

Course title:	Why We Need More Teachers of Color & How to Increase Their Representation	
Course #/term:	737-006 Winter, 2022	
Time and place:	Tuesday, 1:00-4:00pm (2334 SEB)	
Credit hours:	3 Credits	
Prerequisites:	MA or PhD Student	
Instructor:	Matthew Ronfeldt (Please call me “Matt”)	
Pronouns:	He/His/Him	
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Course Overview

This seminar for graduate (PhD and MA) students will focus on a growing body of research from a wide range of disciplinary, methodological, and identity perspectives on the benefits of teacher racial and ethnic diversity and how we might increase the representation of Teachers of Color in U.S. schools. The course will be especially useful for graduate students interested in pursuing research, practice and/or policy related to increasing teacher racial and ethnic diversity. The course is organized around three sets of questions:

What are the benefits of having same-race teachers for Students of Color? What are the benefits of having Teachers of Color for all students?

We will begin by examining a growing body of research demonstrating the benefits of teacher racial and ethnic diversity especially for Students of Color. Black, Brown, and Indigenous students taught by teachers with similar racial or ethnic backgrounds are less likely to experience exclusionary discipline, have better learning outcomes, are more likely to progress to advanced courses, and have better school attendance and graduation rates.

Why do Students of Color benefit from having same-race teachers? Why do all students benefit from having Teachers of Color? What are likely mechanisms?

We will next examine numerous likely mechanisms that scholars have proposed to explain why Students of Color benefit from having same-race teachers, including shared cultural knowledge and more sustained use of culturally relevant and sustaining pedagogies, “role modeling” effects, higher expectations among Teachers of Color, stronger parental engagement with “own-race” teachers, and fewer implicit biases or deficit perspectives known to contribute to racial disparities in education. We will also consider which of these or other mechanisms explain why all students seem to benefit from having Teachers of Color.

How do we increase the representation of Teachers of Color? What are the various obstacles to recruiting and retaining more Teachers of Color? How do we overcome these obstacles?

Finally, we will consider why we may be losing (potential) Teachers of Color at various stages of the pipeline - postsecondary attainment among young adults of color, entry into teacher education programs, completion of certification requirements and programs, job-seeking and hiring strategies (including the role of principals), and early career experiences (including differences in school working conditions and access to mentoring and induction supports) – and how we might address these challenges.

A Note About Terminology

I adopt the use of “Teachers of Color” in line with the definition and arguments made by Dorinda Carter Andrews and colleagues (2020) who, citing Gist, Bianco, and Lynn (2020), write in their Editor’s Note for the *Journal of Teacher Education*:

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As [Gist, Bianco, and Lynn (2020)] state, Teachers of Color share sociopolitical histories of marginalization by education institutions, structures, policies, and practices, as well as transformative pedagogical and resistant community-based practices, in which positioning them from a group standpoint when theorizing and conducting research affords more comprehensive and complex understandings of their experiences (Dilworth & Brown, 2008). Like Gist, Bianco, and Lynn, we capitalize the term Teachers of Color in our writing to acknowledge this collective history and give credence to more contemporary efforts to view group standpoints from a perspective of solidarity to create equitable and engaging educational opportunities (p. 10).

That said, it is critical to acknowledge that the use of “Teachers of Color” can risk masking or minimizing racial, ethnic, cultural, linguistic, gender, religious, sexual, and other differences in identification among individuals being classified using the same terminology. As we consider course topics and themes this semester, I ask that we all reflect on, acknowledge, name, and critique the limitations of grouping together individuals who represent very different, important, and rich identities, backgrounds, and traditions. I also encourage all of us to also reflect – independently and collectively – upon the ways in which the themes we discuss this semester may vary for different identity groups.

The scholarship in this area has tended to focus more on the experiences of Black and Latina/o/x (prospective) teachers; the literature on Indigenous, Asian, Pacific Islander, and other racial/ethnic/cultural groups is relatively thinner, though is beginning to grow. I have been deliberate about trying to include literature from a diversity of identity groups but also invite you to share any readings or references that you think would enrich this course and syllabus. One hope I have for this course is that it will motivate other scholars (you) to pursue scholarship, policy, and practice related to the course themes, including work focused on the experiences of racial/ethnic/cultural groups that are presently underrepresented in our field.

