

September 18, 2018 | DLRT Culturally Responsive Policy & Practice Affinity Group

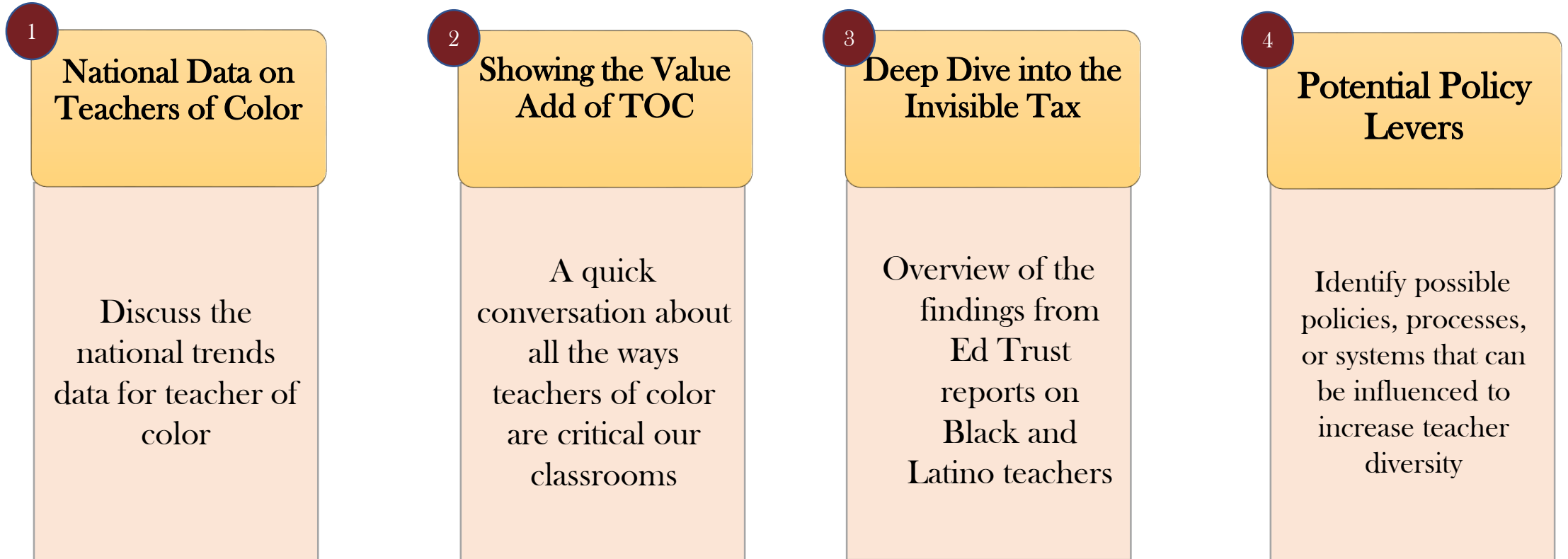
# Unpacking the “invisible tax” on teachers of color

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The Education Trust

# Roadmap for today's discussion



# Revisiting the Persistent Teacher Diversity Problem

Why teacher diversity matters in the classroom

The Suburbs Need Diverse Teachers, Too

The importance of a diverse teaching force

Teacher diversity benefits all students

## Major Teacher Diversity Problems in U.S. Schools

Youth group recommends ways to improve teacher diversity in Delaware

5 Ways State Leaders Can Support Teacher Diversity

Student Diversity Is Up But Teachers Are Mostly White

Fixing the Teacher Diversity Gap

Teacher Diversity Matters

THE STATE OF RACIAL DIVERSITY IN THE EDUCATOR WORKFORCE

# Children of color face particular challenges related to teacher bias.

Disproportionally assigned Special Education status

Disproportionally suspended and expelled

Excluded from gifted and talented programs

Likely to experience lower academic and behavioral expectations from White teachers

At the same time, students of color do better, on average, when they have a teacher who shares their racial identity

# “Added-Value” for Students of Color When Taught by a Teacher of Color

Better math and reading outcomes

Better non-academic outcomes (attendance; consider college)

More positive perceptions of teachers of color

# Ed Trust Unpacks The Experiences of Teachers of Color

# Through Our Eyes: Reflections of Black Teachers



# What We Heard: From Black Teachers

**CONNECTING WITH BLACK STUDENTS**

**SUPPORTING THE WHOLE STUDENT**

**ENFORCING VERSUS EDUCATING**

**PROVING THEIR WORTH**

**OTHERING AND DEVALUING BLACK TEACHERS**

# Connecting With Black Students

- Build connections with students, especially Black students, because of perceived cultural and experiential similarities.
- Leverage trust and connection with students to engage them.
- Connect more strongly when teachers understand students' challenges, including discrimination or trauma.
- Empathize with students' in and out of school experiences differently from white colleagues.

