Program Diversity and Admissions 2021

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CONTENTS

A diverse and capable teacher workforce benefits all students.

In most any conversation regarding strengthening the teacher workforce, two themes dominate the narrative: increasing teacher quality and diversifying the profession. Both of these are vital to accelerating student learning — yet they are often needlessly viewed as competing aims.

A diverse teacher workforce benefits all students, particularly students of color. It is possible to measure real gains made by Black students who experience even just one Black teacher in how much they learn and the rate in which they graduate, including from college. These benefits extend beyond those students who have long been disadvantaged by the nation's education system. A more diverse teacher workforce provides an important first lesson for all children: that the world outside their immediate neighborhood is a tapestry of cultures, traditions, and experiences to embrace, not to be feared or mistrusted. Yet the lack of diversity in the teacher workforce remains a persistent challenge.

- Students of Color
- Teachers of Color

30%

51%

13%

20%

1990   2015
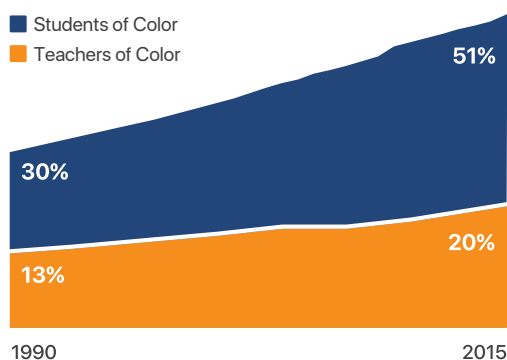
Though the number of teachers of color has grown substantially, the increase has not kept pace with dramatic changes in the student population.

Note: "Of color" includes Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and two or more races. Source: U.S. Department of Education (2019). Digest of Education Statistics. National Center for Education Statistics, Common Core of Data (CCD).

While the benefits of a more diverse teaching profession are remarkable, research does not provide support for policy changes that overlook the academic qualifications of teaching prospects. Indeed there is a substantial body of research finding that the academic aptitude of a teacher, measured in many different ways, predicts future teacher effectiveness.

Around the world, top-performing school systems have embraced the important role a teacher's academic aptitude plays by restricting program enrollment to the top-third of the college-going population—an effort most teacher preparation programs in the United States have long resisted.

Unfortunately, diversity and academic aptitude, both important, are often seen as conflicting goals. In contrast to that line of thought, a 2017 report from the Center for American Progress[1] found states that increased admissions standards to teacher preparation programs saw increased diversity of undergraduate education majors. Beyond expanding diversity, greater selectivity helps raise the status of the teaching profession, supports the push for higher salaries, and, most importantly, provides students with access to the highest quality teachers.

In a unique undertaking, this study examines this important intersection between programs' admissions standards with their goals to achieve greater diversity and highlights programs that have successfully achieved both.

Program Diversity in Enrollments

New to the *Teacher Prep Review* in 2021 is a standard measuring the contributions teacher preparation programs make to the diversity of their state's and local community's teacher workforce.

While there have been multiple, albeit largely unsuccessful efforts over the years to press upon the nation's teacher preparation programs the need to raise academic standards for admission, less systematic attention has gone to diversifying the profession. That may be because the research has essentially flipped in the last twenty years, with earlier findings noting few tangible benefits from matching teacher race with student race to a newer body of research that has turned up dramatic benefits.

The remarkable benefits of a more diverse teacher workforce

Teachers of color are now linked with student achievement gains in math and reading when teaching students of the same race,[2] and—more specifically—racial matches between Black students and Black teachers has been linked to increased participation in advanced track courses[3] and increased likelihood of high school graduation and college matriculation.[4]

These benefits stem in part from how teachers of color view students of color. Black and Hispanic teachers have a higher expectation of their same-race students' likelihood to graduate,[5] are less likely to see students as having behavior problems[6] or lower scholastic aptitude,[7] and Black teachers are more likely to assign high-performing Black students to gifted programs.[8]

Furthermore, behaviors and attitudes of students of color towards school improve when taught by a teacher of the same race. Students have fewer suspensions, are less likely to be chronically absent,[9] and have higher school-based motivation.[10]

While students of color have a more favorable perception of teachers of the same race,[11] students of all races perceive teachers of color—particularly Black and Hispanic teachers—more favorably than their white counterparts.[12] Furthermore, students of all races have lower likelihoods of exclusionary discipline, such as suspension or expulsion, when taught by a Black teacher.[13] Increased contact with diverse environments in childhood can also result in reducing implicit biases against other races during adulthood.[14]

Increasing diversity is not without its challenges. The school-age population is far more diverse than the adult population, particularly college-educated adults. Too few Black and Hispanic people are given equitable opportunities to earn college degrees. Before college can even be considered, students of color face many barriers, such as being assigned less effective and less experienced teachers;[16] Black students are much more likely to be subject to suspensions and expulsions than their white peers for the same type of infraction,[17] and Black students are less likely to be recommended to gifted programs than their white peers, even when their standardized test performance mirrors that of their white peers.[18]

FACT

Though progress has been made in the last 30 years, with the number of teachers of color growing from 13% to 20%, the growth has not kept pace with student demographics, where 51% of public school students are of color.[15]

Black and Hispanic college students of color are less likely to pursue an education major, further limiting the number of prospective teacher candidates of color.[19] Additionally, already more likely to be disadvantaged by an inequitable K-12 education and lacking quality training from their teacher preparation program, Black and Hispanic teacher candidates who do pursue a teaching degree fail their licensing tests at a rate almost double that of their white peers.[20] And finally, when they do enter the classroom, teachers of color are somewhat less likely to stay in the profession[21] for a host of reasons including unfavorable work conditions, unequal compensation,[22] and antagonistic work culture.[23] Every segment of the teacher pipeline is leaking—some parts more than others—and the losses add up.