Seminar Structure: Expectations

As a three-credit course, the expectation is for three hours of class time per week. The course will be in-person (classroom TBD) from 1:00 – 4:00pm on Tuesdays. Though the seminar structure will vary somewhat from week to week, the general plan will be to spend the first 90 minutes examining and discussing the readings, followed by a 15 minute break, and the final 60 minutes or so will be a workshop time for students to collaborate with their partners (and the instructor) on the Pipeline Project assignments.

Assignments

The course has one main assignment (Pipeline Project) that each of you will work on throughout the semester and then weekly, smaller assignments. A calendar of assignments is at the end of this syllabus (see Table-At-A-Glance) to help you keep track of which assignments are due and when.

As a graduate seminar, students and instructors will work together each week to analyze and discuss readings. To ensure that the workload is manageable, and that our conversations stay focused, I have designed the course to focus on two (or three shorter) readings per week. To ensure that our time together is generative, it is critical that each week we all prepare in advance for class by completing and reflecting on the readings. To support this, each week students will be asked to prepare either (1) a one-page Reading Memo or (2) a 5-minute oral Reading Presentation of a text (during weeks that we are using jigsaw approaches).

Reading Memos (8)

You will submit eight reading memos across the semester. The memos should be no more than one page (12-point font, double-spaced, 1-inch margins) and include two paragraphs. The first paragraph should focus on what you think are the main headlines (arguments, findings, implications) from the assigned readings in a given week, including which takeaways are most important/impactful to you (and why). The second paragraph should focus on which aspects of the readings were puzzling, confusing, disconcerting, or in need of further exploration; please describe what you found puzzling/confusing (and why) and also include specific questions that you would like us to take up in class as a group in order to support your and our learning together. Be sure to discuss all of the texts assigned for the week. Reading memos are due by noon on the Monday before class.

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These Reading Memos need not be polished submissions; instead, think of these as writing opportunities for you to work through your first-draft ideas and arguments in relation to readings. You will NOT be evaluated on the quality of your prose, your grammar, punctuation, etc. I want you to generate text freely and to experiment with ideas. Of course, please try to ensure that your writing is clear enough that I will be able to comprehend and give feedback on your ideas! Students will be assessed on the degree to which they meet the expectations outlined above.

Reading Presentations (5)

During five of our class sessions we will use a jigsaw approach, where each student will choose a reading about which they will become a local, class expert. During these weeks, no reading memos will be due. Instead, students will be asked to prepare brief (5 minute) presentations about their chosen readings. These are meant to be informal presentations, so students are welcome to use whatever format is easiest and most helpful for them – reading prepared notes, sharing slides, etc. In their presentations of readings, though, students should be sure to address the following:

- (1) **Background:** *What motivated the study/reading? What were the problems the authors were trying to address? What questions guide the study?*
- (2) **Methods:** *How did the authors conduct their study? Who participated? What data were collected? How were data analyzed?*
- (3) **Findings:** *What were the main results / findings based upon these analyses?*
- (4) **Limitations:** *What were some potential limitations or shortcomings of the study according to the authors and/or according to you? Why did these seem like limitations/shortcomings? How, and to what degree, might these limitations call into question the study's findings/conclusions?*

Students will be assessed on the degree to which they meet the expectations outlined above.

Pipeline Project

For this main project, each of you will be assigned to one stage in the pipeline (see Classes 10-14 for the different stages). Your goal should be to figure out a topic that is relevant to your goals/interests and is a part of the pipeline stage you are assigned. For example, a student who is assigned the pipeline stage “completion of certification requirements and programs” might choose a topic like “the role of faculty of color in supporting the certification of teacher candidates of color” or “the impact of ‘grow your own’ certification programs on preparing Teachers of Color.” I recommend that you try to frame your topic focus as a question, e.g., “What does the literature suggest about the impact of faculty of color on the successful completion of certification programs among teacher candidates of color?” Doing so will help guide your search of the literature.

