SHEEO

STRATEGIC PRIORITIES FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WITH TEACHER PREPARATION PROGRAMS

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ACKNOWLEDGMENTS

The State Higher Education Executive Officers (SHEEO) is the national association of the chief executives of statewide governing, policy, and coordinating boards of postsecondary education. Founded in 1954, SHEEO serves its members as an advocate for state policy leadership, a liaison between states and the federal government, and a vehicle for learning from and collaborating with peers. SHEEO also serves as a manager of multistate teams to initiate new programs, and as a source of information and analysis on educational and public policy issues. Together with its members, SHEEO advances public policies and academic practices that enable Americans to attain education beyond high school and achieve success in the 21st century economy.

TABLE OF CONTENTS

PREFACE

The State Higher Education Executive Officers Association's vision, together with its members, includes the promotion of an environment that values higher education and its role in ensuring the equitable education of all Americans, regardless of race/ethnicity, gender, or socioeconomic factors. Demonstration of our commitment to educational equity is at the heart of Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs (the Project). Keenly aware of the intersection between education and almost all other metrics associated with living a quality life, the Project asserted the need to examine foundations of America's system of education — beginning with the teacher pipeline for what I believe are obvious reasons. As a first-generation high school graduate and thus first-generation college graduate, I am intimately aware of the power of education, including its impact on my financial security, health, civic engagement, and a wide range of family matters.

Coupled with a commitment to support states and institutions in their overall efforts to increase educational attainment, this Project has personal meaning for me, as I often reflect on the words of James Baldwin, who once said, "The hope in the world lies in what one demands, not of others, but of oneself." To that end, this work represents the personal demand for demonstrable commitments to advancing policies and practices that reach deep down into structures of educational inequities. In the case of Project Pipeline Repair, the structures are primarily embedded in inequitable teacher pipelines.

Research highlights the critical importance of a racially diverse teaching corps in American schools, especially for the large numbers of students of color confronted with the challenges of growing up amidst low-resourced school districts and communities. The positive impact of teachers of color on the academic achievement of students of color is well documented (Scholes, 2018; Carver-Thomas, D, 2018; Irvine, J.J. and Fenwick, L.T., 2011; and Gershenson, et al., 2017). The impacts include increased participation in dual credit and advanced placement courses, decreased disciplinary disparities, and improved aspirations relative to postsecondary attainment. Furthermore, schools staffed with diverse teachers support the intellectual and social development of White students in an increasingly diverse country. Project Pipeline Repair is an innovative approach to mitigating teacher shortages and increasing the supply of highly qualified minority male teachers to serve in low-wealth school districts.

This study was undertaken as part of a comprehensive approach taken to involve key stakeholders — students, practitioners, researchers, policymakers, and community leaders — in a process to examine and make recommendations that lead to policies and practices to increase teacher diversity, mitigate teacher shortages, and shift the narrative about one of the most consequential professions in this country. For some, teaching is the most consequential profession in this country. From the beginning, this study has been upheld by a stellar advisory committee comprised of Dr. Peggy Valentine, Chancellor of Fayetteville State University; Dr. Marvin Lynn, Dean of Portland State University, Graduate School of Education; Dr. Gregory Henderson, Assistant Professor of Education, Winston-Salem State University; Meeka Magee, Teacher, Massachusetts Department of Education; and Caitlin Dennis, SHEEO Coordinator of Grants and Events. I am grateful for their ongoing contributions to this important work.

Project Pipeline Repair was made possible through generous funding from the W.K. Kellogg Foundation. I hope you find value in our work, which continues to be a privilege and labor born out of love.

In service and gratitude,

Denise Pearson, Ph.D.
Vice President, Academic Affairs and Equity Initiatives
State Higher Education Executive Officers Association

EXECUTIVE SUMMARY

For this report, we surveyed selected HBCUs and HBCU-adjacent school districts to help state higher education executives and nongovernmental organizations understand what drives successful teacher preparation at HBCUs. Further, the report suggests ways to use HBCUs as resources to resolve longstanding racial disparities and inequities in majority-minority school districts.

Access to equal opportunities for students of all backgrounds is the most critical factor affecting the future of the United States. However, disparities within public education are ubiquitous. Racial disparities within public school districts prevail across all aspects of education, including discipline, academic achievement, college readiness, and resource allocation. Educational equity is widely considered the civil rights challenge of the 21st century. Increased numbers of underrepresented minority teachers from HBCUs will diversify the teacher workforce, which in turn will contribute to America's global competitiveness.

The U.S. Department of Education's Civil Rights Data Collection (CRDC) suggests that opportunity gaps that exist between Black and White students across the country center around three key areas: (1) Schools discipline Black students more harshly by suspending them for behaviors (e.g., tardiness) that rarely result in suspensions among White students; (2) Schools routinely offer Black students a less rigorous curriculum that omits classes required for college admission; and (3) Black students are the most likely to attend school in segregated learning environments that have fewer resources to educate their students.

This report used the CRDC to summarize indicators of the racial disparities in discipline that exist in nine school districts that are adjacent to four HBCUs. The study found that all HBCU-adjacent school districts except for one are majority Black school districts, ranging from 98.8 percent to 51.9 percent.

RACIAL DISPARITIES IN DISCIPLINE OCCURRING IN DISTRICTS THAT ARE ADJACENT TO HBCUS

1. With respect to out-of-school suspensions, all districts, except one, suspend Black students at a rate that is disproportionately higher than their representation in the student body.

2. Black students in many of this these districts also experience expulsions and school-based arrests.

3. East Baton Rouge Parish, which is the largest HBCU-adjacent school district that we surveyed, had the largest total number of school-based arrests and expulsions with 737.

4. West Baton Rouge Parish, a district of 3,884, expelled 120 students. By comparison, Orangeburg Consolidated School District 5, a district of 6,629 students, expelled 27.

RACIAL DISPARITIES IN COLLEGE READINESS OCCURRING IN DISTRICTS THAT ARE ADJACENT TO HBCUS

1. Concerning participation in gifted programs, all districts except three enroll Black students at a rate that is disproportionately lower than their representation in the student body.

2. Black students in many of these districts also experience lower than expected enrollment in calculus and physics.

3. East Baton Rouge Parish, which is the largest HBCU-adjacent school district that we surveyed, had the worst inequities. This district is 78 percent Black, yet gifted programs are only 48 percent Black and calculus enrollment is only 56.9 percent Black.

4. A Black student in East Baton Rouge is more likely to be expelled than to take calculus.

RACIAL DISPARITIES IN RESOURCE ALLOCATION IN DISTRICTS THAT ARE ADJACENT TO HBCUS

1. All districts served had an adequate number of full-time teachers to accommodate the size of the district.

2. Issues noted in previous sections suggest that many teachers, who may have the proper licensing and certification requirements and are teaching a manageable number of students, are not prepared to mitigate racial disparities.