Given the importance of racial diversity in the workforce, NCTQ has developed a new standard on Program Diversity to help programs measure their contributions to the diversity of the teacher workforce in their state and community.

It is important to note that this report uses "diversity" to only refer to the percentage of non-white persons enrolled, employed, or residing within the target population. The three data sources used under this standard share demographic categories for which non-white persons are identified: Asian, Black, Hispanic, Indian, Islander, or two or more races. Other measures of diversity in the teacher workforce are also important, but are not the focus of this iteration of the Program Diversity standard.

Measuring program diversity turns out to be easier said than done. No single measure can fully and fairly capture a teacher preparation program's contribution to diversifying the workforce, given that programs reside anywhere between urban to rural settings and may be housed within large public universities or small private colleges.

Imagine two programs in the same state. Program A is located in a diverse major metropolitan area. Program B operates in a smaller, less diverse community. Both programs produce teachers who pursue employment across the state, but given the differences in the diversity of communities from which they draw candidates and are most likely to place teachers, the ability and need to enroll teacher candidates of color is greater for Program A.

What is a local community?

Under the Program Diversity standard, programs are compared against their core-based statistical area (CBSA), which are metropolitan areas defined by the U.S. Census Bureau. For institutions residing outside of a CBSA, we use the demographic data for the residing county.

NCTQ uses the demographics for the entire CBSA population, as opposed to just the student-aged population, to provide a more balanced measure of the population for whom graduates are more likely to teach and from which programs are more likely to draw candidates. Even with this more generous measure of the diversity of the local community, only 22% of programs meet this threshold.

ⓘ See the full NCTQ Program Diversity methodology

The Program Diversity standard aims to account for contextual differences and provide programs with **meaningful** and **realistic** enrollment goals. While many potential measures of program diversity could be considered, two factors stand out as particularly useful: the diversity of the state's teacher workforce and the diversity of the local community.

One of the first tasks in any new standard is to determine what "good" looks like. In this case, good work to improve diversity in the teacher workforce would begin with enrolling a cohort of teacher candidates that is at least as diverse as the state's current teacher workforce. Programs that fail to meet this enrollment target, particularly since matriculation rates are lower for candidates of color, work against the diversification of the teacher workforce. This measure constitutes half of the Program Diversity score.

Good performance must also take into account whether programs are meeting their responsibility to recruit diverse teacher candidates that will adequately serve the local community. To account for this aspect of performance, the standard considers the diversity of the community where the program operates and measures whether program enrollment reflects that diversity. This local measure constitutes the other half of the Program Diversity score.

A number of other comparisons were considered for use under this standard. Most notably, the diversity of the student population in the local community was considered in place of the total population, but the metric raised issues of fairness for programs, since they can only draw from individuals who are ready for college, which by existing demographic trends will be less diverse than the population of children under the age of 18.

"Many of the students who attend FIU are from the South Florida community and graduates of schools in the Miami-Dade County Public School system, a large, similarly diverse urban school district. As a result, FIU serves as a pipeline, admitting students from the community school district that then feeds the system with its next generation of primarily Hispanic/LatinX teachers."

Insight from Florida International University
Read more online

The two Program Diversity calculations

Teacher workforce comparison

Data used:

- Percentage of teacher candidates of color enrolled in the program
- Percentage of teachers of color in the state teacher workforce

Local community comparison

Data used:

- Percentage of teacher candidates of color enrolled in the program
- Percentage of persons of color in the local community

See the full NCTQ Program Diversity methodology

Under the state teacher workforce measure, which accounts for half of program grades, 66% of teacher preparation programs' enrollments are found to be more diverse than the current teacher workforce in the state where the program operates. However, when considering if programs are as diverse as their local community, only 22% of programs exceed this measure. Beyond reflecting the population of students that candidates are most likely to teach, the local community measure also recognizes the potential untapped sources of new teachers of color for which a program can recruit.

When considering both measures together, one-fifth of programs (21%) meet or exceed both comparisons. Some, though an even smaller fraction (15%), do so in impressive fashion by exceeding the percentage of teachers of color in the state workforce by more than 10 percentage points. These programs receive an A+.