For your assigned stage in the pipeline for Teachers of Color, identify at least five studies/papers about challenges: Why might we be losing (potential) Teachers of Color at this stage in the pipeline? In addition, identify at least five studies/papers about potential solutions: How might we address challenges at this stage in the pipeline? You can include any of the required or optional readings in the syllabus if you like. I recommend beginning by reviewing the required and optional readings in the syllabus (related to your assigned pipeline stage). Doing so might help you begin to identify topics that appeal to you; additionally, even if these readings are not particularly helpful for this project then you will have still gotten a jump on completing the readings for class (feed two grizzlies with one salmon)! If you need assistance finding any literature you can contact me or Karen Downing (kdown@umich.edu) who is a tremendous library resource, a school of education graduate (read: knows the field and our programs), and a lovely human.

Currently, enrollments in this class suggest that the project will likely be done in groups of 2-3 students, though this will depend upon student selection of topics and other factors. After course enrollments are finalized and I have more information about student preferences, I will consult with students about these details.

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Topic Summary and References (5 points): Please submit a paragraph (three to five sentences) that summarizes your planned topic. Also, include one to three questions that will guide your investigation (see examples above for guidance). Below your summary paragraph/questions, please list the full references for the ten papers/studies that will guide your inquiry. Please use APA format for your text and references list.

Class Lesson/Presentation (presented during class session about your assigned pipeline stage; 20 points): Based upon the 10 or more studies you select for your project, you and your group will construct a 45-minute presentation and/or class lesson that will summarize what you have learned from the literature about the challenges related to your assigned pipeline stage. In addition, you will offer either (1) an initiative that you believe has promise to address these challenges (that is grounded in the literature on solutions) or (2) a proposed research project that will address gaps or limitations in the existing literature. I recommend the latter (option 2) when the existing literature has too many gaps or limitations to construct innovations that are likely to be viable/efficacious. Three weeks prior to your presentation, I plan to meet with you to discuss a draft of your plans; we will meet after class at or you can schedule a different time/day if you have a conflict (see Table-At-A-Glance on p.12 for exact dates). Please come to this meeting prepared with a draft of lesson plan, presentation, or other material that we can discuss together.

Pipeline Paper (25 points) : This will be a succinct (three to five pages) paper with two main sections: (1) a summary of what the literature says about key challenges at your assigned pipeline stage and (2) a proposal either for an initiative, strategy, or policy designed to address these challenges or a proposal for research to investigate an area in need of (further) study. There are no requirements about how long each section should be but I recommend giving sections (1) and (2) roughly equal weight in terms of page length (e.g., if your proposal is four pages then I suggest two pages for the summary of challenges and two pages for the proposal). The summary of challenges (1) should draw upon the literature to identify three to five key challenges to recruiting/preparing/retaining Teachers of Color at your assigned stage in the pipeline and then use the literature to synthesize what we know and do not know about each of these challenges. These need to be succinct, so I recommend limiting each challenge you address to one paragraph or so. The proposal for an initiative or research study (2) should draw upon and aim to address the challenges you identified and summarize in (1). If you propose an initiative/strategy, please describe what the initiative/strategy is, how it will be implemented, and how you think it will work in addressing the challenges. If you propose a research study, please describe the purpose of the study, why you are proposing it (how will it contribute to or extend the existing literature), and an overview of the research design and methods you will use (including the type of study it will be, the kinds and numbers of participants you have in mind, the kinds of data you plan to collect, and your plans for analyzing these data). In total, this proposal should be between three and five pages, double-spaced, twelve-point font, one-inch margins.

