

Engage Current Students To Be Our Future Teachers



"Some of it is just telling our kids, when they show leadership, when they do a great job supporting each other "you're going to be a great Math teacher someday. I hope when you graduate you'll come and take my job." We have to get all of our teachers to see that in students more."

- ROSARIO JOHNSON



"If you're going to college and your family is struggling, you're not going to go into teaching; you're going to go to law school, or corporate America. Pay is a factor across the board, but especially for first generation college students. I think a teaching high school in Providence, one that gives college credit in teaching courses, so they're getting some of those for free, is a way to move our students into teaching – to have more teachers of color, more bilingual teachers."

- JUANITA MONTES DE OCA

Communicate Existing Programs



"Yes, becoming a teacher is expensive but the big problem isn't just access all the time. It's promulgation. How are we letting students know that you can get your loans forgiven after a certain number of years? That you can get preferential placement? Or, that we would provide support for XYZ costs? HUD has a program where, if you're a first time homebuyer and you're a teacher, firefighter, or policeman and want to live in the neighborhood you work in, they'll pay for half your house. No one ever told me that. In general, we need do a better job of communicating these kinds of programs."

- JONATHON ACOSTA

Provide New Pathways to Certification



"I want to see some kind of incentive program, high school students commit to majoring in education and committing to teach in Providence and we support their education. If they do become teachers, there's no mentorship or support for minority teachers in schools, so we should have cohorts – 2, 3, 4 teachers of color starting at the same school together, supporting each other."

- ERLIN ROGEL

TEACHER DIVERSITY IN RHODE ISLAND

THE PARTICIPANTS:

Jonathon Acosta

Blackstone Valley Prep, Central Falls
Dean of Culture
Years working in education: 5

Sol Hernandez

West Kingston Elementary, South Kingstown
Dual Language Immersion Kindergarten
Years working in education: 22

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Intervention Math for ELs and Principal Resident
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8th Grade Social Studies & Current Events,
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Years working in education: 1

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¹ U.S. Department of Education National Center for Education Statistics. *Schools and Staffing Survey (SASS)*. 2003–2004.

U.S. Department of Education National Center for Education Statistics. *Schools and Staffing Survey (SASS)*. 2011–2012.

Rhode Island Department of Education, 2015-2016 school year.

² U.S. Department of Education, *Title II Reporting*. 2012-2013.

³ U.S. Department of Education. *Teacher Shortage Areas Nationwide Listing 1990-1991 through 2015-2016*. March, 2015.

⁴ Rhode Island Department of Education (2016) *Emergency Certificates – 3 Year Analysis: Emergency Permit Annual Report*.

⁵ Ahmad, Farah Z., and Boser, Ulrich. (2014). *The Leaky Pipeline for Teachers of Color: Getting More Teachers of Color Into the Classroom*. Center for American Progress.

⁶ Partee, Glenda L. (2014). *Retaining Teachers of Color in Our Public Schools: A Critical Need for Action*. Center for American Progress.



TEACHER

DIVERSITY IN RHODE ISLAND





THE IMPORTANCE OF HIGH-QUALITY TEACHERS OF COLOR

For STUDENTS OF COLOR:

A wide body of research suggests that effective teachers of color provide academic, social, and emotional benefits to students of color.⁵



"I think that my being Latina, understanding where we [my students and I] all live, and really putting a lot of effort into the teaching business makes a difference - because you have that combination in my class different issues come up, we build different kinds of relationships. There are different kinds of expectations. I translate for other teachers, but I also bring a different perspective and a connection to the community for them and, in the end, it changes their perspective in the classroom, changes the culture of the building."

JUANITA MONTES DE OCA



"These aren't just students these are my neighbors, these are my friends' kids, these are students who share very similar paths to the ones that I once walked. The fact that I share these experiences - I have yet to call the principal to my class, I have yet to write a student up, I have yet to have a serious discipline problem in my class - I feel being of that community has allowed me to cultivate that kind of culture in my classroom."

ERLIN ROGEL



"I expect a lot because I know what it's like to be a minority female in this country, I know what it's like, as a female, because I'm Hispanic, to sometimes not be offered the same opportunities. Because I know what barriers to opportunity there are out there, I set high standards but I do it in a warm way. Because I've had that experience and I have had opportunities I can show students what those opportunities are, why they are important, and hold them accountable to the expectations I have."

ROSARIO JOHNSON

For ALL STUDENTS:

Learning from a diversity of perspectives and experiences, including those provided by teachers of color, benefits students in all schools.⁶



"I think that for students in an almost totally white school to have a teacher that looks different from everybody else brings them the opportunity to be more open minded, open to multiple perspectives and ways of thinking so that they see there's more than what they are used to seeing. I bring culture, my culture, into the classroom."

SOL HERNANDEZ



"I think the general benefit of diversity is just having more perspectives, more experiences, and more... just more at the table. So I think part of it is people being bridges between culture, class, race...the gaps that we may have between teachers and students, teachers and administrators, administrators and students. Diversity allows for a dialogue of cultures - moving past imposing your culture on kids or having their culture be the whole class, it should be an interaction, there should be a conversation."

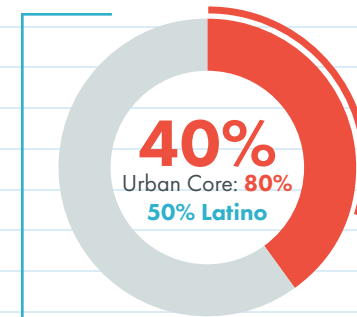
JONATHON ACOSTA

TEACHER DIVERSITY IN RHODE ISLAND

Changes in Rhode Island's Student Body are NOT Reflected in its Teaching Force¹

RI PUBLIC SCHOOL DEMOGRAPHICS

Since 2004, Latino student enrollment has increased by over 1/3 in Rhode Island



Of the less than 5% teachers of color in RI's teaching force, only 2% are Latino

RI STUDENTS OF COLOR

Up from 30% in 2003-2004

RI TEACHERS OF COLOR

No significant change since 2003-2004

ENROLLMENT IN RI'S TEACHER PREPARATION PROGRAMS²

5% LATINO TEACHER CANDIDATES

13% TEACHER CANDIDATES OF COLOR



"It would be great to have more teachers of color that are good teachers, that are willing to really put it in there, who are able to have that one-on-one where the student knows you've been there, literally you've been there, especially when it has to do with culture, it makes a difference in the kinds of results you get."

- JUANITA MONTES DE OCA



"...to assume that because I'm a Latino male I'm going to get up there and kids are going to start learning more or automatically "get it" is silly. I would love for there to be a greater number of male teachers, a greater number of Latino teachers, of African American teachers, of Asian teachers, but more doesn't mean better. So, how do we get better AND more?"

- JONATHON ACOSTA

SHORTAGES IN KEY AREAS

Rhode Island has reported a teacher shortage area in ESL and/or Bilingual education since 1992³

36%

% of Rhode Island's 2014-2015 emergency certificates in ESL and Bilingual education⁴



"Rhode Island needs to teach others, other teachers, the benefit of bilingualism. Every school should be a place where we strive to celebrate exactly who we are. If the state is going to be bilingual, biliterate, bicultural, we need more teachers who can do that."

- SOL HERNANDEZ