Program diversity grades for elementary teacher preparation programs
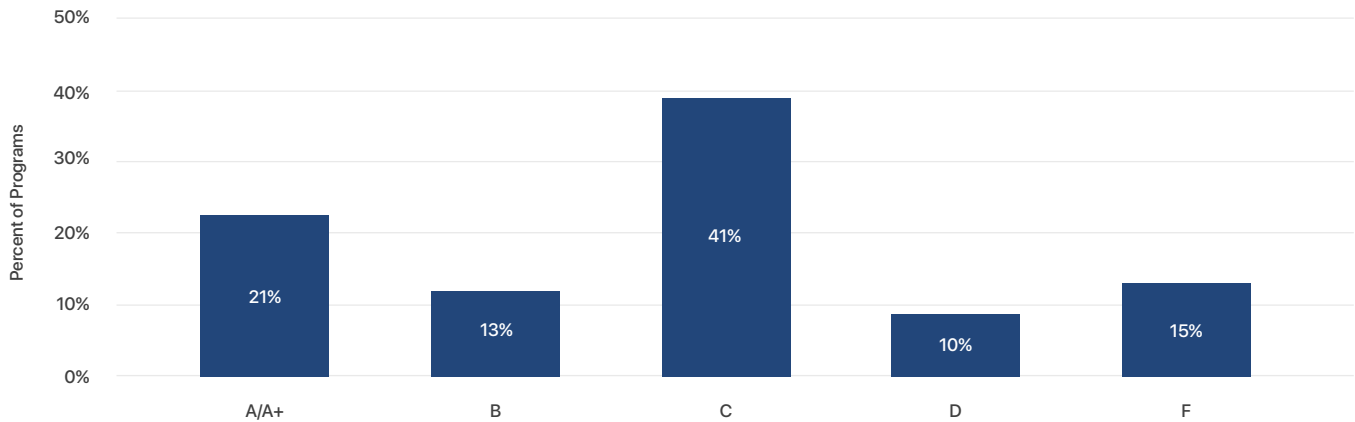
n=1,256. Due to missing enrollment data or the lack of a local area comparison for statewide non-traditional programs, the grades for 20 programs could not be determined and are reported as CBD and excluded from the percentage calculations. Figures may not add to 100% due to rounding. For precise definitions of how the Program Diversity standard scores programs, **see the methodology here.**

ℹ **Compare data for all programs in the Diversity of Program Enrollment tool**

As stated, converting these classifications into grades, used to communicate and honor the work that may lie ahead, can mask some of the challenges faced by different programs. As a tool, however, they serve a constructive role.

Additional findings of note:

- Only 7% of teacher preparation programs enroll students of color at or above the rate of their institution.

- Of the 249 traditional undergraduate and graduate programs earning an A/A+, 39% are housed in minority serving institutions.

- When categorizing programs by urbanization,[24] "rural" institutions earn the greatest percentage of A/A+ grades (34%), followed by "city" (24%) and "town" (23%). Only 8% of "suburb" based institutions earned a top grade.

- The average local community diversity measure is nearly identical for programs earning an A/A+ (34% persons of color) and an F (35% persons of color).

LIMITATIONS

While this pilot approach to measuring program diversity is a good start, it is hardly the final word on the topic. Any effort to capture a problem this complex in scope is bound to be imperfect. Suggestions for improvement and modifications are not only invited but encouraged. Subsequent editions of this standard will aim to identify ways to overcome some of the inherent challenges in measuring program diversity. Regardless of these challenges, the need to articulate meaningful, realistic goals for diversity is urgent and cannot wait.

The most significant limitation of measuring program diversity is the fact that data does not exist to base this standard on the diversity of program *graduates.* Unfortunately, the only available data on the diversity of teacher preparation programs (Title II) is based on program enrollment, not program completion. Given the high rates of teacher candidates of color who are not successful on their licensing tests and denied a teaching job as a result, the distinction is meaningful. Further, while Title II data is disaggregated between traditional and alternative program enrollment, these reports present demographics only at the institution-level. This presentation does not allow for a unique consideration of, for example, undergraduate elementary or graduate special education program enrollment.

PROGRAM LEADING THE WAY

"Begun in 2016, NYC Men Teach is a partnership among the NYC Mayor's Office, the NYC Department of Education, and the colleges of the City University of New York (CUNY), including Brooklyn College. The goal of NYC Men Teach is to increase the number of men of color who teach in New York City's public schools by actively recruiting young men of color into our teacher preparation programs."

Insight from CUNY - Brooklyn College
Read more online

A logical scoring scheme for the local community measure would be to use the demographics of the workforce in the schools where program graduates are mostly likely to be hired. Due to a lack of public information on program completer placements and district-level teacher demographics, such a measure is currently not feasible. We note that bias as a result of using CBSA data would be more likely to impact large institutions that draw from and place candidates across the state at greater rates than smaller institutions. However, given the likelihood that such institutions are disproportionately represented in the local K-12 teacher workforce, the comparison against the local population remains a meaningful measure.

While this standard focused on program enrollment, there are a number of equally critical steps to achieving a more diverse workforce. Addressing them requires a broad coalition as well as focused policy at the state and federal levels.

1   Make school a more positive experience for students of color.

Since its founding, the American education system has been marred by systemic racism. The negative experiences reported by students of color are rooted in historical precedent that continues to thrive today. Students of color are discriminated against in the classroom, facing disproportionately negative experiences in comparison to similarly performing white peers.[25] Systemic discrimination fosters a negative perception of K–12 education, and may make the prospect of continuing to teach in schools unsavory. This can only be corrected by the dismantling of systemic racism in all its forms—with a laser sharp focus on the ways in which K–12 schools actively contribute and maintain its prevalence.