3. All districts have a small number of counselors, which can reduce opportunities for meaningful engagement with students to prepare them for postsecondary success.

CONVERSATIONS WITH HBCU SCHOOL OF EDUCATION DEANS

For this investigation, we compared four HBCUs with teacher preparation programs: University of Arkansas Pine Bluff; Claflin University; Alcorn State University; and Southern University Baton Rouge. Institutional characteristics were explored, and education deans were interviewed for this report. Qualitative data analysis revealed five primary themes and three secondary themes. Themes address institutional strengths and needs, as well as the needs of the surrounding districts and communities, against the backdrop of state mandates and professional standards.

1. **Partnerships** discusses how strong relationships with the surrounding school districts serve as an institutional strength that drives success.

2. **Continued Professional Development** emphasizes the need for continuous growth within teacher education on the part of both the districts and HBCUs.

3. **College Preparedness** addresses a barrier that HBCU teacher education programs face: students are not being prepared to enter the institutions which historically have served them — more specifically, the HBCU teacher preparation programs.

4. **Standardized Exams** addresses another barrier to students: passing examinations, such as the ACT, Praxis and licensure exams, to satisfy program enrollment and/or completion requirements.

5. **Broadening Understanding Beyond Mandated Content Areas** highlights a driver for training quality teachers by challenging their candidates to develop an understanding beyond the content knowledge.

6. **Several secondary** themes brought more context and clarity to the primary issues facing HBCU schools of education.

    a. **Institutional Strengths** discusses various characteristics of the institutions and the programs that have served as positive factors in their efforts to advance their programs.

    b. **Institutional Needs** discusses the need for more freedom, flexibility, and financial support to adequately address the needs of the programs and the surrounding districts.

    c. **Needs of the Surrounding Districts** discusses the challenges that districts face recruiting and retaining quality teachers.

STRATEGIC PRIORITIES FOR HBCUS AND TEACHER PREP

Educating teachers and shaping their professional worldviews starts in college, so HBCUs should shape their teacher preparation programs to address the needs that have been outlined with research. In the HBCU-adjacent school districts that we surveyed, African American students were the majority and faced the worst inequities. Therefore, it is necessary to increase the opportunities for Black teachers to implement their knowledge and cultural experience in schools.

State higher education executives should consider the causes and implications of the teacher workforce in HBCU-adjacent school districts having significantly different racial and other demographic characteristics than the students they serve. In addition, more information about current teachers is needed to determine what resources are necessary to help teachers provide quality instruction to students.

RECOMMENDATIONS

1. State higher education executives should explicitly recommend an audit of teacher certification requirements to determine if biases in teacher credentialing are contributing to the lack of diversity in the teacher workforce and an unnecessary and unfair burden on HBCU teacher preparation programs.

2. State higher education executives should underscore the role that HBCUs play in preparing principals and counselors to cultivate an environment for teachers to develop cultural competence and enhance empathy and respect for students.

3. State higher education executives should identify potential biases in any new strategies to elevate standards for licensure. Newly implemented teacher licensure revisions in the state of Florida recently resulted in hundreds of teachers of color being fired. The new licensing standards also resulted in teachers with high ratings being fired.

4. State higher education executives should recommend cultural competency training for teachers statewide and endorse HBCUs with schools of education to provide continuing education training for in-service teachers. Culturally competent teachers invite open and honest dialogue about race and ethnicity in trainings, supervision, and interprofessional dialogue after confronting their own biases, assumptions, and prejudices about other racial or ethnic groups. Culturally competent teachers use professional resources and activities to develop specific skills to accommodate racially and ethnically diverse students.

INTRODUCTION

Access to equal opportunities for students of all backgrounds is the most critical factor affecting the future of the United States. However, disparities within public education are ubiquitous. Racial disparities within public school districts prevail across all aspects of education, including discipline, academic achievement, college readiness, and resource allocation. Educational equity is widely considered the civil rights challenge of the 21st century. This research report surveyed extant research, data, and four HBCU schools of education to help state higher education executives and nongovernmental organizations understand what drives successful teacher preparation at HBCUs.

Increased numbers of underrepresented minority teachers from HBCUs will diversify the teacher workforce, which in turn will contribute to America's global competitiveness. The millennial population, now larger than the baby boomers, is the most racially diverse adult population in U.S. history. By the mid-2040s, the majority U.S. population will be people of color. For the United States to remain globally competitive, we must widen the teacher pipeline and ensure broad participation by Americans of all races. HBCUs are important incubators of teachers of color, however, institutional challenges can undermine HBCUs' best efforts to recruit, retain, and prepare students of color to become teachers.

According to the National Museum of African American History and Culture, early HBCUs began as institutions to prepare teachers to teach in segregated America. Although their focus has expanded since their critical beginnings, they remain significant producers of the country's teachers of color – particularly African American teachers. As such, they represent a natural partner for this innovative pilot program.

This project can assist with developing tools that help HBCUs to advocate for the resources necessary to provide for their education students.

RACIAL DISPARITIES WITHIN PUBLIC SCHOOL DISTRICTS

The CRDC suggests that opportunity gaps that exist between Black and White students across the country center around three key areas: (1) Schools discipline Black students more harshly by suspending them for behaviors (e.g., tardiness) that rarely result in suspensions among White students; (2) Schools routinely offer Black students a less rigorous curriculum that omits classes required for college admission; and (3) Black students are the most likely to attend school in segregated learning environments that have fewer resources to educate their students. This section reviews the literature on these aspects of racial disparities in school, and analyzes secondary data to determine if these issues occur in HBCU-adjacent school districts.

DISCIPLINE

Racial disparities in discipline are acute in U.S. public schools. Morris and Perry (2016) note that racial disparities in adulthood, including health, employment, and incarceration, have a close connection to inequalities in academic achievement which arise from unfairly distributed disciplinary measures. Carter, Skiba, Arredondo, and Pollock (2016) argue that despite numerous attempts to counteract bias and stereotypes at schools, activists have not been successful. Due to continuous processes of color blindness, micro-aggression, and implicit bias, African American students nationwide suffer from unfair treatment and more severe disciplinary measures than White students.

> The first step in eliminating racial inequalities
> in discipline is recognizing their existence.

Statistics on discipline available from a nationwide report are alarming. In most states, Black students are suspended between three and six times more than White students (Groeger et al., 2018). Scholars investigating disparities in school discipline note a variety of negative consequences that may arise. Skiba, Arredondo, and Rausch (2014) report that persistent racial disparities in suspensions lead to low graduation rates and more frequent exposure to the criminal justice system. The situation becomes further aggravated by gender disparities within the racial groups. Notably, the most vulnerable group is Black male students.