Grading

I have designed this course so that students and instructor carefully interrogate two (or three short) readings each week as a way to explore and discuss together central themes related to our focus on increasing teacher racial and ethnic diversity. Given the pandemic, I take very seriously the challenges we are all facing outside of this course and the impact these are having on our lives generally, including in how fully we can participate in course activities. Thus, I have tried to streamline the assignments and requirements of the course to give students opportunities to fully consider the major themes of the course, while minimizing the workload (readings and assignments). I believe that any assessment should also consider the pandemic circumstances and be used as a means to support the interrogation and exploration of course material. In addition, I am committed to supporting students to direct and embrace learning and growth, so I believe it is important that any grading policy reflect those commitments.

To these ends, the focus of grading will be on the degree to which students complete the main expectations of course assignments. As long as students demonstrate that they have completed the main requirements of each assignment, they will receive full credit. In addition, for each part of the Pipeline Project, students will submit a self-assessment; the final grade for each assignment will be the average of the instructor and student

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assessments. Finally, if for any assignment, students perceive any of the assignment expectations to be at odds with their own authentic pursuit of the course materials and themes, then I encourage students to propose assignment revisions that will better support their authentic engagement. I am happy to revise assignment expectations to ensure that they support learning and are responsive to the needs of individuals and our context (including the challenges we face in this pandemic). Put simply, I want you all to succeed, and I want the course grading system to support your success.

Each Reading Memo and Reading Presentation will be worth up to five points. The Pipeline Project will be worth up to 50 points. In addition, students will receive an attendance grade (see below for details).

Grade Breakdown

- Reading Memos: 40 points (8 memos x 5 points each)
- Reading Presentations: 25 points (5 presentations x 5 points each)
- Pipeline Project: 50 pts (topic summary/references [5pts], presentation [20 pts], paper [25 pts])
- Attendance: 15 points

Final grades will be assigned according to the following scale: A+ (96.8-100%), A (93.4-96.7%), A- (90.0-93.3%). The same breakdown will hold for B (80.0-88.9%), C (70.0-79.9%), and D (60.0-69.9%) grade ranges. Any grade below a 60.0% will receive an “F”.

Late Work

There are times when school (e.g., major assignments add up) or out-of-school circumstances make the completion of assignments on time challenging. This is particularly true as we all negotiate challenges related to living and attending school during a pandemic. I am very much willing to negotiate extensions on assignments as long as doing so will not negatively impact your ability to participate in class or complete other course materials/assignments. If you anticipate some due dates being a challenge then please let me know as far in advance of the due date as possible so that we can discuss extensions. Because Reading Memos and Reading Presentations are critical to participation in specific class sessions, these need to be completed in advance of specific class sessions, so there is less room for providing extensions; even so, if you anticipate any of these becoming an issue, then please let me know as soon as you are able. There will be a ten percent grade deduction for each day that an assignment is late (for which no extension had been granted).

Attendance

As a graduate seminar, group discussion and analysis are central. Thus, your attendance in each class session is crucial. That said, there are circumstances in which students must miss class for health or family reasons, for instance. To the degree possible, please let me know at least 48 hours in advance if you will be missing a class session so that I have time to adjust my planning for class accordingly. Of course, I realize that sometimes circumstances (illness, emergencies) occur that make it difficult to provide advance notice; in such cases, please give me as much advanced notice as you can. For each class missed that is unexcused, or not due to unexpected emergencies/illness, your attendance grade will be lowered by one point. Missing a certain fraction of a class session (e.g., half) will result in a corresponding fractional deduction (e.g., half a point).

Progression of Class Sessions

Part 1: Setting the Foundation

Class 1: An Overview of the Course Goals, Assignments, and Focal Topic -- Growing the Pipeline and Improving Retention of Teachers of Color

Our first session will focus on learning from the perspectives of class participants. We will begin by sharing what has drawn us (students and instructor) to the topic of this course and how it connects to our personal and professional experiences and goals. As part of this, we will brainstorm – based upon our personal and professional experiences and learnings – possible answers to the three sets of questions guiding this course.

