



Critical Issues in Mathematics Education 2014

Educating a Teacher Workforce that
Reflects the Diversity of our K-12 Classrooms

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Recruit

- Fenwick: "This is the most populous generation of African-American children who have never been taught by an African-American teacher or who have never attended a school led by an African-American principal."

The Intersection of Recruitment, Preparation and Retention

Retain

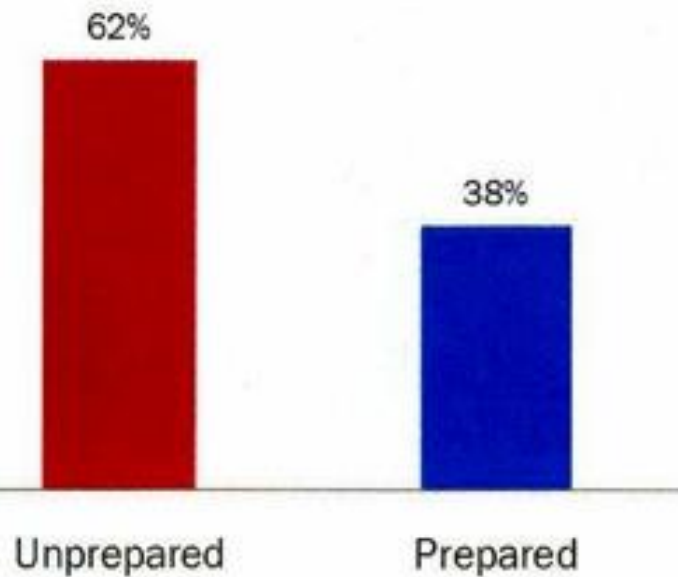
- Diane Ravitch (2012): "The most successful nations in the world have diligently improved the education profession, by requiring that recruitment into teaching is rigorous, that preparation to teach is intensive, and that support is available for those who are in the classroom."

Prepare

- "Successful programs recruit minority teachers with a high likelihood of being effective in the classroom and concentrate on finding candidates with a core set of competencies that will translate to success in the classroom instead of focusing on meeting minimum standards for entering the profession" (Bireda and Chait, 2011).

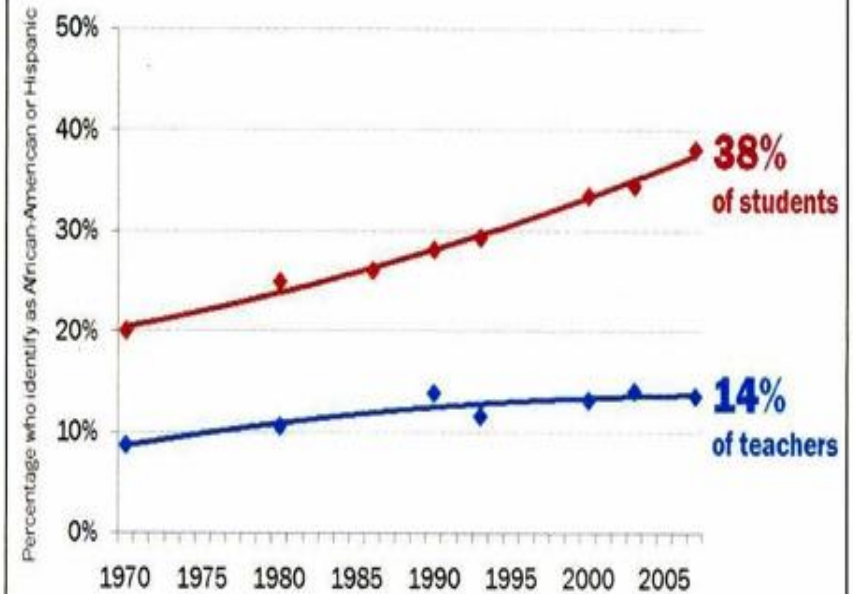
The Challenge

New Teachers Report Feeling Unprepared for "Classroom Realities"



Source: Levine, *Educating School Teachers*, 32.

Our teaching force does not reflect the increasing diversity of our students.



Source: U.S. Department of Education, Secretary Arne Duncan's Remarks to National Council for Accreditation of Teacher Education on 6 November 2010

¹¹ U.S. Department of Education, *Secretary Arne Duncan's Remarks to National Council for Accreditation of Teacher Education on 6 November 2010*

Recruitment

- Donovan Urban Teaching Scholars Program
 - An intensive one-year M.Ed. and licensure program in teacher preparation
 - Recruits and supports a diverse cohort of up to 30 graduate students
- BC Noyce Teaching Fellows Program
 - An intensive one-year MST and licensure program in mathematics teacher preparation
 - Recruits and support in collaboration with MfA Boston and EDC



Preparation

- Boston College Teacher Education
 - Promoting social justice
 - Teaching in Urban and high need schools
 - Teaching bilingual students
 - Teaching special needs students
 - Balancing content and pedagogical content knowledge



Retention

- Mentoring
 - Master Teachers
 - Mathematicians
- Induction in the first few years of teaching
- Professional Development
 - Teacher leaders
- Partnering with local school districts and non-profit organizations

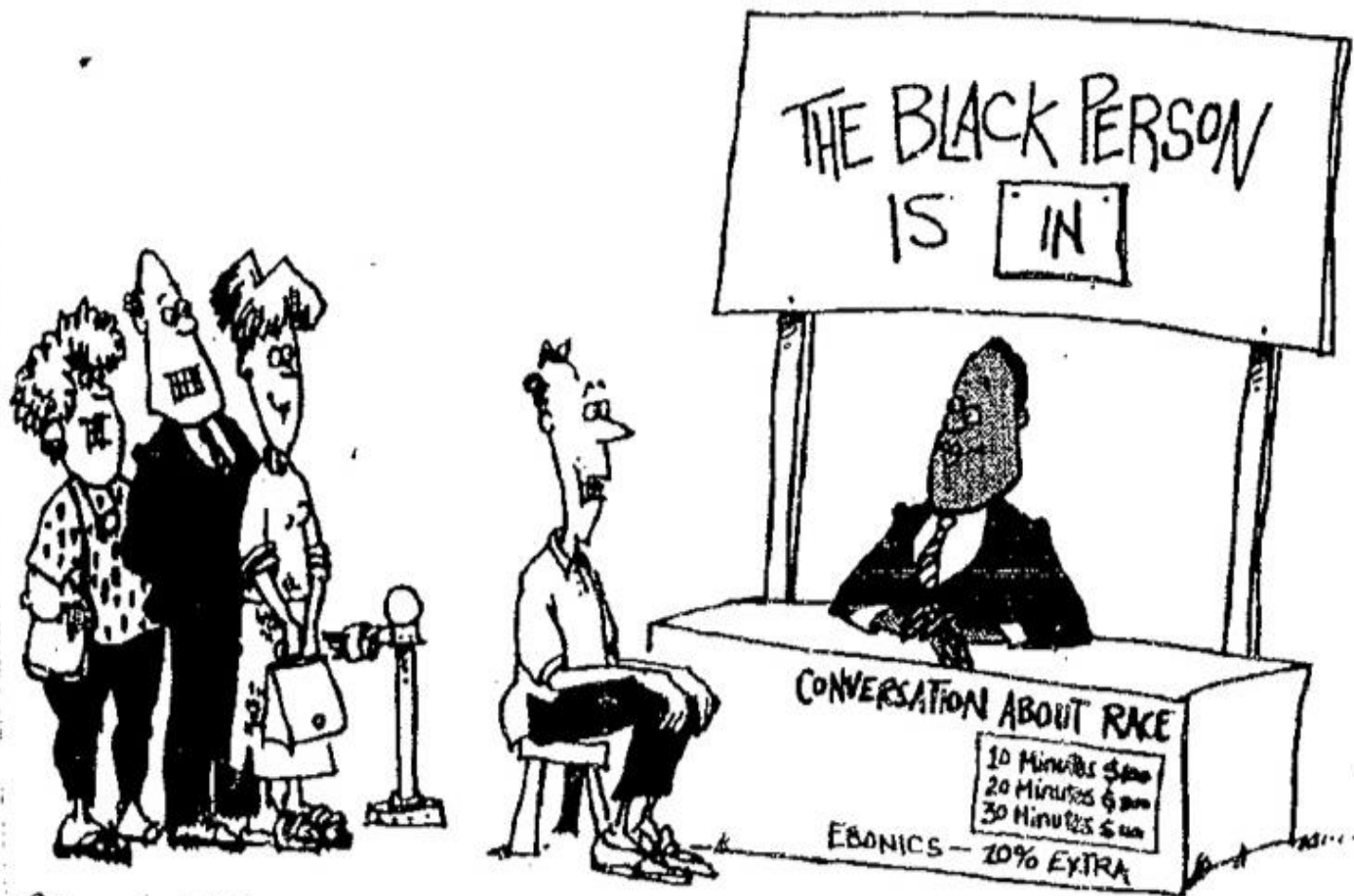


Characteristics of the Creative Teacher



- ▣ Content and pedagogical knowledge
 - ▣ Majoring in the content that you teach
- ▣ Complexity
 - ▣ Finding many different and challenging alternative to a problem
- ▣ Imagination
 - ▣ Allowing students to go beyond the boundaries of reality
- ▣ Originality
 - ▣ Including the element of uniqueness
- ▣ Risk-taking
 - ▣ Being open to possibilities and discerning the tension between safety and risk

Signe's view



Signe Wilkinson 6-18-97

Recommendations

□ Recruitment

- It's everybody business
- Increase college enrollment
- Provide funding

□ Preparation

- Prepare prospective and practicing teachers in partnership with the schools, districts and non-profit organizations
- Work across departments and schools
- Address social justice issues

□ Retention

- Induction Program
 - Mentoring
 - Professional Development