Researchers conclude that racial inequality in discipline did not emerge recently but has been evolving for centuries due to many historical events and processes. Carter et al. (2016) mention that slavery, forced migration, and other factors that promoted unfair treatment of Black people created social and economic discrimination. Racial disparities are hard to overcome because of the unwillingness of many Americans to admit their existence. Hence, to eliminate the prevalence of discipline inequalities, the society in general, and the system of education specifically, should first engage in a conversation about the problem.

TABLE 1

**RACIAL DISPARITIES IN DISCIPLINE OCCURRING
IN DISTRICTS THAT ARE ADJACENT TO HBCUS**

HBCU	ADJACENT SCHOOL DISTRICT	TOTAL ENROLLMENT	% BLACK	TOTAL N OUT-OF-SCHOOL SUSPENSIONS	% BLACK OUT-OF-SCHOOL SUSPENSIONS	Total N Expulsions	% Black Expulsions	Total N Students Referred to Law Enforcement
Alcorn State University	Watson Chapel School District	2,603	74.8%	285	83.2%	18	100%	7
	Pine Bluff School District	1,485	98.8%	248	95.2%	0	0%	60
University of Arkansas at Pine Bluff	Claiborne County School District	4,507	95.6%	518	99.2%	9	100%	100
	Dollarway School District	1,295	92.5%	448	95.1%	6	100%	0
Claflin University	Orangeburg Consolidated School District 3	2,883	87.2%	1,006	90%	10	100%	4
	Orangeburg Consolidated School District 4	3,766	45.5%	804	59.3%	76	55.3%	15
	Orangeburg Consolidated School District 5	6,629	87.1%	1,355	92.3%	27	100%	0
Southern University and A & M College	East Baton Rouge Parish	42,609	78.1%	599	94.7%	737	90.8%	109
	West Baton Rouge Parish	3,884	51.9%	62	77.4%	120	79.2%	0

Note: Data from the U.S. Department of Education Civil Rights Data Collection (CRDC), which collects and reports data on key education and civil rights issues in public schools. (https://ocrdata.ed.gov) (Survey Year: 2015)

Table 1 displays indicators of the racial disparities in discipline that exist in nine school districts that are adjacent to four HBCUs. All HBCU-adjacent school districts except for one are majority Black school districts, ranging from 98.8 percent to 51.9 percent. With respect to out-of-school suspensions, all districts except one suspend Black students at a rate that is disproportionately higher than their representation in the student body. Black students in many of these districts also experience expulsions and school-based arrests. East Baton Rouge Parish, which is the largest HBCU-adjacent school district that we surveyed, had the largest total number of school-based arrests and expulsions with 737. Interestingly, West Baton Rouge Parish, a district of 3,884, expelled 120 students. By comparison, Orangeburg Consolidated School District 5, a district of 6,629 students, expelled 27.

ACADEMIC ACHIEVEMENT AND COLLEGE PREPARATION

According to statistical data, the rate of academic opportunity is higher among White students than among Non-White students. For instance, White learners are 1.8 times more likely than African Americans to be in advanced placement classes (Groeger et al., 2018). Furthermore, as Grissom and Redding (2016) note, high-achieving Black students are underrepresented in gifted programs. As the U.S. Department of Education reported in 2009, Black students constituted 16.7 percent of the general student population, but only 9.8 percent of Blacks participated in gifted programs (Grissom & Redding, 2016).

The underrepresentation of African American students in gifted programs, in addition to dual credit opportunities, relates to lower achievement among this learner group. However, the unfair distribution of students in gifted programs occurs because of other negative issues. For instance, Black students' families are less likely than White families to obtain information about the processes for being identified for gifted programs (Grissom & Redding, 2016). Further, African American families rarely have access to a private psychologist or some other specialist who could assess their child's abilities. Data available on elementary school students indicates that only 83 percent of Black children attend schools with gifted programs in contrast to 91 percent of Asians, and 90 percent of Whites (Grissom & Redding, 2016). At the school level, African American learners are more likely to remain unnoticed compared to White students. Teachers are among the core determinants selecting children to participate in gifted programs. Educators make referrals, thus playing "a gatekeeping role" in the process of allocating students to gifted programs (Grissom & Redding, 2016, p. 1).

Academic achievement is the factor that predicts students' ability to enter a college upon graduation from school. As Bryant (2015) remarks, the attainment of a college degree is a fundamental solution to eliminate poverty and close the wealth gap between Whites and Blacks living in the USA. In modern society, the acquisition of postsecondary education has become a prerequisite of success in the job market.

> Researchers predict that by 2020, nearly 66 percent of jobs will require a college degree, 30 percent of them calling for at least a bachelor's degree (Bryant, 2015). Thus, under these circumstances, more young people should complete a college degree to be able to find a well-paying job. Still, too many Black students leave high school without the proper level of preparation to enter college.

The insufficient readiness of African American students to obtain a college education is one of the burdens of the modern educational system. What is more, due to demographic shifts, the majority of U.S. students are Non-Whites (Bryant, 2015). Therefore, not preparing Non-White students for college will have negative consequences for the nation's economy and labor market. It is common practice to attribute Black students' poor performance in school to family issues and cultural and environmental divergences (Bryant, 2015). However, a far more important factor, which, unfortunately, does not receive substantial attention, is deficiencies of school systems (Bryant, 2015). Thus, it is necessary to analyze these flaws to find out how the U.S. system of education might focus on them.

Scholars identify three principle educational problems that play essential roles in students' readiness to enter college. These difficulties are insufficient access to preparatory courses, school counselors, and experienced educators (Bryant, 2015). The first aspect concerns the need for rigorous courses where students can improve their content knowledge and enrich their higher-order thinking skills. Participation in such courses can enhance students' college readiness. However, as Bryant (2015) notices, minority students do not have enough access to these opportunities. The second aspect is the role of school counselors, who provide an essential advantage for those seeking a college education. School counselors serve as learners' advocates and encourage students to pursue their cherished academic dreams. However, as Bryant (2015) reports, school counselors frequently discourage Black students from pursuing a college degree by demonstrating no interest or belief in their knowledge and skills. Lastly, experienced teachers can promote students' knowledge and college readiness.

African American students often do not have access to schools with teachers who are invested in inculcating knowledge and establishing positive relationships with Black students. In addition, most Black students are first-generation college students (Black, Cortes, & Lincove, 2015; Bryant, 2015). Therefore, to increase college readiness among African American students, it is necessary to alter the system of education by providing Black students with access to schools with experienced teachers and knowledgeable counselors.