2   Diversify enrollment in teacher preparation programs.

Enrollment in teacher preparation programs has been trending downwards for nearly a decade.[26] Low teacher pay—coupled with student loan debt—has built a daunting cost to enrolling in teacher prep. Despite requiring an undergraduate degree and licensure, teaching professionals make far less than similarly educated professionals—and this gap continues to increase.[27] For people of color, choosing to become a teacher can lead to earning a lower salary than similarly educated peers; one study estimated that the median earnings of a Black teacher is $45,000, while those who choose other professions have a median salary of $49,000.[28] State leaders must address this head-on by making teaching an attractive profession through fair and competitive salaries, and reward teacher preparation programs that are making significant headway in recruitment. Teacher preparation programs have a key seat at this table, and must make a concerted effort to recruit and retain teacher candidates of color—beginning with ensuring that their programs build their teacher candidates' ability to be culturally responsive, and by fostering an environment of inclusivity.

3   Improve program completion rates for candidates of color.

Teacher preparation programs are not doing enough to ensure that Black and Hispanic teacher candidates successfully complete their programs. Despite the clear yearning for a more diverse workforce, students of color face challenges in college that are not being solved by the current preparation paradigm. College campuses fail to respond to the negative racial climates and economic hardships faced by students of color, leading to higher attrition rates.[29] For those that do enroll, they are faced with programs that fail to prepare them to pass the teacher licensure exams. Teacher preparation programs must align their programs to prepare candidates to pass their tests, and provide instructional support to ensure candidates pass. They must hold themselves accountable for the program completion, by putting forth policies such as taking ownership of the financial cost of licensure exams if candidates fail their tests the first time and must repeat the exam.

4   Improve retention of teachers of color

The employment prospects for teachers of color are marred by the impact of racial injustice. Teachers of color are more likely to teach in schools with low-income students, where the turnover rates of teachers are high and working conditions difficult.[30] They report less satisfaction in their roles than their white peers, often being used as primary disciplinarians in schools,[31] facing inequitable treatment by supervisors, and earning less than "observationally equivalent" white colleagues.[32] To retain teachers of color, school districts must build partnerships with preparation programs that produce higher volumes of candidates of color, while actively engaging current teachers of color in their recruitment and hiring process.[33] This, coupled with building inclusive and antiracist school environments, can create a seat at the table for Black educators that both elevate and value their voices.

Admissions

Formerly titled Selection Criteria, the Admissions standard has been a part of the *Teacher Prep Review* since its inception in 2013.

As with any demanding profession, academic aptitude is critical. Teachers make thousands of decisions a day, and strong selection criteria helps ensure that every student learns from capable teachers.

The standard examines whether teacher prep programs set reasonable admissions requirements with the intention of enrolling candidates from the top half of the college-going population. The standard draws on decades of research, and evidence from nations whose students outperform American students, that increasing the selectivity of teacher preparation programs will help improve the effectiveness of new teachers. High-performing education systems have been found to admit candidates from just the top third of college-going students.[34]

Other research has provided clear indication that higher teacher selectivity, as measured by factors such as SAT scores and, to lesser degrees, average GPA prior to program admission and the general competitiveness of the institution at large, is correlated with increased student achievement.[35] Additional research spanning six decades[36] supports higher academic admissions standards for entry into teacher training programs, including studies showing a relationship between the "verbal ability" of teachers (frequently measured by SAT, ACT, or other vocabulary tests) and student achievement[37] and a similarly strong correlation between the selectivity of the teacher's college and student achievement.[38]

Because there is no single indicator of academic aptitude which is failsafe (as with any measure of teacher attributes), a number of different approaches are possible, involving a mix of measures including test score data from the SAT, ACT, or GRE and performance measures such as a teaching audition and grades, which serve as not only as an indicator of aptitude but effort as well. In consideration of grades, programs can set a minimum GPA that all applicants must meet or a more flexible arrangement that assesses the average GPA for a full cohort.[39]

While nearly two-thirds of undergraduate programs earn an A or B under this standard, very few themselves set rigorous screens of academic aptitude. Assurances that undergraduate teacher candidates come from the top-half of the college-going population most frequently occur at the point of admissions for the institution at large. In the absence of a preliminary admissions process to gain entry to the institution, this analysis finds limited evidence of undergraduate programs employing acceptable measures of academic aptitude for program applicants. Of the nearly 900 undergraduate elementary programs in this present analysis, just 12 independently set thresholds on standardized measures that limit admissions to students from the top-half of the college-going population.