## CONNECTING WITH BLACK STUDENTS



"YOU CAN PULL A STUDENT OUT OF A CLASSROOM — AND I'VE NOT ENCOUNTERED THE STUDENT — BUT AS SOON AS THEY STEP OUT AND SEE MY FACE, AS OPPOSED TO THE OTHER TEACHER OR INSTRUCTOR, THEY FEEL COMFORTABLE ENOUGH TO SHARE SOME THINGS THAT THEY MIGHT NOT HAVE WITH THE TEACHER OF A DIFFERENT ETHNICITY."

# Supporting The Whole Student

- Pressure to be everything for their students encouraged teachers to be a “proper” role model, especially for students who did not have role models at home.
- Being a *role model* motivates Black teachers to share about their own life challenges and obstacles to relate to and inspire students.
- Want to give back to their community, make a difference and feel obligated to teach and serve their students.
- There is a continuous pull on their professional lives which can make an already challenging job even more strenuous.



## SUPPORTING THE WHOLE STUDENT

“SO THEY COME TO MS. H. I’M A NURSE; I’M A THERAPIST. ONE DAY I SAID IT. I SAID, ‘I DON’T THINK I TAUGHT TODAY. I FELT LIKE I WAS A NURSE, A THERAPIST, A FAN, A MENTOR.’”



# Enforcing Versus Educating

- Uniquely able to leverage cultural similarities to manage their classrooms.
- Able to easily discipline students; often leading white colleagues to see them as more beneficial as enforcers than as educators.
- Being a disciplinarian is a reductive stereotype that we heard throughout the focus groups.
- Assumed to be tough and strict instead of being able build a connection with students that allows them to establish order and create a classroom environment for learning.

## ENFORCING VERSUS EDUCATING

"I WAS THE ONLY BLACK TEACHER THERE, BUT I HANDLED BASICALLY ALL THE DISCIPLINE PROBLEMS."



# Black Teachers - Proving Their Worth

- Felt others assume they are best to teach *only* black children - but can teach *all* children.
- Perceived as not as educated or knowledgeable as their white counterparts.
- Openly questioned by parents and guardians regarding their qualifications.
- Dismissed as experts and overlooked for advancement opportunities, despite being just as or more qualified than their colleagues.

## PROVING THEIR WORTH

"I THINK IT'S JUST STEREOTYPES THAT ARE THERE, THAT EXIST  
OF PEOPLE OF COLOR THAT WE ARE NOT AS EDUCATED OR  
KNOWLEDGEABLE AS OUR COUNTER[PARTS]."





# Othering and Devaluing Black Teachers

- Experience negative professional and personal challenges that devalue or “other” them.
- Feel their opinions, suggestions, and complaints go unheard.
- Work twice as hard and are required to do more work, but rarely receive the same reward or praise as white colleagues.
- Practice “code switching” – or the need to regulate or modify one’s behavior based on the place to “fit” the school.
  - Taxing, as it is can be psychologically stressful to negotiate shifts in personal culture (such as tone, dress etc).

## "OTHERING" AND DEVALUING BLACK TEACHERS



"I'M PUTTING IN THIS WORK, AND SOMEONE ELSE IS GETTING  
RECOGNIZED FOR SOMETHING THAT THEY REALLY DIDN'T DO,  
OR SOMEONE ELSE IS LOOKING TO BE MORE QUALIFIED WITH LESS  
YEARS AND LESS TIME IN THE POSITION."