TABLE 2
RACIAL DISPARITIES IN COLLEGE PREPARATION OCCURRING IN SCHOOL DISTRICTS THAT ARE ADJACENT TO HBCUS

HBCU	ADJACENT SCHOOL DISTRICT	TOTAL ENROLLMENT	% BLACK	% BLACK IN GIFTED & TALENTED	TOTAL N STUDENTS IN CALCULUS	Total Black Students in Calculus
Alcorn State University	Watson Chapel School District	2,603	74.8%	55.2%	*	*
	Claiborne County School District	1,485	98.8%	100%	19	19
University of Arkansas at Pine Bluff	Pine Bluff School District	4,507	95.6%	96.3%	25	25
	Dollarway School District	1,295	92.5%	91.9%	*	*
Claflin University	Orangeburg Consolidated School District 3	2,883	87.2%	74.5%	13	13
	Orangeburg Consolidated School District 4	3,766	45.5%	20.1%	14	4
	Orangeburg Consolidated School District 5	6,629	87.1%	88.2%	34	26
Southern University and A & M College	East Baton Rouge Parish	42,609	78.1%	48.2%	852	485
	West Baton Rouge Parish	3,884	51.9%	36.2%	24	4

TABLE 2 CONTINUED

HBCU	ADJACENT SCHOOL DISTRICT	Total N Students in Physics	Total Black Students in Physics	% Black in Physics
Alcorn State University	Watson Chapel School District	19	13	68.4%
	Claiborne County School District	19	19	100%
University of Arkansas at Pine Bluff	Pine Bluff School District	25	25	100%
	Dollarway School District	21	19	90.5%
Claflin University	Orangeburg Consolidated School District 3	30	28	93.3%
	Orangeburg Consolidated School District 4	54	28	51.9%
	Orangeburg Consolidated School District 5	102	81	79.4%
Southern University and A & M College	East Baton Rouge Parish	913	690	75.6%
	West Baton Rouge Parish	11	4	36.4%

Note: Data from the U.S. Department of Education Civil Rights Data Collection (CRDC), which collects and reports data on key education and civil rights issues in public schools. (https://ocrdata.ed.gov) (Survey Year: 2015)

 * Values not reported.

Table 2 displays indicators of the racial disparities in college preparation that exist in nine school districts that are adjacent to four HBCUs. Concerning participation in gifted programs, all districts except three enroll Black students at a rate that is disproportionately lower than their representation in the student body. Black students in many of these districts also experience lower than expected enrollment in calculus and physics. East Baton Rouge Parish, which is the largest HBCU-adjacent school district that we surveyed, had the worst inequities. This district is 78 percent Black, yet gifted programs are only 48 percent Black and calculus enrollment is only 56.9 percent Black. A Black student in East Baton Rouge is more likely to be expelled than to take calculus.

RESOURCE ALLOCATION AND SCHOOL SEGREGATION

Racial segregation and student achievement are closely linked (Reardon, 2016). African American students, as well as other minority groups, frequently become isolated in schools where socioeconomic and racial segregation prevail (Flashman, 2014). Over 80 percent of Black students attend majority-minority schools, with more than 60 percent of their classmates living in low-income families (Flashman, 2014). Scholars associate segregation patterns with the achievement gap. In the past, scholars considered school segregation and resource allocation intertwined (Gamoran & An, 2016), finding schools attended by African American students did not receive adequate resources.

The politics of school segregation presupposes that students belonging to minority ethnic groups attend certain types of schools that typically do not attract socially and economically advantaged populations. According to Munk, McMillan, and Lewis (2014), many people consider low-income and minority learners as those with poor learning outcomes. Researchers distinguish between several problems related to school segregation. First, schools with many Black students must deal with more needs, such as emotional, educational, medical, and physical (Munk et al., 2014). Second, such schools often do not have enough non-commercial resources. Next, these schools also have difficulty hiring and retaining qualified teachers. Another issue is that there may be disunity between the dominant school culture and those of minority students (Munk et al., 2014). Furthermore, segregated schools may suffer from low student and teacher engagement levels.

Since segregation has a direct effect on students' achievement, it is vital to analyze the types of this negative phenomenon and the reasons for their emergence. Reardon (2016) offers an elaborate classification of school segregation types, including school and residential segregation, between-school and between-district types, and students' exposure to poor neighbors or classmates. There are two main ways of measuring segregation: exposure and unevenness. Exposure, or isolation, measures indicate the average socioeconomic or racial structure of schools or neighborhoods of the students (Reardon, 2016). For instance, the median rate of Black students in an African American child's school or neighborhood represents the measure of racial isolation.

Meanwhile, the unevenness measure explains the disparity in the median socioeconomic or racial school arrangement between students with different racial backgrounds (Reardon, 2016). Therefore, while exposure measures characterize the context of students of some race, unevenness measures express the varieties in average circumstances between the two racial groups. Simply put, unevenness measures are the varieties of exposure measures.

Segregation is partially responsible for the achievement gap existing between White and Black students. According to Gamoran and An (2016), the No Child Left Behind project, which was initiated to set guidelines for performance, revealed dramatic statistics regarding many schools. Specifically, a growing number of schools could not meet the standards. One of the principle reasons for such a failure was that schools with a high degree of minority students demonstrated low scores. Therefore, it is evident that segregation produces a negative effect on Black students' achievement. To eliminate the prevalence of such outcomes, it is necessary to reduce the level of school segregation in the U.S.

TABLE 3

RACIAL DISPARITIES IN RESOURCE ALLOCATION IN DISTRICTS THAT ARE ADJACENT TO HBCUS

HBCU	ADJACENT SCHOOL DISTRICT	TOTAL ENROLLMENT	TOTAL	TOTAL COUNSELORS (FTE)	% TEACHERS MEETING ALL STATE LICENSING AND CERTIFICATION REQUIREMENTS (FTE)	% Teachers in 1st Year of Teaching (FTE)	Teachers Absent > 10 Days of the School Year (FTE)	Students to Teachers (FTE) Ratio
Alcorn State University	Watson Chapel School District	2,603	169	8	99.4	1.8	84	15:1
	Pine Bluff School District	1,485	97	4	96.9	5.2	59	15:1
University of Arkansas at Pine Bluff	Claiborne County School District	4,507	331	12	99.4	5.4	50	14:1
	Dollarway School District	1,295	101	5	76.9	12.8	10	13:1
Claflin University	Orangeburg Consolidated School District 3	2,883	227	11	100	5.3	92	13:1
	Orangeburg Consolidated School District 4	3,766	249	12	99.6	4.4	89	15:1
	Orangeburg Consolidated School District 5	6,629	363	21	99.5	5	95	18:1
Southern University and A & M College	East Baton Rouge Parish	42,609	3033	103	96	6.7	983	14:1
	West Baton Rouge Parish	3,884	355	11	82.3	2.3	59	11:1

Note: Data from the U.S. Department of Education Civil Rights Data Collection (CRDC), which collects and reports data on key education and civil rights issues in public schools. (https://ocrdata.ed.gov) (Survey Year: 2015)