Two-thirds of undergraduate teacher preparation programs draw most or all of their teacher candidates from the top-half of the college-going population.
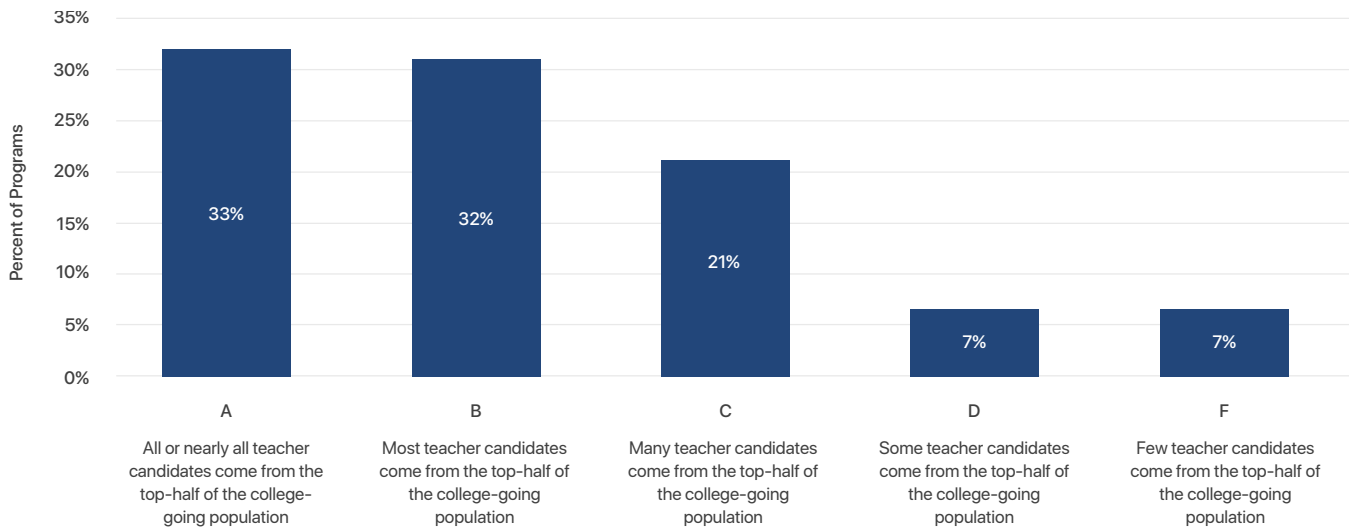
n=894. Figures may not add to 100% due to rounding. For precise definitions of how undergraduate programs are scored under the Admissions standard, **see the methodology here.**

ⓘ See all programs' scores on the Admissions standard

PROGRESS SINCE THE LAST EDITION
OF THE *TEACHER PREP REVIEW*

A comparison of this edition with the previous editions of the *Teacher Prep Review* would appear to indicate that undergraduate programs are becoming more selective with 8% more As and Bs and an equal percentage fewer Ds and Fs. However, the shift is most attributable to an expanded program sample, improved access to institutional data, and more programs submitting data on the average GPA for a cohort, one of the ways that programs can satisfy this standard. There is scant evidence to suggest this shift is the result of programs becoming more selective. For example, the median institutional SAT score of programs in the sample actually decreased by 6 points, while the average program admissions GPA only narrowly improved from 2.72 to 2.75.

Programs are added and removed from each edition of the *Teacher Prep Review* for a variety of reasons, but often additions are the result of increased teacher production, while removals simply reflect program closures. The institutions for which the 46 undergraduate elementary programs that were removed following the previous edition carried an average SAT score of 1043 (with a 21.9 on the ACT), while the 59 programs that were added reside in institutions that averaged 1068 (23.5). In short, the sample shifted towards more selective institutions.

The availability of institution-level SAT and ACT data served as another factor. Nearly half of the 60 elementary programs that did not have median SAT scores in the IPEDS database in 2016 reported figures this time. An even bigger gap was closed with ACT data, where 34 of 52 programs that didn't previously report scores provided that information. In about a dozen of these cases, the specific SAT or ACT score replaced our use of Barron's selectivity rating and resulted in the grades for those programs improving to an A or B.

Finally, for this edition of the *Teacher Prep Review,* 136 elementary programs submitted data on the average GPA of their most recent cohort of admitted students, which is a considerable increase over the 39 programs that provided data in 2016. What's more, over a third of the most recent submissions identified cohort GPAs of 3.5 or higher, enough to earn those programs at least a B under the standard.

In the absence of institutional admissions requirements, graduate and non-traditional programs are evaluated against their own entry criteria. Nearly half (48%) of these programs fail to employ at least one adequate screen of academic aptitude. For example, of the 382 programs in our sample, just 16% truly require either the GRE or MAT, and many programs do so in the absence of a cut score.

Due in part to the lack of a standardized assessment, analysis of graduate and non-traditional programs under the Admissions standard looks for the use of multiple screens to ensure programs are sufficiently evaluating academic aptitude. These measures include the minimum required GPA to enroll, the average GPA of the program's teacher candidates upon enrollment, whether applicants must take the GRE or MAT, or if the program requires an audition that includes, but need not be limited to, tasks that assess the applicant's (1) classroom presence, (2) problem-solving and interpersonal skills, and (3) capacity to persevere in the pursuit of improved student outcomes.

Half of graduate and non-traditional programs do not adequately screen applicants for academic aptitude.
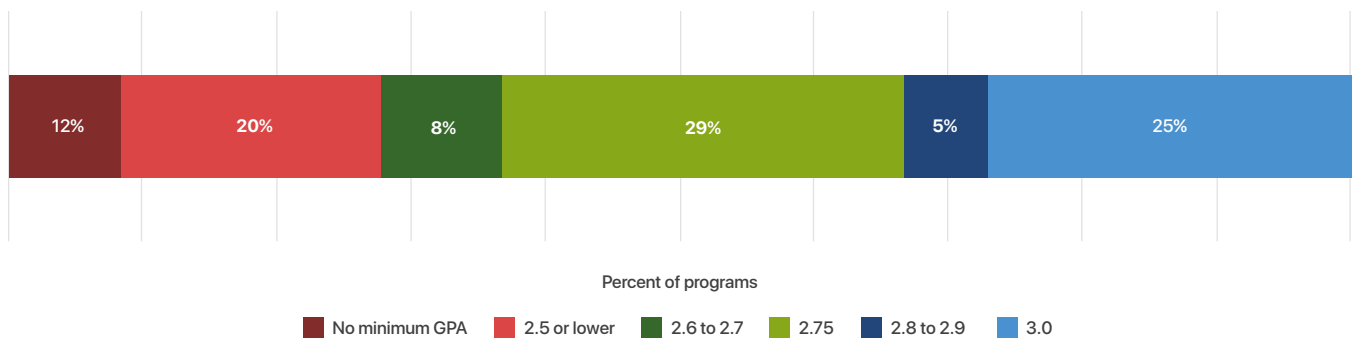
48%

