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# Recruiting Teachers of Color

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**Recruiting Teachers of Color**

by

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A Starred Paper

Submitted to the Graduate Faculty of

St. Cloud State University

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for the Degree of

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## Chapter 1: Introduction

I am a 47-year-old, white, English speaking, middle-class, able-bodied, Western female. I grew up in suburb of Minneapolis, in a matriarchal family where most things were done by my mother. My father was a positive male figure in the home, but his duty was to put the bread on the table. My mother worked inside and outside of the home. I have a younger brother who I feel got special treatment because he is a boy. I have a sister who has cerebral palsy and is in a wheelchair. Growing up I experienced the strength of women. My mother was amazing. Growing up in a household with gender issues and ableism provided me with strong feeling of equality. As I got older and went to college I became more aware and interested in the inequalities of the world. I am continually working on my own prejudices and biases and I hope to play a role in challenging the inequalities that exist today.

Ever since I was a child I had a desire to travel. It was in my college years that I became more aware of the world around me and wanted to experience it first hand through traveling. I considered joining the Peace Corps, but was not willing to commit to two years. At this time, I specifically had an itch to go to Africa. I was not sure why at the time. However, today I could say it was what I was “supposed” to do. As a result of my longing to go to Africa, a non-profit called Give Us Wings was born.

Give Us Wings is a non-profit that has been working in the same four villages in Kenya and Uganda for the past 16 years. Our organization is different because we work at the grassroots level, listen to the people, and stay working in the same villages year after year. I have traveled to Kenya and Uganda five times with Give Us Wings. I currently volunteer with fundraising and serve on the board. It is hard to put into words the impact Give Us

Wings has had on my life. I have seen things that are unimaginable. The strength and intelligence of a people who live in such poverty is inconceivable. The experiences I have had due to Give Us Wings have made me who I am today.

I have always had a sense of unfairness and inequalities. I believe much of this is due to my sister having a physical disability and my mother being a strong non-traditional woman, wife and mother. As I've gotten older I am more and more aware of issues of racism, poverty, colonialism, inequalities, and injustices. I want to change these things. And I believe that one way to do this is through children.

In my eyes, children are the cornerstone for change. This is one of the reasons I am an elementary education teacher. If we are able to make connections with children that experience and internalize respect, justice, equality, peace, equity, anti-bias education and global relationships the world would be a better place and some oppression might disappear and/or become a thing of the past.

One way I propose we make this happen is by eliminating the achievement gap. As we know, black and brown students are not achieving at the same rate as their white peers. I believe that students need more teachers of color in the classroom. This would allow students to see role models with similar backgrounds and lead to black and brown students being more successful in the classroom, teachers of color would diversify the workplace, and teachers of color in the classroom would provide a role model to encourage students of color to become teachers.

## Chapter 2: Literature Review

In the article, “Why U.S. Schools Need Teachers of Color,” Fuglei (2014) stated that, “Having black teachers in a position of respect and authority can have a profound effect on African-American students.” A student was quoted, “I’d look at them, and believe, you can do anything you want; I could follow in their footsteps.” The American Federation of Teachers President says, we need to do more to ensure that teachers better represent the students they teach. This includes thinking differently about recruitment and retention and about how we as a country view teaching (Fuglei, 2014).

The research suggests that there is a correlation between the success of students of color and the teachers that teach them. The percentage of students of color is far greater than the percentage of teachers of color. The research gives many reasons for this and will be discussed further. There are programs that address the need for teachers of color and provide support and education for them. These programs are discussed further in the research.

Due to massive retirements, increasing impractical mandates related to the No Child Left Behind Act, and an alarmingly high teacher attrition rate, the United States is facing a crisis. The article states that one-third of teacher’s leave the field within 3 years and nearly half of teachers leave within 5 years. An additional concern is that teachers of color are severely underrepresented in the teaching force. It is estimated that over one-third of the U.S. students are children of color and less than 16% of teachers are teachers of color.

Despite the best intentions, white teachers do not have the experiences needed to understand their students’ backgrounds. They also discuss the research studies indicating

minority teachers can translate the culture, create a sense of school belonging and develop a sense of school community for minority students.

Minority teachers create a balanced instructional experience for all students, particularly for minority students. Majority teachers, as products of their majority and thus a certain status of privilege, are often removed from this life context and may have little motivation or perceived need for examining their position or their “whiteness” within society. It is imperative for majority teachers to educate themselves about their students’ communities to avoid treating students as if they are from their own background, as attitude that may lead to frustration on both sides and negative consequences for student learning.