Table 3 displays indicators of racial disparities in resource allocation in nine school districts that are adjacent to four HBCUs. All districts served had an adequate number of full-time teachers to accommodate the size of the district. However, issues noted in previous sections suggest that many teachers, who may have the proper licensing and certification requirements and are teaching a manageable number of students, are not adequately prepared to mitigate racial disparities. In addition, all districts have a small number of counselors, which can reduce opportunities for meaningful engagement with students to adequately prepare them for postsecondary success.
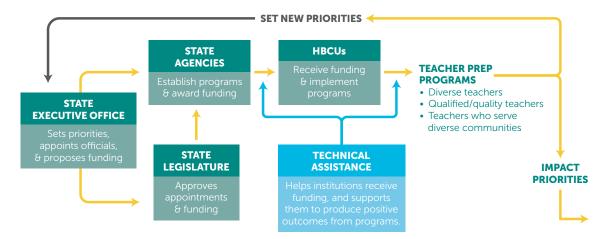
CONVERSATIONS WITH HBCU SCHOOL OF EDUCATION DEANS

THEORY OF CHANGE

This study is grounded in institutional theory, a sociological framework that examines the influence of institutional contexts on the structures of organizations (Meyer & Rowan, 1977, Tolbert & Zucker, 1996), as well as critical race theory. For this report, we are interested in the institutional context of HBCU policies and programs, which can serve as powerful traditions that influence students' motivation and desire to achieve against the backdrop of racial inequities in K-12 education. Theoretically, HBCUs have formal organizational structures with both symbolic and action-generating aspects. The symbolic aspects (e.g., mission and executive leadership) influence HBCUs' structures and practices and are motivated by the need for legitimacy and survival. Understanding formal HBCU structures from this perspective enabled our research team to explore new dynamics in the causes and implications for HBCUs producing more underrepresented education majors who eventually become teachers.

The study used secondary data analysis and interviews with school of education deans to help state executives, state lawmakers, state agencies, and nongovernmental organizations understand the best ways to support HBCUs with teacher preparation programs. Following, is a visual model that illustrates the relationship between various important entities and the ability of HBCUs to implement robust teacher preparation programs that can diversify the teacher workforce with quality and qualified teachers who serve the unique needs of diverse school districts. Investing in HBCU teacher preparation programs also helps to set new priorities for the institutions as well as school districts.

FIGURE 1

Figure 1: A visual model that illustrates the relationship between state government and the ability of HBCUs to implement robust teacher preparation programs that can diversify the teacher workforce with quality and qualified teachers who serve the unique needs of diverse school districts.

METHOD

For this investigation, we compared four HBCUs with teacher preparation programs: University of Arkansas Pine Bluff; Claflin University; Alcorn State University; and Southern University Baton Rouge. Institutional characteristics were explored and education deans were interviewed for this report.

Institutional characteristics were derived from our observations and analysis of data from the Integrated Postsecondary Education Data System (IPEDS). IPEDS consists of nine interrelated survey instruments that gather data over three collection periods (fall, winter, and spring) annually. Specific contributing factors that we explored with IPEDS prior to our interviews included: enrollment patterns, retention and graduation rates, funding, human capital, and infrastructure. This information gave us context for the interviews but is not included in this report. Secondary data sources were also used to understand racial disparities in the school districts adjacent to the participating HBCUs.

We interviewed senior administrators at four HBCU schools of education. Researchers engaged an external entity to transcribe the interview data. Upon receipt of the interview transcription, the research team embarked on understanding the qualitative data through a series of activities including organizing the data, generating themes and patterns, searching for alternative explanations for the data, and writing the report. Researchers drew on this analysis to further identify preliminary themes and create coding categories.

TABLE 4

HBCUS INTERVIEWED TO UNDERSTAND STRATEGIC PRIORITIES FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WITH TEACHER PREPARATION PROGRAMS

HBCU	CITY, STATE	TOTAL ENROLLMENT	EDUCATION DEAN	EDUCATION DEGREES OFFERED
Alcorn State University	Alcorn State, MS	3,716	Dr. Ivan Banks	**BACHELOR'S** • Elementary Education (BS)
				MASTER'S • Elementary Education, Early Childhood & Reading (MS) • Secondary Education (MS) • Secondary Education: Special Education (MS) • Secondary Education: School Counseling (MS) • Secondary Education: Clinical Mental Health (MS) • Education with an emphasis on Athletic Administration and Coaching (MS) • Teaching (Elementary & Secondary) (MA) • Specialist in Elementary Education
University of Arkansas at Pine Bluff	Pine Bluff, AR	2,612	Dr. Pamela Russ (Interim)	**BACHELOR'S** • Elementary Education, K-6 (BS) • Middle Level Education (BS) • Secondary Education (BS) • Special Education (BS) • Rehabilitative Services (BS) • Health and Physical Education (K-12 Teaching Option with Coaching Endorsement) (BS) • Health and Physical Education (Wellness Option) (non-teaching) (BS)
				MASTER'S • Elementary Education (ME) • Secondary Education (Four Specialties: English Education; Mathematics Education; Science Education; Social Studies Education) (ME) • Teaching (Four Specialties: Board Range; Elementary Level Education; Middle-Level Education; Secondary Level Education) (MA) • Health and Physical Education (ME)
Claflin University	Orangeburg, SC	2,129	Dr. Ronald E. Speight (Interim)	**BACHELOR'S** • Early Childhood Education (BS) • Elementary Education (BS) • Middle Level Education (BS) • PK-12 and Secondary Education Programs (BS) • Human Performance and Recreation (BS) • Sport Management (BS)
				MASTER'S • Curriculum and Instruction (ME)
Southern University and A & M College	Baton Rouge, LA	6,118	Dr. VerJanis A. Peoples (Director)	**BACHELOR'S** • Elementary Education (Grades 1-5) (BS) • Special Education Mild/Moderate: An Integrated to Merged Approach (Grades 1-5) (BS) • General Special Education Mild/Moderate: • An Integrated to Merged Approach (Grades 4-8) (BS) • Interdisciplinary Studies (BIS)
				MASTER'S • Educational Leadership (ME)

Note: Academic year 2017-18

Qualitative data analysis revealed five primary themes and three secondary themes. Themes address institutional strengths and needs, as well as the needs of the surrounding districts and communities, against the backdrop of state mandates and professional standards.

THEME 1: PARTNERSHIPS

The importance of establishing and maintaining relationships between institutions, districts, and the community was emphasized. One dean said, "You can't assume that a university can fully prepare teachers; there has got to be a partnership."

Another shared a similar sentiment, "It is not the university that is going to save the district. The district can do a whole lot to help us improve our teacher education program and our other programs on campus, too."

The education deans overall reported having strong relationships with the districts. "We look at the district as an extension of the university and the university as an extension of the district. In-service teachers and faculty are colleagues who happen to work in different places," said one dean, describing their relationship.

These strong relationships were, in part, attributed to the size of communities being small and near to each other. Many deans commented on the closeness of the community, stating that "everybody knows each other." The education deans also noted being close with the district superintendents. Further, many of the principals, school leaders, and teachers within the public school districts were trained at the respective HBCU within their community.