of graduate and non-traditional programs earn an F on this standard as their admissions criteria do not include an acceptable measure of academic aptitude.

n=382. Graduate and non-traditional programs that set a minimum admissions GPA of 3.0 (or by providing evidence of an average cohort GPA of 3.3) AND require either the GRE/MAT or an audition as part of the application process qualify for an A under the Admissions standard (15% of programs). Programs that require just one acceptable measure of academic aptitude, meaning, for example, that they might not have any GPA requirement but they do require an audition, earn a C under the Admissions standard (37% of programs). Additional details can be found in the graduate scoring rubric.

ⓘ See all programs' scores on the Admissions standard

Beyond the limited use of standard tests, 20% of graduate and non-traditional programs do not set a minimum admissions GPA. Programs commonly miss the mark by permitting a loophole that allows candidates to pass a basic skills test or look to evidence that is, at best, loosely related to academic aptitude, such as letters of recommendation, resumes, and personal statements. In addition to the programs that set no GPA minimum, 45% of graduate and non-traditional programs set a GPA requirement below 3.0, an occurrence that is even more common at the undergraduate level.

Minimum GPA requirements for admission into all elementary teacher preparation programs

| 12% | 20% | 8% | 29% | 5% | 25% |

Percent of programs

■ No minimum GPA ■ 2.5 or lower ■ 2.6 to 2.7 ■ 2.75 ■ 2.8 to 2.9 ■ 3.0

n=1,257. Figures may not add to 100% due to rounding. Programs that formally admit candidates as freshman and rely on a high school-based GPA admissions requirement (19 programs) are not represented.

The most common GPA minimum requirement for undergraduate program admission is a 2.75 average on pre-major coursework, equivalent to a B-, while the most common requirement for graduate and non-traditional programs is a 3.0. Interestingly, graduate and non-traditional programs are twice as likely as undergraduate programs to set a 3.0 minimum GPA for program admission, but they are also twice as likely not to set any GPA threshold. In total, 25% of programs set a 3.0 minimum GPA, with no programs setting a higher bar.

Diversity & Admissions

Building a stronger, more diverse workforce

Both program diversity and selectivity warrant joint consideration because they are often viewed as incompatible. Both are essential, but many believe that having a more diverse teacher workforce requires lowering the standards for who can become a teacher. For example, since 2015, ten states have dropped tests required to enter a teacher preparation program in a publicly stated effort to increase the number of Black and Hispanic teacher candidates. They did so without replacing tests with some other proven mechanism for verifying applicants' basic skills.

Policymakers, teacher educators, and thought leaders have juxtaposed diversity and selectivity as conflicting goals, suggesting that having a more diverse teacher workforce necessarily depends on lowering the standards for who can become a teacher.

One of the best examples of how this problematic narrative has manifested in recent years is the now-scuttled teacher prep regulations issued by the U.S. Department of Education in October 2016. In response to a substantial public comment period, the final regulations largely gave up on pushing program selectivity and blamed the decision on the challenges of program diversity:

"The Department removed the requirement that states ensure that programs maintain a high bar of selectivity for students to enter the program, so long as they maintain a high bar to exit, to allow programs to recruit a more diverse student body while maintaining the requirements for quality preparation as shown by graduation."[40]

PROGRAM LEADING THE WAY

"At the University of Houston College of Education, we are committed to ending inequities in education. We believe that every student deserves access to a high-quality teacher and that every aspiring teacher deserves access to and support from a high-quality preparation program. To that end, we work intentionally to elevate the quality of our teacher education program and to remove barriers so our teaching candidates graduate ready to teach on day one."

Insight from University of Houston
Read more online

The revised regulations did not address the risk that a low bar of selectivity and a high bar to exit may increase the number of people who only ever come close to earning a teaching degree—that lowering the bar for entry while raising the bar to exit may trap weaker candidates in a program that they may struggle to complete.

When plotting performance on the Program Diversity standard against performance on the Admissions standard, **there are three times as many programs that are selective and diverse (16%) as there are programs that fall short on both measures (6%)**. Further, programs meeting both standards outpace those that are quite diverse but have low admissions standards (9%) and even outpace programs with sufficient admissions standards but relatively low diversity (14%).

Here, we dispel a myth that selectivity and diversity are incompatible. We find 198 programs in the nation that are both sufficiently selective and remarkably diverse, three times more than those that are neither selective nor diverse.