Considering the disproportionate number of minority students who are failing to graduate, efforts need to be made to recruit and retain minority teachers for the public school system who can effectively serve as instructional role models for students. We can no longer afford for minority children to be “turned off” from school, disengage entirely, and eventually drop out of educational settings, which offer them the best chance for socioeconomic security (McNulty & Brown, 2009, p. 180).

This article states that 44% of black students in Minnesota received their diploma on time in 2003, compared to 80% of white students who graduated. This discrepancy leads to one of the largest opportunity gaps in the country.

The author suggests a solution, examining the underlying feelings of superiority held by whites as well as the confidence complex held within the black community. These covert attitudes have become so engrained in the American psyche that we do not even think about it or recognize them. The result is a culture of inferiority seen daily through the hopelessness,

crime, violence, and educational underachievement that exist in the black community. It is exhibited through the apathy Minnesotans, government leaders, and school officials show toward the black community (Cook, 2006).

Cook (2006) asks the question, what would happen if last spring's standardized test scores revealed that blacks' scores had surpassed white students' and the achievement gap was suddenly reversed? He says that it would be treated as a crisis demanding immediate attention, strategy, and action. Parents, politicians, educators and community leaders would demand immediate improvement (Cook, 2006).

In this article, the author looks at the Minneapolis area school districts and its students and teachers of color. It stated that one quarter of 823,200 students in Minnesota schools are non-white, while only 3.3% of Minnesota teachers are people of color. The article states that districts are not only looking for great teachers, they are looking for great teachers of color. The article cited many reasons to recruit teachers of color including; a diverse teaching staff is the key to academic success for all students, a diverse staff adds richness to both teaching and learning, the workforce should reflect the community they are serving, and it is important for white students to see people in teaching positions who do not look like them, but people who look like the broader world when they go out into the community.

Minneapolis Community and Technical College Staff, are recruiting students of color by connecting with who they call "under-represented" first generation college students, minorities and poor students. They try to get education students into classrooms early so that these students can determine if teaching is their career choice/ then the college helps them apply to four-year colleges to finish their degree (Boyd, 2010).

The data shows a gap between the number of students of color and the number of teachers of color. The article states that during the 2008-09 school year, 41% of elementary and secondary students were minority, but only 16.5% of teachers were minority. The key finding of this article is that this gap is because the number of white students has decreased and the number of minority students has increased, suggesting that the gap is not due to the failure of recruiting minority teachers. In fact, the article states that the number of minority teachers has almost doubled, from about 325,000 to 642,000. Thus, the number of minority students and the number of minority teachers are not equal. However, the teaching force has rapidly grown more diverse (Ingersoll & May, 2011).

In the article, “Do black students need more black teachers?” Hermitt (2009) says, “As a black student, black teachers did not necessarily impress me.” She suggests that black teachers could be extra hard on black students, especially if they feel the students are not working up to their potential. Her experience leads to two bad grades in high school from two black teachers. She says that, “teachers who mattered most to me were the ones who were passionate about what they were teaching. Regardless of the color of the teacher’s skin, if they are not passionate about what they are teaching, they are useless to the student” (Hermitt, 2009).

This research also discussed some of the barriers there are to increasing the number of teachers of color. More than half of the teachers interviewed claimed that negative image and low status of teachers were among the main reasons students of color are not entering the field of teaching (Gordon, 2005, p. 32). The article also stated that, in the early stage, black children are often identified as unsuccessful or in need of remediation and are therefore turned

off of education as early as the first or second grade. (Gordon, 2005, p. 33) Some of the other barriers mentioned in the article were economic, negative school experiences, lack of academic/emotional preparation, lack of support in college, discrimination based on accent or racism, and lack of encouragement. Lack of encouragement was the most important conclusion from the research. According to the article, students of color are not encouraged to go into teaching by their own families, own communities, and their own teachers (Gordon, 2005).

This research is a part of a larger study from the book, "*The Color of Teaching.*" In *The Color of Teaching*, more than 200 teachers of color were interviewed.

My work is based on the belief that attracting more students of color to the teaching profession is essential in providing both a high quality education for all children and an optimal professional climate for teachers. This has nothing to do with race-matched teaching; it has everything to do with bringing a variety of committed and capable people together whose life experiences enable us to better understand the complexity of issues facing young people and their families today. (Gordon, 2005, p. 30)

The barrier that is highlighted in the article is the retention of minority teachers.