We will also consider together the progression and goals of the course, including beginning to figure out which stage in the pipeline each of us may want to make a focus this semester (for our Pipeline Project): (1) postsecondary attainment among young adults of color, (2) recruitment and entry into teacher education programs, (3) experiences during teacher certification programs (including certification requirements), (4) job-seeking strategies and school hiring practices for newly certified teachers, and (5) early career teacher experiences in schools (and factors influencing retention). The two readings this week provide summaries/overviews/previews of the research evidence identifying key challenges and potential solutions at each of these pipeline stages.

- Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. *Learning Policy Institute*.
- Grissom, J., Ronfeldt, M., & Slay, K. (2021). *Pathways into Teaching: A Mixed-Methods Investigation of High-Leverage Opportunities to Increase the Representation of Teachers of Color in Tennessee Schools*. Grant proposal submitted to Institute of Education Sciences.
 - **Note: Please read pages 1-8 carefully; the rest of the grant proposal is optional.**

Class 2: Reflecting on the Multitude of Obstacles for Potential Teachers of Color

In this session, we will begin to consider the complex and multiple obstacles that discourage and dissuade prospective Teachers of Color from entering and staying in teaching as a career; we will also consider how different racial/ethnic groups may experience different obstacles. All students will be required to (1) read Carter Andrews et al. (2019) which provides a contemporary and pithy overview of the course themes and trajectory and (2) listen to the Gladwell (2017) podcast which gives a historical account of post-Brown factors that caused a decline among Black educators that still reverberates today. In addition, each student will be responsible for reading one of three readings focusing on different racial/ethnic identity perspectives. The first (Irvine, 1988) enumerates that multiplicity of factors that contributed to the decline in the Black educator workforce almost two decades ago, many of which are familiar today, thus underscoring the persistent and systemic nature of these challenges. The second is a recent review of the literature on recruiting and retaining Asian American and Pacific Islander teachers. The final text is a more current report which focuses on Latino/a/x teaching workforce which is the fastest growing racial/ethnic group of educators (and students) in the U.S.

Everyone reads:

- Carter Andrews, D. J., Castro, E., Cho, C. L., Petchauer, E., Richmond, G., & Floden, R. (2019). Changing the narrative on diversifying the teaching workforce: A look at historical and contemporary factors that inform recruitment and retention of teachers of color.
- Gladwell, M. (Host). (2017, June 29). Miss Buchanan's period of adjustment (Season 2, Episode 3). *Revisionist History*. Pushkin. <http://revisionisthistory.com/episodes/13-miss-buchanans-period-of-adjustment>

Each student is also responsible for reading one of the following (to be determined):

- Irvine, J. J. (1988). An analysis of the problem of disappearing Black educators. *The Elementary School Journal*, 88(5), 503-513.
- Kim, G. M., & Cooc, N. (2021). Recruiting and retaining Asian American and Pacific Islander teachers. *The Urban Review*, 53(2), 193-217.
- Griffin, A. (2018). Our stories, our struggles, our strengths: Perspectives and reflections from Latino teachers. The Education Trust. <https://edtrust.org/resource/our-stories-our-struggles-our-strengths/>

Recommended but not required:

- *Albert Shanker Institute*. (2015). *The state of teacher diversity in American education*. ERIC Clearinghouse.
- Irvine, R. W., & Irvine, J. J. (1983). The impact of the desegregation process on the education of Black students: Key variables. *The Journal of Negro Education*, 52(4), 410-422.

Class 3: Exclusion and Harm in Schools - A Foundational Problem

During our third class session, we will consider readings that remind us about a central problem that this course is ultimately seeking to address – that Black, Brown and Indigenous students too often experience schooling as exclusionary and harmful. As part of this, we will consider how experiences as students in schools also influence later decisions to consider teaching as a career.