The intersection of Program Diversity and Admissions standard results

		F	D	C	B	A
Most diverse	A	56 (4.5%)	27 (2.1%)	77 (6.1%)	42 (3.3%)	59 (4.7%)
	B	19 (1.5%)	5 (0.4%)	38 (3.0%)	44 (3.5%)	53 (4.2%)
	C	107 (8.5%)	18 (1.4%)	130 (10.4%)	113 (9.0%)	151 12.0%
	D	22 (1.8%)	3 (0.2%)	40 (3.2%)	40 (3.2%)	26 (2.1%)
Least diverse	F	33 (2.6%)	12 (1.0%)	35 (2.8%)	46 (3.7%)	60 (4.8%)

Least selective   Most selective

The green-shaded cells in the above graphic include the 198 elementary teacher preparation programs that earn either an A or B on both the Program Diversity and Admissions standards, representing 15.8% of programs. The red-shaded cells include the 70 programs that earn either a D or F on both standards, representing 5.6% of programs.
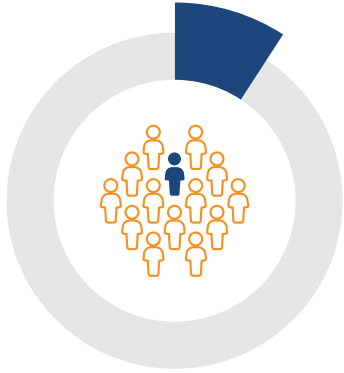
Only 7%

of teacher preparation programs enroll students of color at or above the rate of their institution.

One of the more interesting findings among many in this study is the juxtaposition of diversity in the teacher preparation program with the broader campus where they reside. Generally speaking, the comparison is unfavorable. Only 7% of the programs enroll at least the same proportion of students of color as the institutions where they are housed. The fact that education departments consistently fail to attract an equivalent proportion of candidates of color as the college or university at large suggests that there is something about being either a teaching major or a teacher that is less attractive to Black and Hispanic college students.

If the teacher preparation programs in this study were to reflect the diversity of their institution, **some 80,000 more candidates of color would enter the pipeline each year**.

Two factors may explain why teaching is less attractive to Black and Hispanic college students. First, students of color continue to be harmed by discrimination in the classroom, which likely creates a negative perception of K–12 education and dissuades many from wanting to become teachers. Second, Black and Hispanic teacher candidates are more likely to be saddled with debt and therefore less inclined to enter a profession that does not pay as well as others.

We designed the Program Diversity standard to help program leaders set realistic goals around diversity. Programs looking to improve under the standard should first ensure that enrollment at least matches the diversity of the state teacher workforce, then ensure that enrollment is reflective of the local community. Once those two criteria are met, programs should aim to ensure that graduates meet these measures as well.

Beyond expanding diversity, greater selectivity helps raise the status of the teaching profession, supports the push for higher salaries, and, most importantly, provides students with access to the highest quality teachers.

While challenging, there are teacher preparation programs who are succeeding in these efforts. We reached out to these programs and dug into the research[41] to identify common recruitment and retention strategies.

Recommendations for teacher preparation programs

For recruiting a more diverse cohort of teachers

- Set an ambitious but achievable annual diversity goal for enrollment. (This study provides programs with one such metric to consider.) Make sure faculty owns this goal.

- Establish partnerships with diverse districts interested in operating "grow your own" programs to encourage students of color to enter the teaching profession. This can give candidates a head start by offering opportunities like career-technical education and free college-in-high-school coursework.

- Establish partnerships with community colleges.

- Target teaching prospects as early as possible (even high school).

- Offer grants, scholarships, or other financial support aimed at encouraging enrollment in teacher preparation programs or to ensure persistence through graduation.

For retaining candidates of color through graduation

- Establish mentorship programs to support teacher candidates after they have enrolled in a teacher prep program.

- Support affinity groups or clubs for teacher candidates of color and others interested in pursuing a career in education.

- Employ a racially diverse faculty within the school or department of education.

- As early as possible, secure clinical placements in classrooms led by teachers of color.

For improving performance on state licensing tests

- Encourage prospects to take their licensing tests early, even at the conclusion of high school while their knowledge of general subject areas is most likely to be fresh.

- Conduct diagnostic testing (free of charge to the candidate) that will better guide their selection of content area coursework.

- Identify the courses on a campus that will most likely address the general knowledge candidates will need to pass their licensing tests.

For raising admission standards

- Establish and maintain standards that limit program admissions to college students who are in the upper half of the academic distribution (generally speaking a 3.0 average or above).

- Eliminate the common perception that the teaching major represents an easy path to a college degree, making necessary changes in coursework to avoid sending the wrong signal.

- Recognize that higher academic standards are likely to make a teaching major more attractive to many college students.

PROGRAMS LEADING THE WAY

Below are 59 teacher preparation programs that earn an A under the Admissions standard and either an A+ or an A under the Program Diversity standard by drawing candidates from the top-half of the college-going population while also currently enrolling students of color at rates that exceed both the state workforce and local community. These programs are, relative to most other programs in the nation, proving that selectivity and diversity are not competing aims. It is also important to note, however, that their strong standing regarding enrollment is not a measure of their ultimate responsibility, which is to ensure that every admitted student gets the preparation and support they need to exit as a fully licensed teacher.