While minorities have entered teaching at higher rates than whites over the past two decades, minority teachers also have left schools at higher rates. Overall, the data show that minority teachers' careers have been less stable than those of white teachers, and included more job transitioning. (Ingersoll & May, 2011, p. 63)

During a speech with Education Secretary Anne Duncan at Morehouse College, Spike Lee noted that the nation is in desperate need of black male teachers and indicated that more black people are in prison than are enrolled in colleges and universities. The U.S. Department of Education reports that less than 2% of teachers are black men. In her speech, Secretary

Duncan said, that to increase the number of black male teachers in the future there must be governmental support (at all levels) for financial aid and loan forgiveness (Lee 2011).

In recent decades, there have been a number of attempts by government and non-government organizations to increase the number of teachers of color. Some of the strategies that have been implemented are future educator programs, partnerships between community colleges and four-year institutions, recruiting paraprofessionals, and alternative teacher certification programs. Over half of the states have some kind of minority recruitment program in place (Ingersoll & May, 2011).

The article by Schmitz, Norse, and Ross (2012) highlights a grow-your-own program through Central Washington University in partnership with Future Teacher Academy. The program started with 22 high school-future teachers of color. The mission is to expose minority high school students to teaching as a profession while supporting them in graduating from high school. These authors suggest that by working with teacher academies, high school students can understand the work of teachers and be exposed to higher education at the same time.

The goals of this program are to train a cadre of future teachers in effective pedagogy that includes 40 hours of hands-on field experience, exposing those to high needs areas including math, science, special education, and English Language Learners, providing support in high school to ensure graduating.

The Future Teacher Academy is a week-long program that includes staying on campus, financial aid support, and a tour of admissions. Other key elements are mentorship, practicum experience, and partnerships with higher education institutions.

This program has been very successful. Every student that went through this program graduated from high school on time and has gone to a community college or a university (Schmitz et al., 2012).

This article discusses the Pathways Program as one way to diversify the teaching profession. The Pathways Program began in 1989 due to the underrepresentation of minority teachers. The underrepresentation was due to inadequate academic preparation, attraction to other careers, unsupportive working conditions, lack of cultural and social support groups, increased standards and competency testing, low salaries, and high attrition rates.

The Pathways Program targets three groups of school personnel—teacher assistants, substitute teachers, and provisionally certified teachers. The approach is to take people of color, who are already working in the schools, and help them get their degrees in teaching.

This article examines the Armstrong Atlantic State University Pathways Program. The Pathways to Teaching Program has a value-added approach to the selection process. The Teacher Education Program at Armstrong Atlantic required a 2.5 GPA. The value-added approach allows students with a 2.0 GPA to be accepted into the program with support. Another key to this program is that the paraprofessionals worked in the schools 4 days a week and attended classes at the University 1 day a week for 4 years. Fourth year teacher education students, who were paid \$25 a day, replaced the paraprofessionals, 1 day a week. They also gained valuable hands-on experience in the process.

The Pathway to Teaching Program had 105 students graduate with a 2.98 collective GPA. Ninety-seven of the graduates stayed in Georgia and were hired in low-income schools. One lesson learned from the program is that mentoring and social support must be provided to

the students. Another important component of the program is committed leadership from school districts, colleges, and local communities must provide a positive environment where they are valued as professionals (Lau, Dandy, & Hoffman, 2007).

Another program is called Project TEAM. The goal Project TEAM was to provide a community at the School of Education at Indiana University that included academic, personal, social, and financial support for students who were interested in teaching.

TEAMS's mission was social justice in education. The idea was to engage students of color by looking at justice in education, leadership, multicultural teaching, and professional development. One of the projects of TEAM was for the students to plan an overnight visit to the University of middle school students of color.

This program was the beginning of an open dialogue between middle school students of color and university students of color. The research has shown that providing this space for students to connect gives them a sense of belonging. The article states that most of the students who went through this program became teachers. Three themes stuck out; a sense of community with peers, developing a stronger sense of ethnic identity and working for social justice through multicultural education. "Project TEAM enabled ethnic minority students to not only consider and become teachers at the high school, but also created a support system throughout their schooling at predominately white institutions." Project TEAM is no longer running due to financial constraints (Ramirez, 2009).

Irizarry analyzes a grow-your-own program called Project TEACH. Project TEACH began with a partnership between a community based organization, a 4-year college, and a

public school district. The financial costs were covered by the community based organization and the college. The school districts payment was the hiring of Project TEACH graduates.

One of the main components of Project TEACH is home growing teachers of color. This means that Project TEACH applicants must live in the community. This addresses the gap between the community and the teaching force. Another key to Project TEACH is the development of social justice educators. Project TEACH worked on curricular changes that would increase all teachers' abilities to work with students of diverse backgrounds. A third component was to provide support for teachers of color. This included financial aid packages, tuition costs, books, and other fees. It also meant providing mentorship for teachers of color.