Education deans noted serving on an advisory board or co-op groups with district superintendents where superintendents advise them on the needs of the district. In addition, schools of education are engaging with the districts in "grow your own" initiatives. With this, districts reach within their own areas and provide scholarships and resources to recruit and train their own teachers so that they will then come back and teach in the districts.

Also, this initiative targets teachers on waivers and universities assisting them in obtaining teacher certifications. Continued efforts are needed to strengthen relationships, including efforts to increase parental involvement and political engagement. One dean said, "The battle is bigger than the school and the university."

THEME 2: CONTINUED PROFESSIONAL DEVELOPMENT

The interviews revealed a consensus regarding the importance of professional development for continuous growth on the part of both the districts and HBCUs. A lack thereof is a downside. As one dean noted, "We don't invest enough in professional development, and then we get mad that people keep doing things the way they have always done them...You must go somewhere and learn something new."

The universities have made efforts to provide professional development for in-service teachers. These various opportunities have allowed, at the district level, development of growth plans and modules for working with English language learners and preparing for licensure exams, and have included offering certificate programs. As mentioned above, the need for professional development is twofold.

One dean said, "We need the input of experienced teachers early on in the process to make sure that what we are doing at the university makes sense and that it reflects what the teachers have to do in the school." Continued nurturing and support is necessary for novice teachers and those students who've recently completed their studies and are entering their first years of teaching. This continuation of the grooming process leads to preparing an effective teacher.

THEME 3: COLLEGE PREPAREDNESS

Students are not entering college prepared to reach certain benchmarks, such as passing standardized exams. Also, students' competitiveness as college applicants is thwarted. To address this, HBCUs have offered dual enrollment, ACT prep, and mentorship programs that will enable them to be prepared for college. Continued and targeted efforts are necessary, as noted in this statement:

> *Generally, a lot of schools don't know about these programs, but if we are partnering with schools, we will send it out and let them know that there is assistance in the state for students who are interested in enhancing their test scores on the ACT.*

Another shared a similar experience:

> *What I'm trying to encourage students to do is, it's just easier to do it while you're in high school, just try to make the grade on the ACT. We can work to try to get you where you need to score in order to get into teacher education.*

Further, earlier interventions are necessary. As one dean noted, "Algebra 1 is now the gatekeeper." In significantly distressed districts, a pipeline exists whereof was said, "They don't go to middle school, they go to juvenile hall."

One dean argued that a substantial proportion of these students are there "because they are illiterate." There are several effective programs which address these issues, and districts are encouraged to allocate attention to reviewing what successful districts are doing and then instituting those effective practices within their respective districts. Said one dean, "We just need to stop reinventing the wheel."

THEME 4: STANDARDIZED EXAMS

Education deans shared challenges that arise with students needing to pass examinations such as the ACT, Praxis, and licensure exams. State mandates require that students obtain specific examination scores, which, in some cases, are significantly higher than average performance rates for African American students. One dean expressed:

> *The mean ACT score for Black students is 16, and you need a 22 to get into teacher education — we can never win. The public schools are not preparing our students to enter college or to have that 22 on the ACT, so we're always a step behind in preparation.*

The students and the university are both at a disadvantage in that this issue significantly reduces eligible students for HBCU teacher education programs and, in turn, affects enrollment rates. "Passing Praxis Core has been the hurdle that shrinks the number of teachers that we produce every year,'' one dean noted. Effects are seen with student retention as well. One dean said:

> *We are finding that a number of students, once they get here, begin to hear horror stories about Praxis and things students tell them so some of them become so fearful that they decide to change their major at the outset. They won't even attempt to pursue a degree in Education because they fear the idea of taking the Praxis.*

Students also face difficulty passing licensure exams. The exams are numerous and expensive, which presents challenges for students. One dean noted, "It costs as much to take one area as it does to take all of the areas at the same time."

The interviews revealed a shared concern that the content areas tested within these standardized examinations do not correlate with what candidates will do in the classroom, and are not representative of real life situations within the field. In addition, the exams neither adequately measure how capable candidates are or their subsequent performance as a teacher, nor do they predict success. Education deans noted a lack of empirical evidence that supports how the mandated passing scores and content areas are determined. Also noted is that the mandated standards change often and seemingly after some success is made in raising exam performance rates. In the following statement, one dean shared this experience:

> *I don't want to say it's intentional, but it just seems to be very coincidental that we make progress and then all of the sudden the standards change. The passing score that you need increases and then you have again a large number of African American and students of color who don't pass and then students in rural areas that don't pass.*

THEME 5: BROADENING UNDERSTANDING BEYOND MANDATED CONTENT AREAS

The education deans highlighted their shared mission to produce teachers who are highly qualified to teach in high-risk school districts that are rural or urban. To accomplish this, it is imperative that teacher candidates possess an understanding beyond the content knowledge to be truly effective. Moreover, in addition to the mandated content areas, the deans discussed the shared expectation that their teacher candidates excel in areas related to social justice and socio-emotional learning.

One dean explained, "That is taking into account more affective dimensions of the student, of understanding nonverbal cues from the learner's perspective. What that means is designing instruction that really does meet the individual needs of the learner." Teachers need to have a lot more socio-emotional effectiveness, resourcefulness, compassion, and a better understanding of the world and of diverse cultures.

A common strength of HBCUs is that "the faculty is extremely committed to helping teacher candidates understand that they are teaching a content area that is critical but at the same time have to pay attention to the family, the community, and again, generally, the other issues that kids bring to school," said one dean. This ensures that teacher candidates understand what it truly takes to create the kind of environment in school where students are inspired to learn.

SECONDARY THEMES

INSTITUTIONAL STRENGTHS

The education deans noted institutional strengths as well as program characteristics that enable success in quality teacher preparation. They reported receiving support from the alumni, community, and the university administration. One said, "There is tremendous loyalty to the institution. We can always count on our alumni to support different school initiatives."

Another stated that their alumni are "one of the best in the country of all HBCUs in the nation." Regarding support from university administration, one dean reported having "absolute support." The support received at the university level was attributed to the university's realization that "education is the foundation of the university." One dean also noted that, "In terms of meeting the mandates of national and state accreditation, the university is very supportive of those."

Characteristic of HBCUs is the commitment of faculty and the quality of the training experiences offered. When highlighting their program, one dean said:

> We have over 600+ field-experience hours before the students teach in the last semester of their fourth year of college. Beginning field-experience classes are in high-risk schools so you can see the types of issues teachers are dealing with so your mind is really open when you get to your upper-levels practicum and student teaching; you've seen the best practices.

Often the students in these programs view teaching as a way to give back to the communities they come from. After the completion of the program, the deans noted that they had great success in assisting students in obtaining local job placements. One dean said:

> In most cases, if the school that they are working in has a vacancy the next year, they will already have a job at that school if that student wants to stay there. Beyond that, the rest of them, at the 100 percent level, have jobs, in most cases, before they even finish student teaching. We've done a good job of that.

INSTITUTIONAL NEEDS

Freedom, flexibility, and support were emphasized as the current needs of the institution. The mandates under which the teacher education programs are held do not allow for a lot of freedom, which historically has allowed HBCUs to meet their students' needs in the best way. One dean stated that their program must obtain "special permissions" to implement certain program objectives (e.g., student field-experience placements in low-performing schools in surrounding communities) and felt that the program is "not trusted to understand which teachers are successful and which are having problems."

To address the restrictions placed on these programs, one dean suggested, "I think when people have programs that are innovative, cutting edge or creative, the policymakers need to allow them to pilot them, and maybe fund some pilots."

Financial support is a continual need at HBCUs to address high mandates. One dean said, "When you have professional schools that have to deal with accreditation issues that deal with having to have highly qualified faculty, it's real important to have budgets that reflect that."

NEEDS OF TEACHERS IN SURROUNDING DISTRICTS

The surrounding districts are facing challenges with recruiting and retaining quality teachers. The education deans attributed it to the current low salaries and lack of incentives (e.g., signing bonuses, housing assistance), which result in high attrition rates. In addition, teachers in STEM, particularly, present a high turnover rate. One dean said, "A lot of teachers in the STEM area may start off teaching in some of the rural districts, but the goal is to get that experience and then move on to teaching in a more affluent district. So you have this constant high rate of attrition from the districts that need teachers the most."

SUMMARY

Interviews with HBCU education deans highlighted both the drivers and barriers to teacher preparation at HBCUs. The first theme, Partnerships, discusses how strong relationships with the surrounding school districts served as an institutional strength that drives success. The second theme, Continued Professional Development, emphasizes the need for continuous growth within teacher education on the part of both the districts and HBCUs. The third theme, College Preparedness, addresses a barrier that HBCU teacher education programs face in that students are not being prepared to enter the institutions which historically have served them — specifically, the HBCU teacher preparation programs. The fourth theme, Standardized Exams, addresses another barrier students face: passing examinations, such as the ACT, Praxis, and licensure exams, to satisfy program enrollment and/or completion requirements. The fifth theme, Broadening Understanding Beyond Mandated Content Areas, highlights a driver for training quality teachers by challenging their candidates to develop an understanding beyond the content knowledge.

Several secondary themes brought more context and clarity to the primary issues facing HBCU schools of education. Institutional Strengths discusses various characteristics of the institutions and the programs that have served as positive factors in their efforts to advance their programs. Institutional Needs discusses the need for more freedom, flexibility, and financial support to adequately address the needs of the programs and the surrounding districts. Needs of the Surrounding Districts discusses the challenges that districts face recruiting and retaining quality teachers.

The themes discussed above allow for a better understanding of the challenges faced and successes of HBCU teacher education programs in producing quality teachers. Moreover, they provide insight into the ways that HBCUs can exert more leadership in their surrounding districts to help resolve some of the educational issues that plague African Americans, in particular, and students who are underrepresented, in general.

SHEEO STRATEGIC PRIORITIES FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WITH TEACHER PREPARATION PROGRAMS

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24

STRATEGIC PRIORITIES FOR HBCUS AND TEACHER PREPARATION PROGRAMS

RECRUITING AND RETAINING TEACHERS

Hiring experienced and highly-effective teachers of diverse backgrounds is essential to creating an equitable learning environment. According to Partee (2014a), Black students have a lower possibility of having an effective teacher than White students. Majority Black schools typically have more inexperienced educators, reducing opportunities to achieve.

However, a more profound problem lies not in teachers' experience but in their lack of diversity. Statistical data indicate that by 2020, children of color will compose about half of all the K-12 students (Jackson & Kohli, 2016). Meanwhile, Black men represent less than 2 percent of the teaching force of a student body that is 7 percent Black male. By comparison, White female teachers comprise 63 percent of the teaching force of a student body that is 27 percent White female. Considering the entire student body, the United States has one White female teacher for every 15 students and one Black male teacher for every 534 students (Toldson, 2019). There are several major implications of the underrepresentation of Black teachers in U.S. schools.

Recruiting teachers of color is complicated by several issues. First, there is a pay gap between White and Black teachers' earnings. Second, educators of color experience bias from their colleagues. Third, there is high responsibility and low resource allocation in majority-minority public schools (Bland, Church, & Luo, 2014). Ingersoll and May (2016) consider the shortage of minority teachers "a major civil rights issue" (p. 1). Statistics indicate that over 40 percent of U.S. schools do not employ a single Black teacher (Jackson & Kohli, 2016). To improve the situation, researchers recommend enhancing the hiring process, bolstering teachers' preparation, and improving educators' working conditions (Podolsky, Kini, Bishop, & Darling-Hammond, 2017).

Currently, the demand for teachers is higher than the supply. There are several explanations:

1. The rising K-12 student enrollment (Berry & Shields, 2017).
2. Many schools are struggling to restore the positions of teachers that underwent severe cuts during the Great Recession.
3. The number of people entering the profession is constantly dropping. According to statistical data, there was a 35 percent drop in teacher preparation program enrollment between 2009 and 2014 (Berry & Shields, 2017).
4. The U.S. loses about 8 percent of its educators yearly, with the attrition level being nearly two times higher than in top-performing countries, such as Singapore or Finland.

There are several steps that authorities should take to improve teacher retention. Scholars consider initiating paid teacher residency projects as a viable approach to promoting the supply of professionals (Barth, Dillon, Hull, & Higgins, 2016). Also, programs to forgive all or part of student loans have the potential to attract more teachers. In addition, creating effective peer teams of minority teachers is a promising trend (Dee & Goldhaber, 2017). Therefore, it is possible to conclude that while recruiting teachers involves numerous difficulties, retaining them might gain a considerably improved rate under certain circumstances.

TEACHERS' CULTURAL COMPETENCE

The growing diversity of students necessitates teachers developing the competence to meet the needs of students of different races and ethnicities (Alismail, 2016). As Goldenberg (2014) notes, the common phrase "closing the achievement gap" involves more than aptitude (p. 112). It is important to "reframe" achievement "in terms of opportunity" (Goldenberg, 2014, p. 112). Low cultural competence among teachers worsens the disadvantages associated with segregated school environments.

Culturally sensitive teachers empathize with their students' experiences and are more likely to build a positive perception of learners' academic potential (Dilworth & Coleman, 2014). Researchers note that the underrepresentation of teachers of color reduces access to culturally competent teachers for African American students. According to Dilworth and Coleman (2014), Black teachers have a higher degree of social consciousness and are more committed to educating African American students. Taking this evidence into consideration, one may conclude that currently, HBCUs are central to the strategy for creating more opportunities for students of color to become engaged in the process of learning to the full extent.

One approach to enhancing cultural diversity is eliminating color blindness (Hachfeld et al., 2015). When color blind teachers claim to treat every student equally, they choose to treat them by the cultural values of White learners. Research demonstrates that White educators are prone to agreeing with color blind beliefs (Hachfeld et al., 2015). On the contrary, teachers of color more often choose multicultural approaches. Hachfeld et al. (2015) reports that multicultural-oriented educators demonstrate more pedagogically effective problem-solving tactics and choose less harsh disciplinary measures for their students. Thus, a viable approach to achieving cultural diversity is increasing the number of Black teachers in schools. As Jackson and Kohli (2016) note, teachers of color are well suited for African American students since they have a deep understanding of "the cultural experiences of these learners" (p. 1). Teachers of color have the potential to challenge racial inequality through the deep understanding of Black students.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Educating teachers and shaping their professional worldviews starts in college, so HBCUs should shape their teacher preparation programs to address the needs that have been outlined with research. First, based on the research literature, it is necessary to increase opportunities for Black students, especially males, to become teachers. However, many obstructive policies stand in the way of opening opportunities to teachers of color. Sealey-Ruiz and Greene (2015) call these obstructions "educational genocide" (p. 55). The state policies should be race-conscious, rather than race-neutral, to expand opportunities to Black education students at HBCUs. HBCUs need the autonomy to advance a curriculum that is social justice oriented and integrates multiculturalism in the teacher preparation programs (Sleeter, 2016). Since many predominantly White institutions use color blind approaches to teaching, we need HBCUs to develop new systems that appreciate the growing diversity of this nation.

In the HBCU-adjacent school districts that we surveyed, African American students were the majority and faced the worst inequities. Therefore, it is necessary to increase the opportunities for Black teachers to implement their knowledge and cultural experience in schools. Recommendations to improve the possibilities of future teachers of color should not emerge from the status quo but germinate from the principles of critical race theory (Milner & Laughter, 2014; Sleeter, 2016). Milner and Laughter (2014) suggest three policies that can alleviate racial disparities in schools. The first policy involves reforming teacher education programs to focus on a deeper study of race. The second policy recommends the inclusion of a more profound analysis of poverty. Finally, the third policy presupposes the addition of investigating the connection between race and poverty to teacher preparation programs.

Banks (2015) notes that it is crucial to add more cultural experiences to the curriculum so that future teachers could be multicultural. By doing this, higher education establishments will promote equal opportunities for all school children under the guidance of unbiased teachers. Additionally, the education community should "take collective ownership" of the recruitment, preparation, and support of new teachers (Banks, 2015, p. 60).

Finally, colleges and universities should alter their teacher preparation programs so that they match the needs of young educators. As Dilworth and Coleman (2014) remark, currently, there are many programs that do not offer a sufficient degree of mentorship, which is one of the core elements of teacher retention. Thus, there are many ways in which colleges and universities could change their teacher preparation programs so that they would match both teachers' and students' needs. It is essential to introduce change to the educational system in order to alleviate racial disparities in U.S. schools.

Black students are dealing with racism and bias, implicitly and explicitly, from school personnel, including teachers and administrators. These racial biases manifest in placement and selection for enrichment opportunities like gifted and talented programs and AP classes; racial disparities in discipline; and uneven expressions of acceptance, compassion, respect, and admiration from teachers and administrators. This report supports a call for diversifying the teacher workforce, as well as using state resources, such as HBCUs, to strengthen diversity efforts.

State higher education executives should consider the causes and implications of the teacher workforce in HBCU-adjacent school districts having significantly different racial and other demographic characteristics than the students they serve. In addition, more information about current teachers is needed to determine what resources are necessary to help teachers provide quality instruction to students.

Most district- and state-level recommendations to improve teacher quality focus on the academic capabilities of the teachers. However, the variance in the teachers' ability to teach students may not be a function of academic aptitude. Sufficient research evidence exists to suggest that social and emotional characteristics separate effective teachers from ineffective teachers. Teachers who are motivated, empathetic, genuine, and exhibit care and compassion for students, can connect with students in a way that helps them to better engage in the learning process.

State higher education executives should construct a profile that captures all the characteristics — that extend beyond academic preparation — of an effective teacher who can teach a diverse student body. They should develop policies and procedures to encourage more teachers who fit this profile. The deans and directors of HBCU schools of education were clear that state requirements for admission to teacher education programs and certifications to be teachers are out of step with the needs of diverse learners.

RECOMMENDATIONS

1. State higher education executives should explicitly recommend an audit of teacher certification requirements to determine if biases in teacher credentialing are contributing to the lack of diversity in the teacher workforce and an unnecessary and unfair burden on HBCU teacher preparation programs.

2. State higher education executives should underscore the role that HBCUs play in preparing principals and counselors to cultivate an environment for teachers to develop cultural competence and enhance empathy and respect for students.

3. State higher education executives should identify potential biases in any new strategies to elevate standards for licensure. Newly implemented teacher licensure revisions in the state of Florida recently resulted in hundreds of teachers of color being fired. The new licensing standards also resulted in teachers with high ratings being fired.

4. State higher education executives should recommend cultural competency training for teachers statewide and endorse HBCUs with schools of education to provide continuing education training for in-service teachers. Culturally competent teachers invite open and honest dialogue about race and ethnicity in trainings, supervision, and interprofessional dialogue after confronting their own biases, assumptions, and prejudices about other racial or ethnic groups. Culturally competent teachers use professional resources and activities to develop specific skills to accommodate racially and ethnically diverse students.

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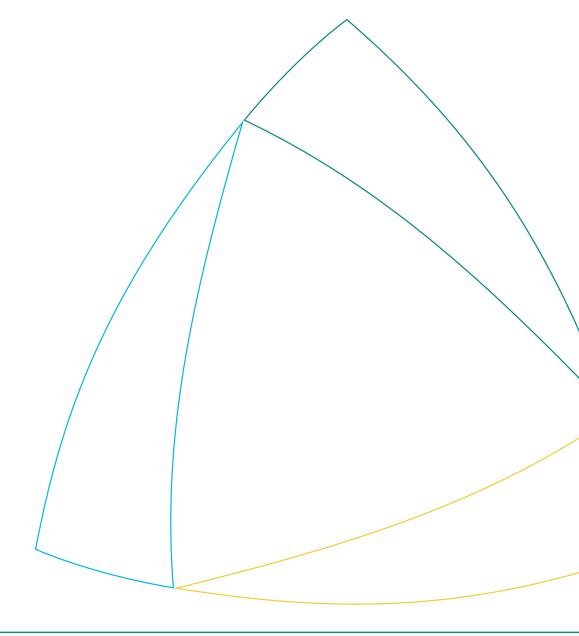
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