# Our Stories, Our Struggles, Our Strengths

Latino Educator Experiences

# What We Heard: from Latino Teachers

We Are A Diverse Group

Connecting With Latino Students

Being An Advocate

Honoring Latino Culture

Being The Translator

Proving Their Worth



# We Are A Diverse Group

- Not a monolith: vary by country of origin, immigration status, language, and race
- Share a commitment to Latino students
- Challenge the assumption that all Latinos have the same cultural heritage or racial experience.
- Understand student anxiety about who they can trust with documentation status and fear of being deported

*“There is a whole gamut of diversity, and for us to just say, ‘Well, I get it because I’m Hispanic,’ well, actually, making a pupusa, for me that’s a foreign concept.”*

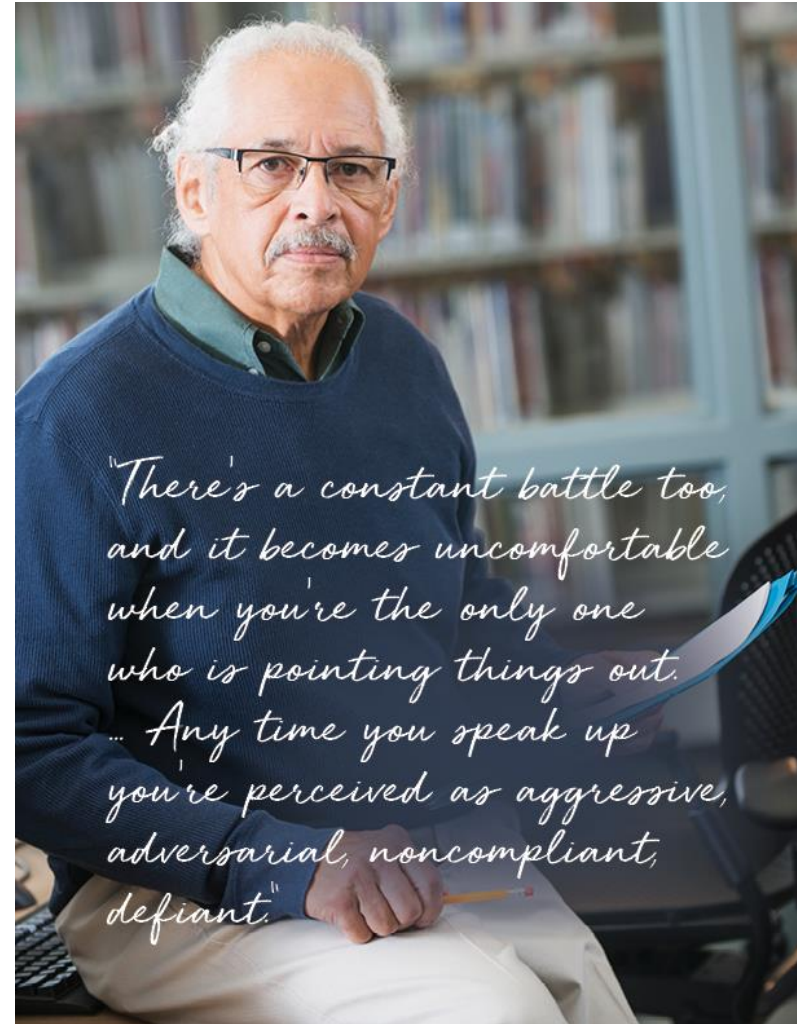
# Connecting with Latino Students

- Use cultural similarities to create a classroom where student feel welcome comfortable and familial.
- Serve as role models and guiding posts for all students, and especially Latino students.
- Motivate and inspire Latino students

*“One of my kids was singing one of the canciones de cuna. I remember all those, songs and I started singing with them. My mom used to sing that song when she was little, so I make a connection to the family. I think that brings a closeness. Students don’t feel threatened to come to talk to use because we make them feel at home.”*

# Being An Advocate

- Help students deal with microaggressions from students, teachers and school leaders.
- Advocate for students and parents. Treating parents like extended family members.
- As advocates were often perceived as being adversarial and aggressive.



# Honoring Latino Culture

- Bring the Latino experience into the curriculum including materials that recognize and honor the legacy of students backgrounds
- Acknowledge, value, and incorporate the Spanish language
- Experience criticism and complaints from other teachers for implementing cultural elements into the classroom



# Being The Translator

- Translators of both language and culture for the entire building (parent teacher conferences and everything in between).
- Translate and edit materials for schools and at times for the entire school districts
- Passionate and committed to be a resource despite the additional responsibility
- Additional “invisible tax” creates workload that can impede their planning and time for professional growth.





# Proving Their Worth

- Perceived as not as knowledgeable as white colleagues
- Denied professional growth opportunities
- Data may show that their sentiments aren't wrong, as only 6 percent of principals across the nation are Latino



*It's like there's such an insidious trend, especially in a lot of education research where they talk how like, 'Oh, it's just because you're a minority that you're good [with students of color].' But [they] forget and [they] discredit. I'm a really good teacher."*

# How State Leaders Can Support Diversity

## Make the invisible visible.

- Provide transparent information on patterns in student assignment to diverse teachers, potential causes for these patterns, and their impact on children. These hiring and attrition patterns should be disaggregated by race/ethnicity.

## Set goals and meet clear improvement expectations for leaders at all levels. .

- Set expectations for equitable access to a diverse teacher workforce with clear numeric goals, timelines for reaching those goals, and intermediate targets that allow the state — and the public — to monitor progress

## Target resources to the districts and schools struggling most with these issues

- Provide assistance that also focuses on teacher pipeline, preparation, development, and retention efforts on the districts and schools that have the least teacher diversity.

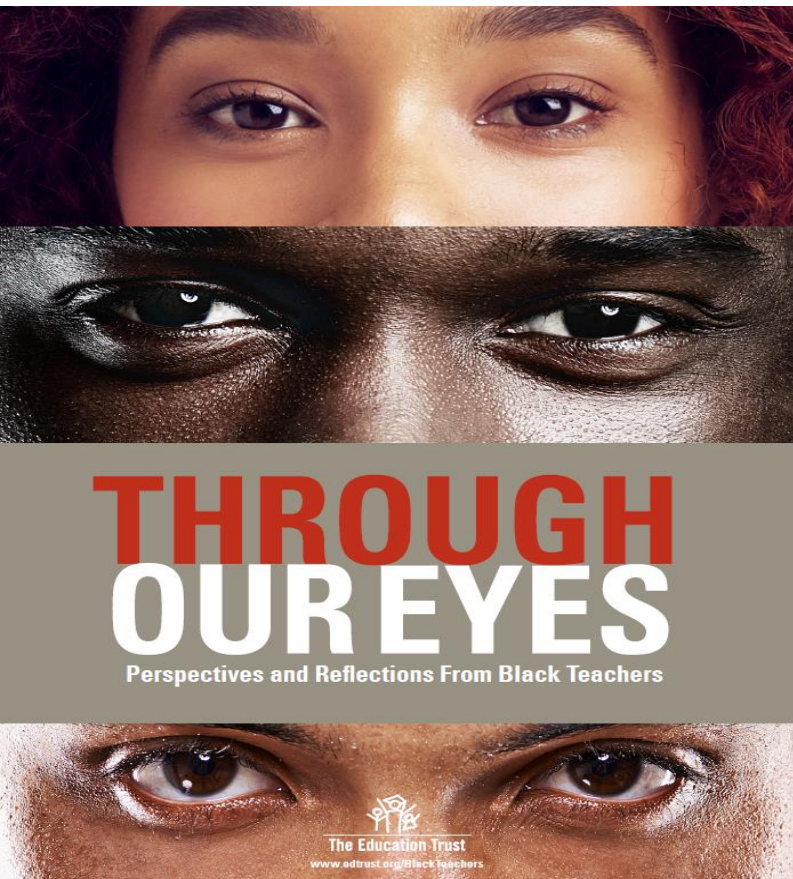
## Share best practices from districts that are demonstrating success and develop networks of district leaders to problem-solve together.

- States can help district leaders learn from other similar districts that have found success with particular strategies aimed at improving the diversity of the teacher workforce.

## Make teacher diversity a key component of school improvement efforts.

- A lack of teacher diversity may suggest leadership and school climate challenges that impact students' experience. State leaders must prompt and support districts and schools to identify and address a lack of teacher diversity as key components of school improvement efforts.





For More Information Visit:

[www.edtrust.org](http://www.edtrust.org)

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