Project TEACH had some challenges including; isolation of students of color at predominately white institutions, the state's institutionalization of licensure exams for teachers, and the challenge of securing funds for the program. The funding for this program ended when No Child Left Behind started and high stakes testing became the priority (Irizarry, 2007).

### Chapter 3: Methods

Teachers tend to be the one person and authority figure outside the home that have a lot of influence on children. When they see only white people as teachers that can reinforce the negative stereotype—in white students and students of color—that people of color are not capable of holding positions of authority. To students of color, it's even more damaging because it sends a message they shouldn't even bother (Bachler & Hill, 2003, p. 4).

The Human Resource Directors in the metro area recognized the need for teachers of color. They wanted to hire teachers that represent the student demographics in their ever-changing districts. This group researched recruiting programs, specifically, a program in Ohio called CAPE. This program has been in existence for over 15 years. This group sent a team to assess the CAPE program and duplicate a similar program in Minnesota.

This group of Human Resource Directors created a steering committee including three metro integration districts. Those districts include WMEP (West Metro Education Programs), NWSID (Northwest Suburban Integration Districts), and EMID (East Metro Integration Districts). The committee also includes Education Minnesota, Minnesota Department of Education, Hamline University, and the University of MN. Thus, the ELITE (Emerging Leaders in Teaching and Education) Academy was born. The goal of ELITE Academy is to build the collective capacity of its member districts; to raise the achievement of all students; to eliminate the racial achievement gap; and to prepare all learners to thrive in a diverse world through regional leadership, integrated learning opportunities, shared resources and mutual support. Our desired outcomes include student educational success, culturally competent citizens, community acceptance of differences, and equitable regional educational policy and

advocacy. These members attend monthly steering committee meetings. It was here that a mission and vision were created. The mission is to increase the quantity of students of color in education as a career. The vision is to empower students of color to become teachers for tomorrow's schools.

The steering committee developed a week-long summer academy held at Hamline University. The goal is to provide an introduction to the teaching profession and exposure to college life. Many of the students who attend the ELITE Academy are potential first generation college students. The activities are designed to have the students get to know themselves, provide an introduction to teaching, discover the qualities of a successful teacher and discuss culturally relevant teaching.

ELITE Academy 2009 was planned and ready to go. We had 27 high school students attend. Our demographics were 24 females and 3 males and the racial make-up was 4 Asian students, 19 Black/African American students, 3 Latino students, and 1 student who identified as multi-racial.

On day one, the students arrived at Hamline University at 10:00am. They got settled into their dorm rooms and headed to lunch. Then we moved to a space where we provided an orientation, went over expectations, and reviewed program policies and rules. The program began with some community building activities facilitated by the 4H Club. This was the beginning of an extremely strong bond that is hard to explain. From here the students had some free time to organize their rooms and prepare for dinner. Dinner is the time of day where the day and night staff transition. This provides a time for staff to discuss what happened during the day and inform the night staff of any necessary information. After

dinner the students participated in a self-expression activity lead by the Given's Foundation which lead to poetry for some and spoken word for others. The topic the students wrote about was teaching. This is a daily activity culminating in a presentation to families on Thursday night. The day ended with an ice cream social.

Day two began with breakfast and night and day staff transition. The first session of the day was facilitated by the ELITE staff and included small group discussion about teaching. The students identified one or two things they learned about themselves the day before. They also described the best teacher they ever had and the qualities of those teachers. They discussed what makes an effective teacher and how their experiences match or do not match what they discussed. Following this activity the students had lunch with a guest speaker from Education Minnesota who provided some information about the Minnesota Teacher's Union. After lunch the students went on a campus tour and a meet and greet with the admission office. They had a break before dinner. Then it was back to work on their Given's Foundation presentations. The social for the night was the movie, Stand and Deliver with a discussion following.

Day three began with a presentation on learning styles. The students took a learning styles inventory and discussed how learning styles are involved in teaching. After this they wrote letters to the teacher they felt had the biggest influence on them. Next the students went to lunch. From here the students participated in an activity titled the wheel of culture. The focus of this activity was to reflect on the student's experiences with culturally relevant teaching. There was some free time again before dinner. After dinner was the final

preparations of the Given's Foundation performance. The evening social was a field trip to the bowling alley.

Following breakfast on day four, the students participated in a college fair at the University of Minnesota. They also met with the admissions center. The idea was to let the students know that college is attainable. After lunch we returned to Hamline for a presentation by the 1<sup>st</sup> teacher of color—teacher of the year. This ended up being the many of the students' favorite activity throughout the week. Then the students had some time to finalize their presentations before the evening program. Parents and families were invited to join the students for dinner and stay for the presentation. The evening included all of the students presenting their poetry or spoken word projects. The crowd and the students themselves were overwhelmed with the student's courage, passion, and honesty. There were tears shed over passion the students exuded about becoming teachers.

The final day began with breakfast. Then the student's participated in an activity on college going, retention, and school success for students of color. From there they moved into a discussion on the most pressing issues for schools today and how can what you have learned over the week improve the kind of education that students receive in the future. Finally, the students packed up, ate lunch, and went to our closing ceremonies. Here the staff and students shared their favorite part of the week and one thing they will take away from the experience. We gave them each a certificate of completion and a copy of the book, Dreamkeepers, by Gloria Ladson-Billings.

The ELITE Academy was analyzed in many different ways. On the first day of the program staff and students were given a journal to use during the week to reflect on their own

thoughts, feelings, and anything they learned during the week. These were used each evening during the week for discussions lead by staff reflecting on what happened that day. Staff was also charged with informal observations each day. Each evening this information was shared to ensure we could make appropriate changes to the program as deemed necessary. A survey was given to all students on the last day of the program. Time to complete the survey was built into the ELITE Academy schedule. The survey can be viewed in the appendices. Also, after the program, the staff met to go over success and changes that need to be made for the next year.

## Chapter 4: Discussion of Results

We gave all the students a written survey/evaluation on the last day of the program. Throughout the week we encouraged feedback from the students through reflection activities and informal interviews. Overall, we have been extremely happy with the results of our program. On average the students gave the ELITE Academy an overall high rating of 4-5 out of 5 total. The students in general gave the activities high ratings also. They especially liked the Given's Foundation workshop and performance. Another encouraging thing was how they rated the staff. They said they felt respected, encouraged and motivated by the staff.

There were some open-ended questions on the evaluation. When asked, what was the most surprising thing you learned this week one student said, "I can make a difference! I never thought about teachers that way—it really opened my eyes to a lot of things and it makes me appreciate teachers more.... a little."

Another question on the evaluation asked about the students favorite activity of the week and this student responded by saying, "the evening activity with the Givens Foundation was always fun! It made everyone open up and made us a really tight knit group." It was wonderful to be a part of such a promising program. There are definitely some changes that need to be made, however, between the activities, the staff and the students this was an incredibly successful and positive experience for all who participated.

The ELITE Academy is a promising program. However, an area that needs to be improved is ongoing support that needs to be provided to the students once they leave the program. The goal would be to have those students come back and become teachers in the

districts they grew up in. This is a focus for the ELTIE steering committee this upcoming year.

An example of the follow up is something we did in January. We invited the students back to Hamline for a dinner and to watch a DVD of their Given's presentations. We also had college admissions personnel present information about steps to take to get into college. We had 12 of the 23 students attend this meeting. Many of these students are still considering teaching as a profession. Three of the students who were seniors are now in college. All of the students spoke very positively about their experience with the ELITE Academy.

At this point, we do not have exact number on who will end up in the teaching profession. As stated above 3 of the 10 seniors, who graduated last year, are in college and pursuing education.

## **Chapter 5: Conclusion**

The research indicates that there is a need for teachers of color. All students will benefit with more teachers of color in the classroom. With more teachers of color students of color will see themselves reflected in their teachers, these teachers will serve as role models, and be seen as positive authority figures. As stated in the literature review, there are some programs that have had some success with increasing the number of teachers of color. One of these is the Future Educator's Club's. This is a week long program that provides high school students an opportunity to get onto a college campus. The Pathways Program works to provide assistance to people of color who are already working in the field of education get their degree in education. Project Team collaborates with colleges and universities to provide support for these students of color. Project Teach works with colleges and public schools to grow your own teachers with the stipulation of living in the community.

ELITE Academy is a step in the right direction. However, a one week program in the summer is not enough. ELITE Academy must be strengthened. In addition to the week-long program, there are some components that must be added to truly make a change in the number of teachers of color across the country. Programs like the ELITE Academy must be improved.

The first step is to start talking to students while they are young. Provide opportunities for elementary and middle school students to spend time on college and university campuses. Help students in the K-12 program with college prep. Discuss career choices with them. These students who show an interest in education should also be provided time to visit schools and shadow teachers.

Secondly, teacher mentors must be a part of the equation. Teacher mentors can start early with conversations around teaching as a career. Once a student goes to an ELITE Academy type program, these mentors can be communicating with them from high school through college. Also, mentors can play a part with teachers of color who are already in the profession. These mentors can offer support in a field where there is a high attrition rate.

Another key to recruiting teachers of color is cultural competence. The research indicates that a student's experience in the classroom has a major influence on their decision to go into teaching. The articles indicate that we must talk about the oppression and history. All teachers must be culturally competent. Students can turn away from teaching if their experience was negative in relationship to their teachers. This has also been a motivator for some to fix the problem.

Grow your own type programs are a step in the right direction. However, more must be done to have a major impact on recruiting teachers of color.

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## Appendix A

# ELITE Academy Participant Evaluation

1. Teaching interest (Check interest/interests)  
 Early Childhood     Elementary School     Middle School     High School
  
2. ELITE Academy experiences have helped me (check the most appropriate one)  
 Know I'm meant to be a teacher  
 Think I'm still interested, but I am not ready to make a firm decision  
 Think I should probably look for another profession  
 Know teaching is not for me
  
3. The schedule of events was appropriate for this event.  
 Strongly Agree     Agree     Disagree     Strongly Disagree     Not Applicable
  
4. Please rate the organization of the event. Did you feel that the Academy moved along in a timely manner?  
 Strongly Agree     Agree     Disagree     Strongly Disagree     Not Applicable
  
5. The Academy sessions were informative and fun.  
 Strongly Agree     Agree     Disagree     Strongly Disagree     Not Applicable
  
6. The space (dorm, meeting rooms, etc.) were comfortable and satisfying?  
 Strongly Agree     Agree     Disagree     Strongly Disagree     Not Applicable
  
7. The Givens Foundation (evening activity and program) was helpful and fun and I would recommend they participate in the ELITE Academy next year.  
 Strongly Agree     Agree     Disagree     Strongly Disagree     Not Applicable
  
8. The staff of the ELITE Academy were respectful and informative.  
 Strongly Agree     Agree     Disagree     Strongly Disagree     Not Applicable

9. Please rate the following activities 1-5. (circle 1-lowest to 5-highest)

Mon. – Icebreaker	1	2	3	4	5
Tues. – Panel discussion	1	2	3	4	5
Wed. --Myers-Briggs	1	2	3	4	5
Wed. – Wheel of Culture	1	2	3	4	5
Thurs. – U of MN Experience	1	2	3	4	5
Thurs. – Teacher of Year and Principal	1	2	3	4	5
Fri. – Na-Im Madyun	1	2	3	4	5
Evening Social Activities	1	2	3	4	5

10. What was your favorite activity of the week? Why? \_\_\_\_\_  
\_\_\_\_\_

11. Of all the information I learned about being a teacher at the ELITE Academy, the most surprising was: \_\_\_\_\_  
\_\_\_\_\_

12. If I became a teacher, I believe the hardest thing for me could be: \_\_\_\_\_  
\_\_\_\_\_

13. Were the food accommodations up to your satisfaction?

\_\_\_\_ Yes \_\_\_\_ No      If no, please explain \_\_\_\_\_  
\_\_\_\_\_

14. Would you be interested in being on the Conference Planning Team for 2010? \_\_\_\_ Yes \_\_\_\_ No

15. What suggestions do you have for us to improve the ELITE Academy for next year?

16. Overall, how would you rate you week at ELITE Academy? (1-lowest to 5-highest) \_\_\_\_\_

## Appendix B

# ELITE Academy Participant Evaluation

1. Teaching interest (Check interest/interests)  
\_9\_Early Childhood   \_15\_Elementary School   \_7\_Middle School   \_11\_High School
  
2. ELITE Academy experiences have helped me (check the most appropriate one)
  - 10 Know I'm meant to be a teacher
  - 11 Think I'm still interested, but I am not ready to make a firm decision
  - 0 Think I should probably look for another profession
  - 2 Know teaching is not for me
  
3. The schedule of events was appropriate for this event.  
\_7\_Strongly Agree   \_16\_Agree   \_Disagree   \_Strongly Disagree   \_Not Applicable
  
4. Please rate the organization of the event. Did you feel that the Academy moved along in a timely manner?  
\_10\_Strongly Agree   \_12\_Agree   \_1\_Disagree   \_Strongly Disagree   \_Not Applicable
  
5. The Academy sessions were informative and fun.  
\_6\_Strongly Agree   \_16\_Agree   \_Disagree   \_Strongly Disagree   \_Not Applicable
  
6. The space (dorm, meeting rooms, etc.) were comfortable and satisfying?  
\_Strongly Agree   \_6\_Agree   \_9\_Disagree   \_7\_Strongly Disagree   \_Not Applicable
  
7. The Givens Foundation (evening activity and program) was helpful and fun and I would recommend they participate in the ELITE Academy next year.  
\_21\_Strongly Agree   \_2\_Agree   \_Disagree   \_Strongly Disagree   \_Not Applicable
  
8. The staff of the ELITE Academy were respectful and informative.  
\_20\_Strongly Agree   \_3\_Agree   \_Disagree   \_Strongly Disagree   \_Not Applicable

9. Please rate the following activities 1-5. (circle 1-lowest to 5-highest)

Mon. – Icebreaker	1(2)	2(2)	3(5)	4(6)	5(8)
Tues. – Panel discussion	1(2)	2(3)	3(6)	4(5)	5(7)
Wed. --Myers-Briggs	1(1)	2(5)	3(6)	4(7)	5(4)
Wed. – Wheel of Culture	1	2(2)	3(6)	4(4)	5(10)
Thurs. – U of MN Experience	1	2(1)	3(3)	4(10)	5(9)
Thurs. – Teacher of Year and Principal	1	2	3(1)	4(4)	5(18)
Fri. – Na-Im Madyun	1	2	3(8)	4(6)	5(
Evening Social Activities	1	2	3(1)	4(6)	5(17)

10. What was your favorite activity of the week? Givens (16) Bowling (6) Dance (5) Movie (1) Panel (1) Teacher of the Year (4) Performance (1) U of M (2) Wheel of Culture (1)

“the evening activity with the Givens Foundation was always fun! It made everyone open up and made us a really tight knit group”

11. Of all the information I learned about being a teacher at the ELITE Academy, the most surprising was:

“about myself” “the personality within each person” “I can give good speeches” “teachers take that risk of crossing the professional line” “that it fits me so well” “there are only 2 black teachers of the year” “schools are more willing to hire people of color” “that we really need teachers of color to change the life of others” “I could not care for my students so much. They were saying stuff like you had to be cold to them sometimes” “how teachers not only have to relate to students of their culture but have to try others as well” “learning about other schools and teachers” “how it is to include culture in the classroom of every race your around” “how teaching is not a job, it’s a life” “that teachers do not have an appropriate pay wage” “that teachers do not cater to all types of students” “that you may have to do a lot of years of school” “the number of multicultural students who attend college -Naim” “that it is a full time job and that you actually do or should love them as if you were their mom” “the pay isn’t as bad as teachers make it out to be” “teachers hang out with students outside of school and the different levels of teaching” “I can make a difference! I never thought about teachers that way – it really opened my eyes to a lot of things and it makes me appreciate teachers more..... a little” “teachers often move around to different schools between grade levels and subjects before settling on one”

12. If I became a teacher, I believe the hardest thing for me could be:

“to not be so connected to the kids” “giving time out or D’s and F’s” “keep your cool with kids” “dealing with unruly kids” “not getting tired and keeping up the energy” “having the kids graduate” “kids vomiting” “accepting that I can’t help or save everyone immediately or at all” “dealing with the ‘bad’ kids” “having a student who didn’t believe in themselves” “separating my job from home and being able to have my own life” “trying to handle students who have different styles of learning” “saying good-bye to students” “to find the fine line between teacher and friend relationship” “not being boring and thinking outside of the box” “building a relationship – but not being their friend” “to discipline a child who is misbehaving” “not showing too much feeling” “trying to be fun but serious at the same time”

13. Were the food accommodations up to your satisfaction?  
\_19\_Yes\_\_4\_No      If no, please explain – “need different foods”
14. Would you be interested in being on the Conference Planning Team for 2010? \_24\_Yes \_\_0\_No
15. What suggestions do you have for us to improve the ELITE Academy for next year? – “air conditioning” “no Myer’s Briggs” “shorten activities” “it should be at the U of M next year” “keep it the same” “make it longer! More discussion and maybe less speakers. Also have follow-up activities throughout the year” “have alumni staff go to schools and explain about what ELITE is and our experience” “
16. Overall, how would you rate you week at ELITE Academy? (1-lowest to 5-highest)
- |       |      |
|-------|------|
| 6     | (1)  |
| 5     | (12) |
| 4 1/2 | (3)  |
| 4     | (6)  |
| 3     | (1)  |

## Appendix C

### ELITE Academy Evaluation Results– January 2010

#### **1. What impact has the ELITE program had on you?**

It has made me see that I really want to be a teacher. It made me consider becoming an ELL teacher.

It helped me by understanding my teachers better. It has also helped me find other colleges with the education field of study.

It has made me a much more conscious student concerning diversity and student / staff relationships. It has also motivated me to become involved in my school's African American Leaders Association where I am taking on leadership roles.

It has helped me focus on my future.

It has helped me with my public speaking.

ELITE has opened my eyes up to education. I probably would not have considered the field if not for the ELITE Academy.

ELITE has had a great impact on me. I really want to be a teacher. The speakers were inspiring. I knew I wanted to work with kids after this experience.

I became more sure about my career choice and made me think about social work.

It made me take a serious look at education. I want to be an art teacher.

It changed my way of working as a student. It made me want to teach more.

It made me consider teaching as a career. It also brought me great friends.

#### **2. What relationships did you create by attending the ELITE Academy?**

I have created friends and networked with teacher and people in the education system.

I still talk to my friends from ELITE.

I have made lots of awesome friends!

I have more people to talk with about college.

I have made relationships with others that are from different cultures and schools.

I have created lots of positive happy relationships.

I made new friends from different backgrounds. I have been able to break out of my shell.

I was able to connect with a diverse group of people. I was also able to look at education from a different perspective.

I made a lot of lasting close friends and mentors that I can come to for help.

Friendships.... although it was just a week, I made friends fast.

New friends.

#### **3. What career choices are you considering?**

I want to be a teacher in business, marketing, or design.

Teacher! or something related to education.

Education is my top choice. I am also thinking about counseling with at risk youth and families.

Law and education.

Medical and education.

I have always considered psychology and now I am thinking about teaching high school.

My first choice is to be a doctor. I would love to work with kids and teenagers, that is my passion.

I am leaning toward being a pediatrician and working with the brain.

K-8 Science, math, ELL

Special education.

Art teacher for sure!

Law and or business.

#### **4. What influence has the program had on you in relation to your motivation at school?**

Made me work harder and realize that I am becoming an adult.

To keep improving.

It has given me more drive in finishing my schoolwork and putting a lot of effort into it.

It has made me work harder to make it as a minority teacher.

It has made me want to focus on careers where minority people are needed.

It has motivated me to follow my dreams.

The program has definitely motivated me to put forth an effort toward anything and everything I do!

I am now able to talk in front of my class without choking up or getting nervous.

At first I thought I wasn't eligible to go to college because I am from a very low income family, but now I know I can get help from other people and in different places.

The ELITE Academy has motivated me to ask more questions about diversity in our schools.

I've also gotten to know my school's African American cultural liaison.

It has built my confidence level.

It has made me look at teachers and students differently. I have just changed since the ELITE Academy.

#### **5. What actions have you taken to get to college?**

I have applied for schools.

Keep working on getting my grades up and volunteering with kids.

I am doing scholarship research.

I applied to two colleges and got accepted to both. I am working on scholarships.

I looked up scholarships, but I am a sophomore and school doesn't really support you until you are a junior.

I have applied to schools. I've been accepted to St. Thomas, U of Iowa, and Penn State. I have also received a scholarship.

I've been keep up good grades, and taking very challenging courses. I have also been doing lots of research about my potential college interests, and recently set up a visit and interview at Carleton College.

I have been looking at colleges since eighth grade.

I have applied and looked at different colleges.

I have been getting help from Upward Bound. I also have 10 students that I mentor.

I'm starting my essays.

I have become active in my school, joined honors classes, and gone to college fairs and visits.

## **6. How can the ELITE Academy support you in the future?**

Give me the opportunity to do this again.

Let me come back.

Help me with college stuff.

I would love to come back.

Help me connect with the right people.

Help me with college and have more awesome events.

By supporting me in any career I choose to participate in.

Help with applications for Hamline and the U of M.

Help me look forward to my future and work hard toward it now that I know people care and are willing to help me.

By continuing to make me think about diversity and education.

Encourage my students of the future to join this summer program.

ELITE Academy will benefit me with experience. When asked one day what impacted me I will be able to say ELITE Academy. ELITE has been my foundation for my teaching career.

## **Comments**

Thanks for everything.

It was fun and a great experience.

I am hoping to come help out in any way I can during the summer.

Accept me next year!! Please!!!

I appreciate how nice everyone was toward me and how they embrace you and didn't judge you.

I love ELITE! Please keep it going!

I can't wait to come back!

I loved ELITE Academy! I enjoyed this time in my life and it will be a factor in all my decisions.