Undergraduate

Florida	Florida International University	New York	CUNY - Hunter College
Florida	Stetson University	New York	Long Island University - Brooklyn
Florida	University of South Florida	New York	New York University
Georgia	Mercer University	New York	SUNY - New Paltz
Iowa	Coe College	New York	Syracuse University
Iowa	Cornell College	Ohio	College of Wooster
Idaho	University of Idaho	Ohio	Franciscan University of Steubenville
Illinois	Knox College	Oklahoma	Oklahoma State University
Illinois	University of Illinois at Chicago	Oregon	Oregon State University
Illinois	University of Illinois at Urbana-Champaign	Oregon	Pacific University
Kansas	Newman University	Oregon	University of Portland
Kansas	Pittsburg State University	Pennsylvania	Susquehanna University
Kansas	University of Kansas	Texas	University of Houston
Michigan	Andrews University	Texas	University of St. Thomas
Minnesota	Martin Luther College	Texas	University of Texas at Austin
Minnesota	University of Minnesota - Morris	Texas	University of Texas Rio Grande Valley
Missouri	Drury University	Virginia	Liberty University
Missouri	Missouri State University	Washington	Gonzaga University
North Dakota	University of Jamestown	Washington	Western Washington University
New York	Alfred University	Washington	Whitworth University
New York	CUNY - City College		

Graduate

New York	CUNY - Brooklyn College
New York	CUNY - City College
New York	CUNY - Hunter College
New York	CUNY - Lehman College
New York	CUNY - Queens College
New York	Metropolitan College of New York
New York	Nyack College
New York	SUNY - Buffalo State
New York	SUNY - New Paltz
Tennessee	Trevecca Nazarene University
Texas	University of Houston

Alternative / Non-traditional

California	Alder Graduate School of Education: California Teacher Residency Program
Illinois	Chicago Teacher Residency (AUSL)
Massachusetts	Boston Teacher Residency
Massachusetts	MATCH Teacher Residency
Massachusetts	Teach For America (Massachusetts)
Maryland	Teach For America (Baltimore)
New York	Relay Graduate School of Education

Statements from programs leading the way

We asked a number of programs that are excelling in both the Program Diversity and Admissions standards to share details on their approaches to recruiting and supporting teacher candidates of color. The statements from programs that are leading the way, highlighted throughout this report, provide useful insight on how some programs have achieved more diverse enrollment.

A teacher workforce that more closely reflects the diversity of the students it serves requires many more teachers of color.

Improving the diversity of the teacher workforce cannot be achieved simply by expanding the number of candidates of color enrolled in teacher preparation programs, but it is a necessary first step. Programs must also provide the necessary support to ensure all candidates share an equal opportunity to graduate as a fully licensed teacher. While these are by no means easy tasks, they are necessary to maximize the outcomes for all K–12 students who benefit from a more diverse teacher workforce.

Diversity and selectivity are not competing aims.

As evidenced in this report, programs should not have to compromise admissions standards to increase diversity. What's more, research supports the assertion that increased admissions standards can increase program diversity.[42] The idea that a diverse teacher workforce can only be achieved through lowered expectations reinforces the same structural bias that dissuades many persons of color, particularly those with strong academic aptitude, from pursuing teaching in the first place.

The federal government and states have key roles to play.

The push for greater diversity in concert with strong admissions standards will only happen program by program, institution by institution. That does not mean that states and the federal government do not have a role to play.

The federal government needs to collect data from teacher preparation programs on the number of teacher candidates by race and ethnicity who qualify for a teaching license. While the diversity of program enrollment (the data currently collected) is both relevant and important, what matters most is the rate at which candidates cross the finish line.

The lack of data transparency in the teaching pipeline is genuine cause for concern. The alarmingly high rate of teacher candidates, particularly those of color, who do not pass their licensing tests has long been swept under the rug by both states and programs. By concealing this data, programs that fail to prepare the majority of their candidates for licensure year after year face little accountability.

The lack of data on the teacher pipeline has allowed states to act against the interest of teacher quality. A number of states (ten in the past five years) have removed measures designed to assess a teacher candidate's academic aptitude in the name of achieving a more diverse workforce. These states eliminated testing once required of aspiring teachers before being admitted into a teacher preparation program, in large part due to low pass rates among Black and Hispanic applicants on such tests. While these actions may appear to lead to a more diverse cohort of teacher candidates reported by programs, the profession is unlikely to become more diverse. Aspiring teachers who struggle to pass their entry test also struggle later on tests administered upon program completion.

The failure to screen candidates upon admission is a disservice to candidates who, no matter their race or ethnicity, spend time and tuition dollars in pursuit of a career for which they do not qualify. No doubt many internalize their failure to qualify to teach, unaware of what the data show, that high failure rates are a common phenomenon among many programs.

States need to publish a more comprehensive through line of data that expose s, not buries, the many challenges in the teacher pipeline. The relative success of some programs over others is a matter of public interest.

Reimagine, Represent: Strengthening Education through Diversity

Recognizing that bringing about large-scale change takes sustained commitment, NCTQ—along with more than 20 states and 10 other national organizations—signed a unified call to action in September 2019 outlining a shared vision to improve teacher diversity and break down barriers preventing all promising teacher candidates from entering and thriving in the profession. Learn more about this work and how you can support this initiative led by Educators for Excellence at https://bit.ly/33I03aE.

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