- Allen, A., Scott, L. M., & Lewis, C. W. (2013). Racial Microaggressions and African American and Hispanic Students in Urban Schools: A Call for Culturally Affirming Education. *Interdisciplinary Journal of Teaching and Learning*, 3(2), 117-129.
- Brayboy, B. M. J., & Lomawaima, K. T. (2018). Why don't more Indians do better in school? The battle between US schooling & American Indian/Alaska Native Education. *Daedalus*, 147(2), 82-94.
- Skiba, R. J., Arredondo, M. I., Gray, C., & Rausch, M. K. (2016). What do we know about discipline disparities? New and emerging research. In R. Skiba, K. Mediratta, & M. Karega Rausch (Eds.) *Inequality in school discipline* (pp. 21-38). Palgrave Macmillan, New York.
 - **Note: Read pp. 21-38 only!**

Recommended but not required:

- Ladson Billings, G. (2011). *Boys to men? Teaching to restore Black boys' childhood*. *Race Ethnicity and Education*, 14(1), 7-15.
- Wong, C. A., Eccles, J. S., & Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of personality*, 71(6), 1197-1232.
- Skiba, R. J., Horner, R. H., Chung, C. G., Rausch, M. K., May, S. L., & Tobin, T. (2011). *Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline*. *School Psychology Review*, 40(1), 85-107.
- Annamma, S. A., Anyon, Y., Joseph, N. M., Farrar, J., Greer, E., Downing, B., & Simmons, J. (2016). *Black girls and school discipline: The complexities of being overrepresented and understudied*. *Urban Education*, 54(2), 211-242.
- Barnes, J. C., & Motz, R. T. (2018). Reducing racial inequalities in adulthood arrest by reducing inequalities in school discipline: Evidence from the school-to-prison pipeline. *Developmental Psychology*, 54(12), 2328–2340.
- Whitford, D. K., & Levine-Donnerstein, D. (2014). *Office disciplinary referral patterns of American Indian students from elementary school through high school*. *Behavioral Disorders*, 39(2), 78-88.

Part 2: The Benefits - Considering the Evidence for Diversifying the Teaching Workforce

Class 4: The Benefits of Teacher Diversity (Part1) – Value in Representation (Part 1)

During this class session, we begin to review the evidence showing how students, especially Students of Color, benefit from being taught by Teachers of Color. Grissom et al. (2015) reviews a wide swath of this literature en route to making a case for “representative bureaucracy.” Hughes et al. (2020) presents a large-scale analysis that consider the relationships between teacher racial/ethnic diversity and school discipline disparities.

- Visiting Speaker: Jason Grissom
- Grissom, J. A., Kern, E. C., & Rodriguez, L. A. (2015). The “representative bureaucracy” in education: Educator workforce diversity, policy outputs, and outcomes for disadvantaged students. *Educational Researcher*, 44(3), 185-192.
- Hughes, C., Bailey, C. M., Warren, P. Y., & Stewart, E. A. (2020). “Value in diversity”: School racial and ethnic composition, teacher diversity, and school punishment. *Social Science Research*, 92, 102481.

Recommended but not required:

- Meier, K. J., Wrinkle, R. D., & Polinard, J. L. (1999). *Representative bureaucracy and distributional equity: Addressing the hard question*. *The Journal of Politics*, 61(4), 1025-1039.

Class 5: The Benefits of Teacher Diversity (Part 2) – Same-Race Effects on Students' Educational and Other Outcomes

During this session, we continue our focus on research demonstrating the benefits of teacher diversity. In particular, we review a number of relatively recent (mostly quantitative) studies showing that when Students

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of Color are taught by teachers who match their racial backgrounds they do better on many shorter and longer term outcomes including academic and non-academic ones. All students will be required to read Redding (2019) who provides a comprehensive review of this literature. In addition, you will select one other reading about which you will prepare your first reading presentation.

Everyone reads:

- Redding, C. (2019). A teacher like me: A review of the effect of student–teacher racial/ethnic matching on teacher perceptions of students and student academic and behavioral outcomes. *Review of Educational Research*, 89(4), 499-535.

Each student is also responsible for reading one of the following (to be determined):

- Hart, C. M. (2020). An honors teacher like me: Effects of access to same-race teachers on Black students' advanced-track enrollment and performance. *Educational Evaluation and Policy Analysis*, 42(2), 163-187.
- Blake, J. J., Danielle, M., Smith, M. P., Marchbanks III, S., Allison, L., Wood, S. M., Kim, E. S., (2016) Does student-teacher racial/ethnic match impact Black students' _discipline risk? A test of the cultural synchrony hypothesis. In: Skiba, R.J., Mediratta, K., Rausch, M.K. (Eds.), *Inequality in school discipline*. Palgrave Macmillan, New York, NY, pp. 79–98. (*note : read pp. 79-98 only!*)
- Gottfried, M., Kirksey, J. J., & Fletcher, T. L. (2021). Do high school students with a same-race teacher attend class more often?. *Educational Evaluation and Policy Analysis*, 01623737211032241.
- Grissom, J. A., & Redding, C. (2015). Discretion and disproportionality: Explaining the underrepresentation of high-achieving Students of Color in gifted programs. *Aera Open*, 2(1), 2332858415622175.
- Lindsay, C. A., & Hart, C. M. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. *Educational Evaluation and Policy Analysis*, 39(3), 485-510.
- Scherer, E., Cleveland, C. & Ivester, R. (2021). The effects of teacher-student demographic matching on social-emotional learning. (EdWorkingPaper: 21-399). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/3xq6-4k05>
- Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. *Review of economics and statistics*, 86(1), 195-210.
- Llamas, J. D., Nguyen, K. & Tran, A. (2021) The case for greater faculty diversity: examining the educational impacts of student-faculty racial/ethnic match, *Race Ethnicity and Education*, 24:3, 375-391, DOI: 10.1080/13613324.2019.1679759
- Egalite, A. J., & Kisida, B. (2018). The effects of teacher match on students' academic perceptions and attitudes. *Educational Evaluation and Policy Analysis*, 40(1), 59-81.
- Wright, A., Gottfried, M. A., & Le, V. N. (2017). A kindergarten teacher like me: The role of student-teacher race in social-emotional development. *American Educational Research Journal*, 54(1_suppl), 78S-101S.
- Harbatkin, E. (2021). Does student-teacher race match affect course grades?. *Economics of Education Review*, 81, 102081.
- Gershenson, S., Hart, C., Hyman, J., Lindsay, C., & Papageorge, N. W. (2018). *The long-run impacts of same-race teachers* (No. w25254). National Bureau of Economic Research.
- Grissom, J. A., Kabourek, S. E., & Kramer, J. W. (2020). Exposure to same-race or same-ethnicity teachers and advanced math course-taking in high school: Evidence from a diverse urban district. *Teachers College Record*, 122(7).
- Holt, S., & Gershenson, S. (2015). The impact of teacher demographic representation on student attendance and suspensions.
- Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.
- Lindsay, C., Monarrez, T., & Luetmer, G. (2022). *The effects of teacher diversity on Hispanic student achievement in Texas*. Urban Institute: Center on Education Data and Policy Report.

Recommended but not required:

- Kettler, T., & Hurst, L. T. (2017). *Advanced academic participation: A longitudinal analysis of ethnicity gaps in suburban schools*. *Journal for the Education of the Gifted*, 40(1), 3-19.
- Dee, T. S. (2004). *The race connection: Are teachers more effective with students who share their ethnicity?*. *Education Next*, 4(2), 52-60. [note: I have had trouble downloading from UM system. Link here: <https://link.gale.com/apps/doc/A114479064/AONE?u=umuser&sid=AONE&xid=a09aeb48>

Class 6: The Benefits of Teacher Diversity (Part 3) – Beyond Same-Race Effects

Last week's readings provided extensive benefits – academic and non-academic -for students matched with teachers who share their racial/ethnic backgrounds. Rather than only those students who match their teachers' race/ethnicity, this week's readings suggest that ALL students may benefit from having Teachers of Color. Cherng et al. (2016) suggests that all students tend to perceive Teachers of Color more favorably than White teachers. Blazar (2021) finds that students assigned to Teachers of Color have a number of better academic and non-academic outcomes, White students benefit as well, and that the differences in mindsets and teaching practices among Teachers of Color explain a good portion of these benefits; the latter set of findings serve as an appetizer for the next three class sessions focused on “mechanisms.”

- Cherng, H. