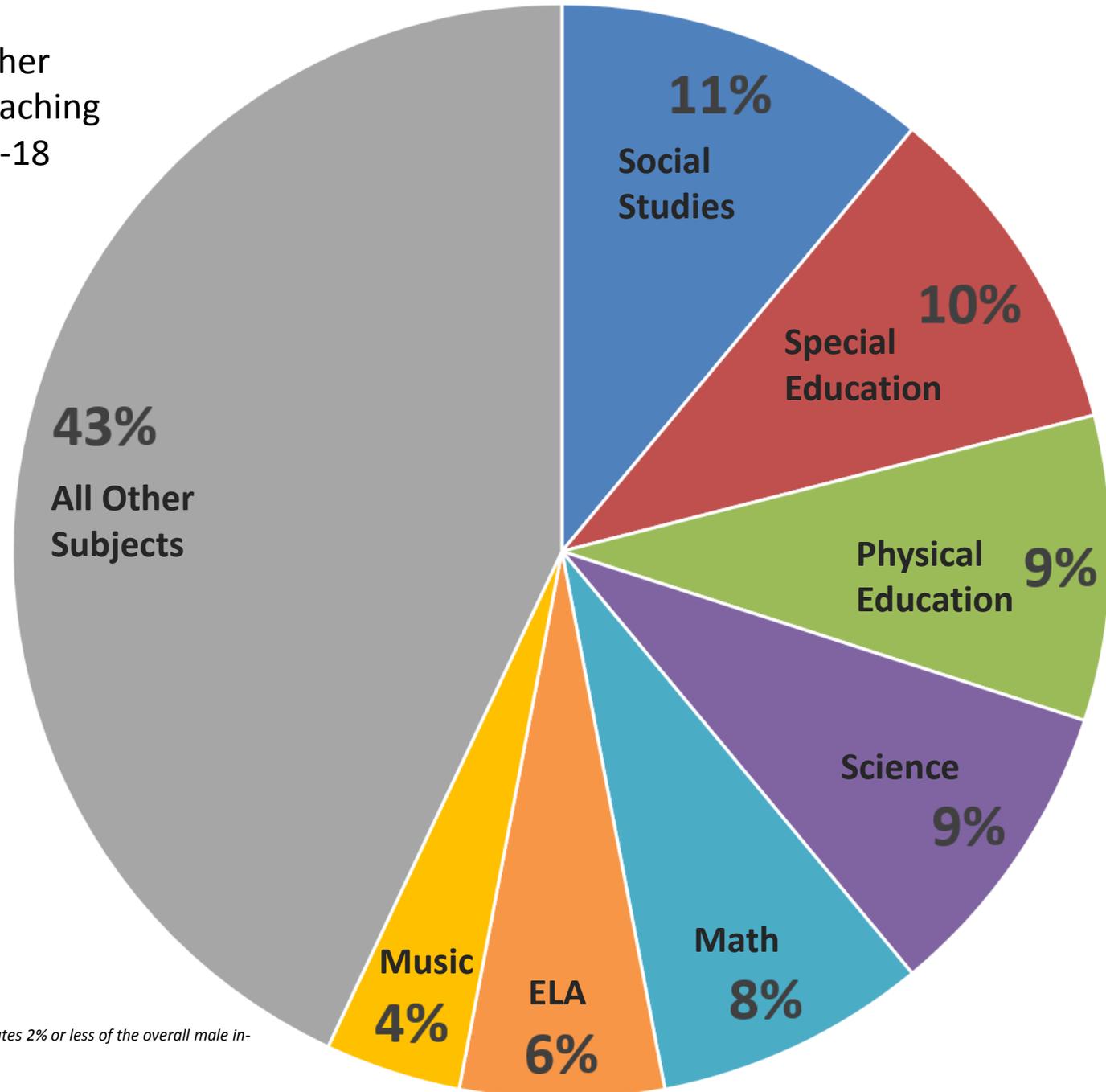
Gender Diversity

Only around 25% of New York's teachers are male.

More than 75% of Career & Technical Education (CTE) teachers, 45% of Physical Education teachers, and 1/3 of Social Studies teachers are men.

Very few men teach English to Speakers of Other Languages (ESOL), Gifted/talented, or Early Childhood Education.

Overall Male Teacher Representation by Teaching Assignment, 2017-18



Each subject area under "All Other Subjects" constitutes 2% or less of the overall male in-service population.

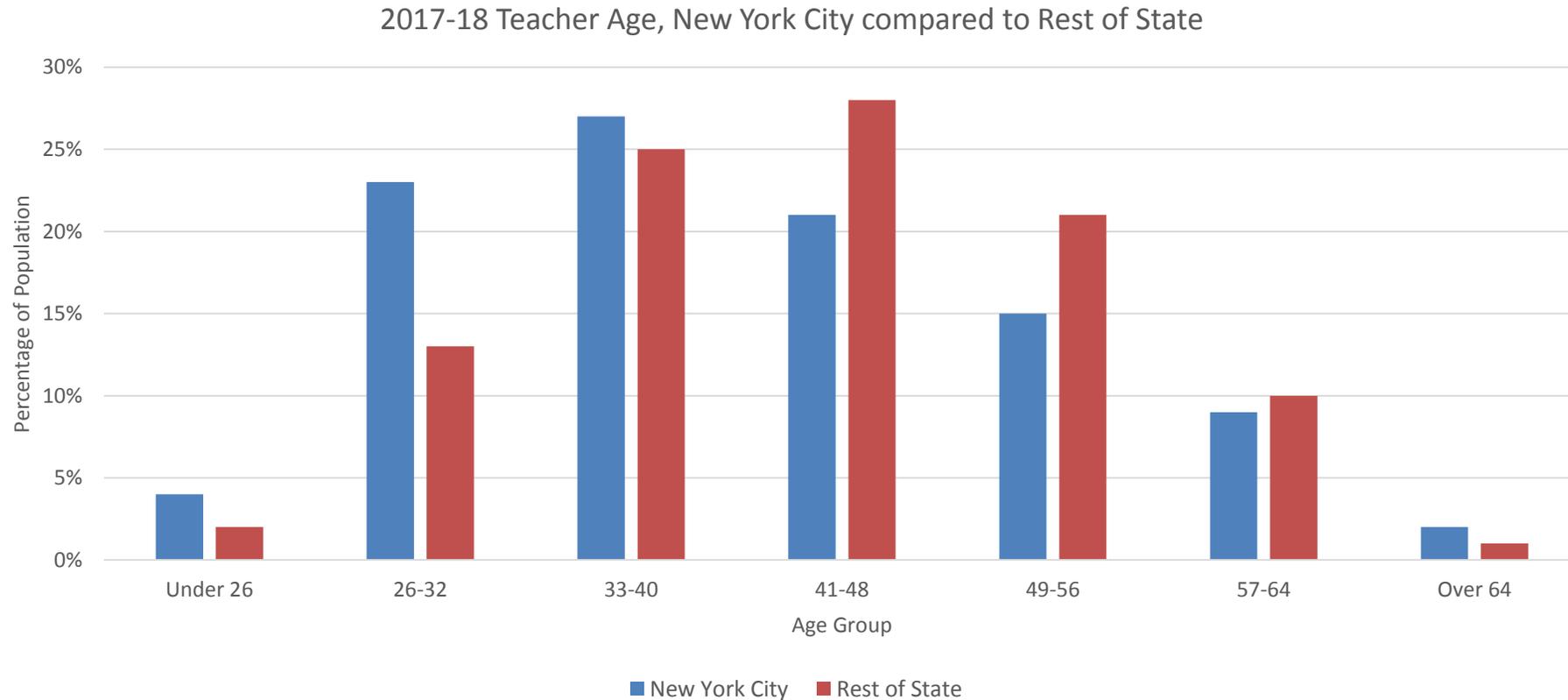
Source: NYSED Personnel Master Files.

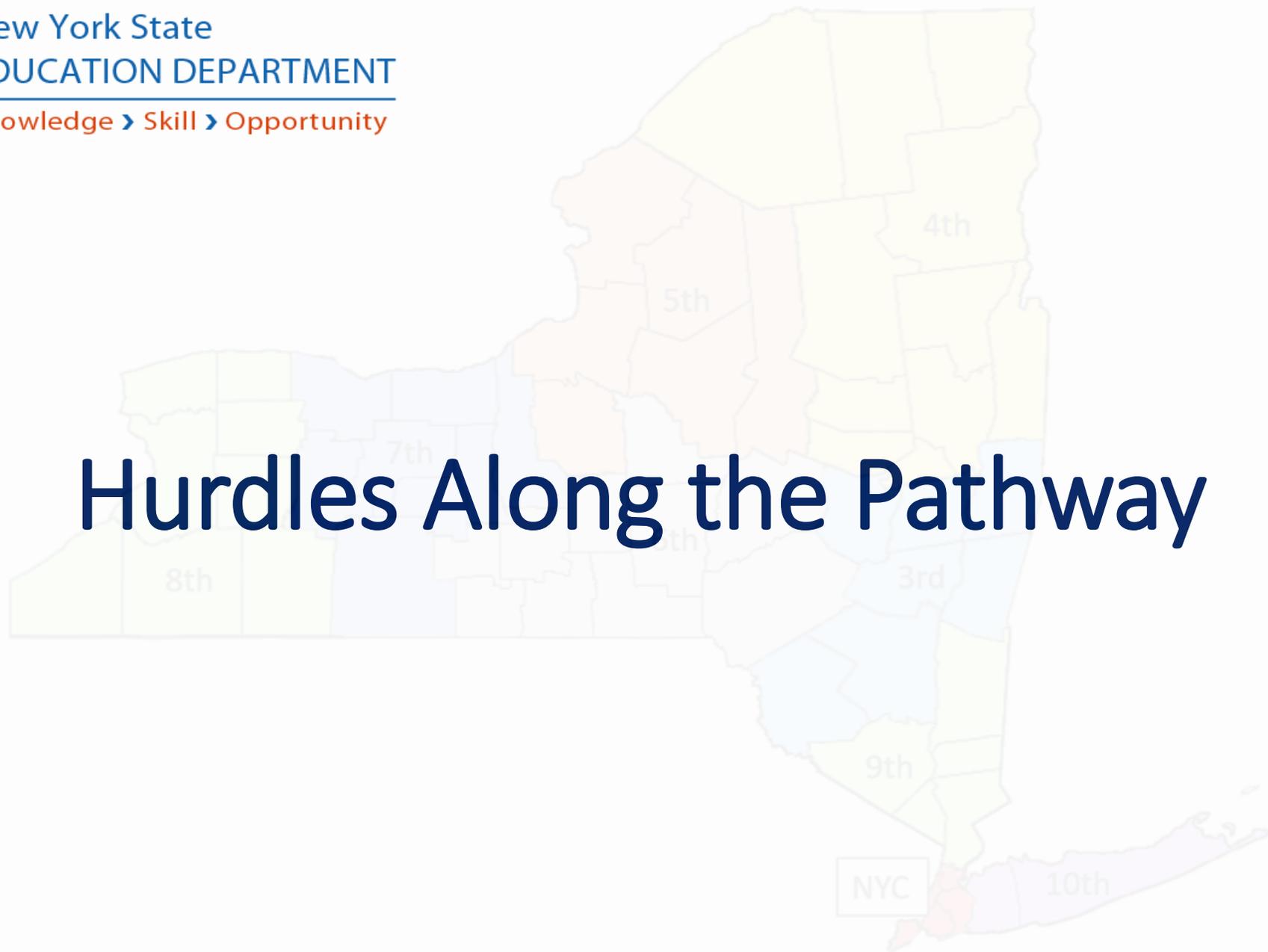
Data are as of 09-01-2019.



Age Diversity

Half of New York's teachers are between the ages of 33 and 48, while only 12% are over age 56. In New York City, more than half of the educator workforce is under age 41.





Hurdles Along the Pathway



P-12 Educational Disparities



Need Flexible and Supportive Pathways



High Cost of Higher Education, Lower Return on Investment



Need for Community of Support



P-12 Educational Disparities

- Lower high school graduation rates for students of color
- Feeling under-prepared for college-level coursework
- Negative perceptions of school due to:
 - discriminatory disciplinary practices
 - absence of teachers from similar backgrounds

Sources: Carver-Thomas (2018); Haddix (2015); Lindsay & Hart (2017); NYSED Report Cards; “See Our Truth” (2017)

High Cost of Higher Education, Lower Return on Investment



- High college costs:
 - living expenses
 - tuition
 - opportunity cost of giving up employment
 - transportation, childcare, materials, certification costs
- Increased likelihood of higher college debt and owing more over time for students of color
- Lower, slower-growing salaries for teaching than for other professions

Sources: Carver-Thomas (2018); Carver-Thomas & Darling-Hammond (2017); NYSATE/NYACTE Fall 2019 Conference sessions; NYSED Educator Diversity Survey

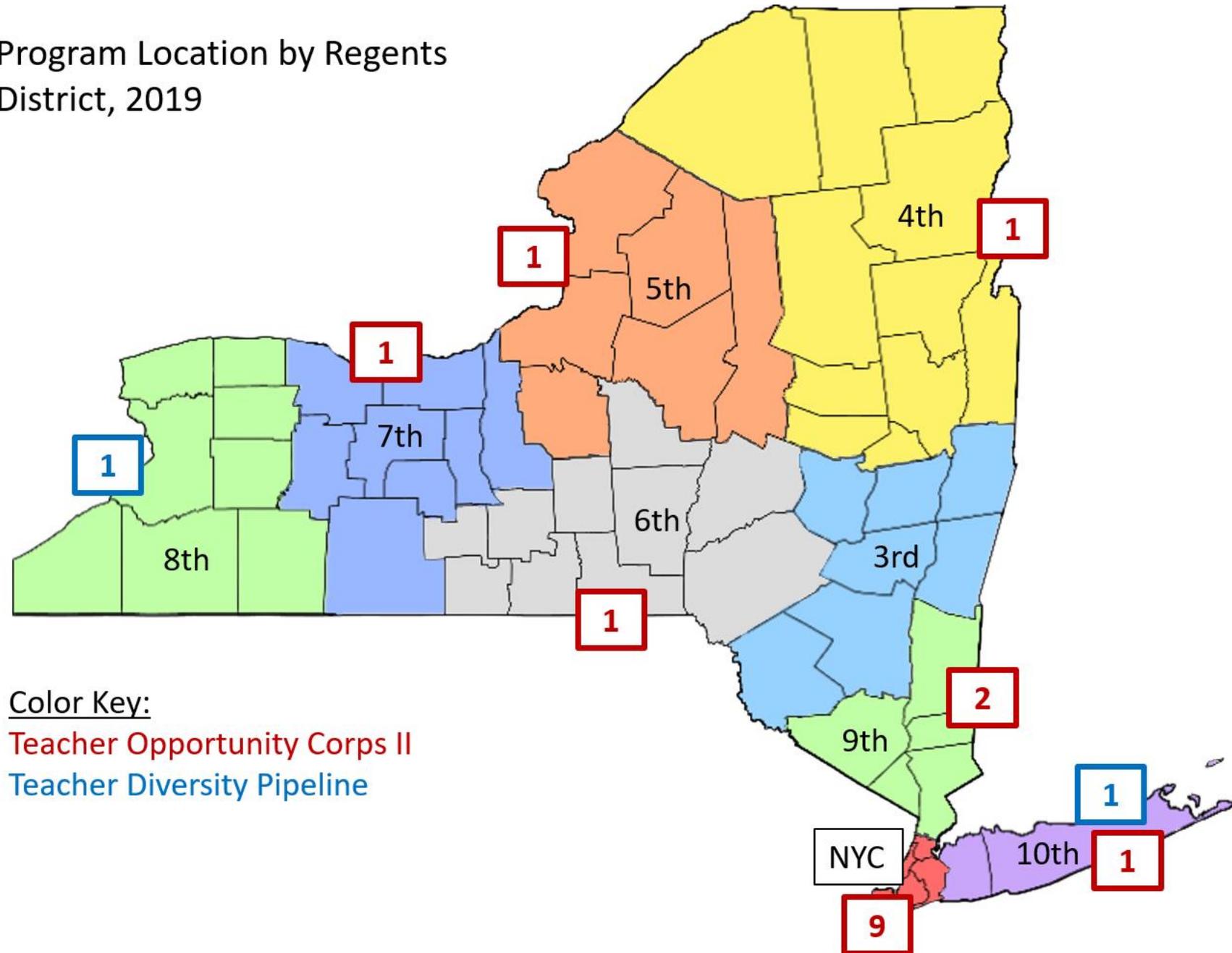
Need for Flexible and Supportive Pathways



- Limited intentional efforts to recruit young people into teaching
- Too few programs provide the supports candidates need:
 - Program design that enables candidates to earn a salary or receive a stipend while pursuing certification
 - Tutoring, learning communities, and other supports to help with college coursework and ensure candidates pass certification exams prior to program completion
 - Assistance with transportation and childcare

Sources: NYSATE/NYACTE Fall 2019 Conference sessions; NYSED Educator Diversity Survey

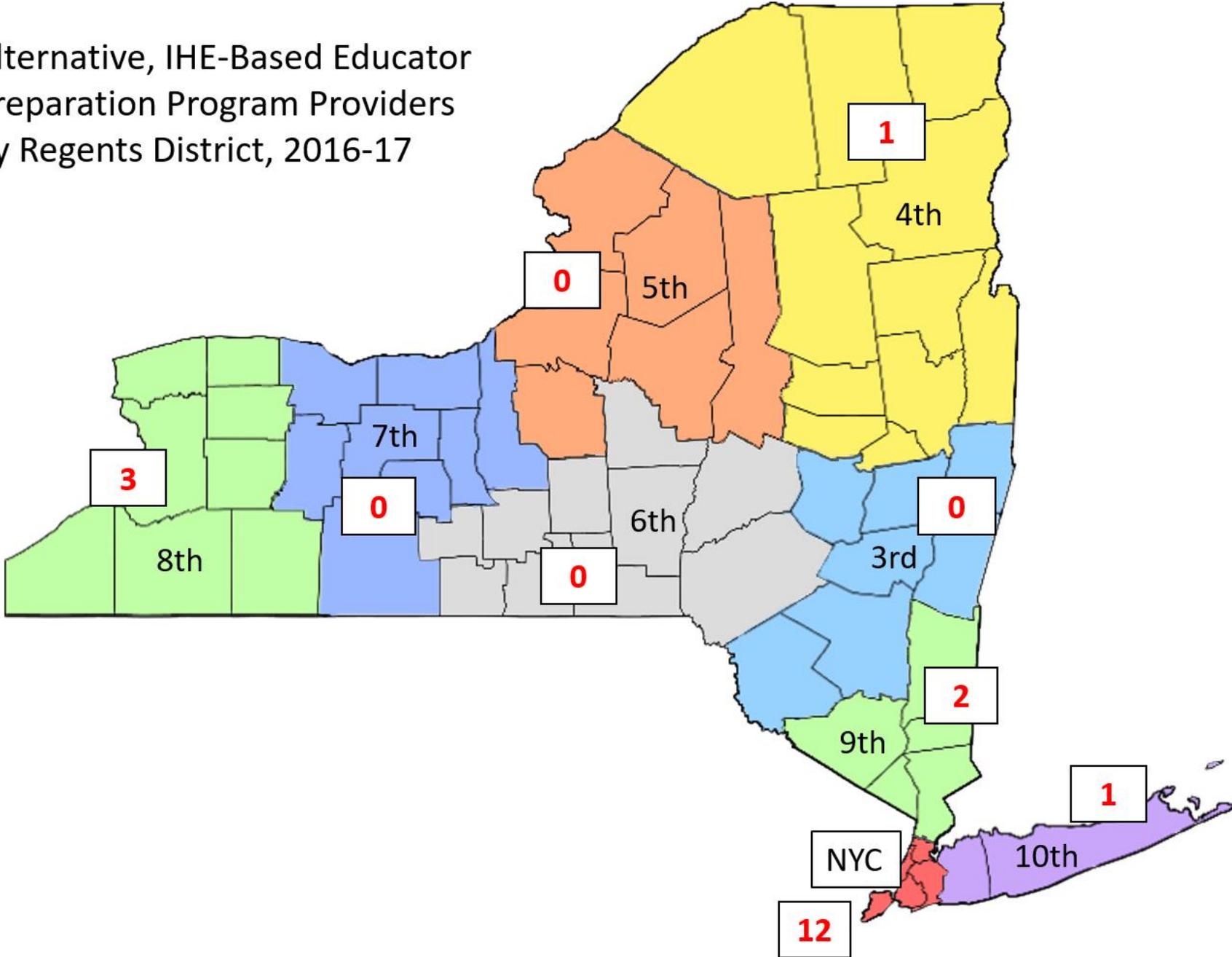
Program Location by Regents District, 2019



Color Key:
Teacher Opportunity Corps II
Teacher Diversity Pipeline

The majority of state-funded educator diversity programs are located in New York City.

Alternative, IHE-Based Educator Preparation Program Providers by Regents District, 2016-17



Transitional B and C programs enable candidates to earn a teaching salary while pursuing certification. No programs offered in most regions of New York.



Source: "Title II Reports: National Teacher Preparation Data." United States Department of Education. Data are as of 07/01/2019.

Need for Communities of Support



- Candidates and educators of color report challenges in environments that are not diverse and may not respect their culture or experience:
 - Lack of diverse peer group and faculty mentors in preparation programs
 - Encountering deficit-thinking during student teaching, e.g., racial/ethnic or linguistic differences perceived as a barrier to their ability to learn or an inconvenience to their instructors
 - Perception of educators of color as disciplinarians and as responsible for leading the development of culturally responsive practices

Sources: Haddix (2015); “If You Listen, We Will Stay” (2019); NYSATE/NYACTE Fall 2019 Conference sessions; Pacini-Ketchabaw & Schechter (2002); “See Our Truth” (2017)

Ed Trust NY Employment Retention Analysis

22% of Black or African American teachers did **not** return to the classroom from 2017-18 to 2018-19, compared to:

- 19% of Hispanic or Latino teachers,
- 18% of Asian teachers,
- 17% of Native American teachers, and
- 13% of white teachers.

Two factors influence the disparity in teacher turnover:

- Most teachers of color work in districts with high overall turnover
- Teachers of color have higher turnover rates within some types of districts.
 - In Average Need and Rural High-Need districts, Black or African American teachers have turnover rates **4-5 percentage points higher** than white teachers.

* Analysis of NYSED data included only those districts with sufficient data reported – approximately **50%** of all districts.



Recommendations for P-12 and educator prep institutions

1. Discuss educator diversity with stakeholders and set an intention to address it
2. Partner to build pathways in your region
3. Establish supports to enable candidates to clear the hurdles
4. Take an informed look at district recruitment and hiring practices
5. Induct, develop, retain, and promote effective educators of color
6. Ensure transparency, accountability, and research

1. Discuss educator diversity with stakeholders and set an intention to address it

Examples of Current Efforts:

NYSUT “Take a Look at Teaching” summits bring stakeholders together to discuss educator diversity

NYSCOSS established a core value: “helping ensure gender, racial and economic equality among those serving as superintendent” and charged its **Commission on Diversity and Inclusion** with advancing this work

Syracuse CSD set a strategic goal ...

“By 2022: Refine our practices to recruit employees who are representative of the diversity of our district, utilizing a multi-pronged approach that results in increases to staff diversity through new hiring and internal promotion.”

... and est’d **partnerships with SUNY Oswego and Syracuse U** to help achieve it

2. Partner to build pathways in your region

Examples of Current Efforts: Western New York has a variety of programs and pathways that support diverse candidates to obtain certification:

- **Grow-your-own**

- For high schoolers: Urban Teacher Academy (Buff State/McKinley High School)—*applying to become an approved CTE pathway*
- For paraprofessionals: Teacher Pipeline Residency Program (Buff State)

- **Alternative prep programs for career changers** (Buff State, Canisius College, Daemen College)

- **Sustainably-funded residency**

- Western New York Teacher Residency Program (Canisius College)

3. Establish supports to enable candidates to clear the hurdles

Examples of Current Efforts:

- **Columbia Teachers College**—provides peer support “workspaces”, including curriculum based on student needs (e.g., financial planning) and time to share reflections and build community among TOC II cohort
- NYSED and ed. prep institutions provide thousands of **free cert exam vouchers** annually for economically disadvantaged candidates
- **Monroe College**—ensures TOC II candidates pass cert exams:
 - candidates take exams on a clear timeline, aligned with when content is taught
 - learning communities support studying for cert exams
 - multiple supports to build math skills in preparation for Content Specialty Test
 - expectation that those who don’t pass on 1st attempt will persevere & re-take

4. Take an informed look at district recruitment and hiring practices

Examples of Current Efforts:

- Hiring a **Chief Equity Officer**, or other HR staffer or consultant, to analyze data and revamp recruitment and hiring practices
- Forming a **District Diversity and Inclusiveness Council** to elicit feedback on current practices
- Participating in **diversity hiring programs** offered through BOCES

5. Induct, develop, retain, and promote effective educators of color

Examples of Current Efforts:

NYC Men Teach—a collaboration of the NYC Department of Education, the NYC Young Men’s Initiative, and CUNY—builds individual leadership capacity and promotes educator effectiveness through **professional development, personal growth, and a village of support to help male educators of color thrive and stay in the profession.**

- *Mentors* support program participants throughout the year and engage in peer groups to discuss mentoring strategies and opportunities for growth
- *Ambassadors* provide guidance to first-year program participants through lessons and workshops at least 4 times per year

6. Ensure transparency, accountability, and research

Examples of Current Efforts:

- NYSED in-service educator diversity data collection has improved, and data are posted for download by researchers, practitioners, and the public
- 25% of P-12 districts and 65% of ed prep institutions say they track the success of their efforts to recruit educators of color
- Coalition of Urban Teacher Education and Development (C-UTED), a working group that studies—
 - how policies and programs in teacher education intersect with the goals of increasing teacher diversity and improving the conditions of schooling in urban areas
 - logistics, challenges, and benefits of collaboration between educator preparation programs and urban schools and districts
- Hofstra University report on “Teacher Diversity in Long Island’s Public Schools” (2019)



Steps to finalize report

Report requirements in Ed. Law

Amid growing recognition of the importance of this issue, last year the legislature tasked the Department with preparing a report providing “an overview of teacher diversity throughout the state.” (Ed. Law §305 (58))

Lawmakers requested, and the report will contain:

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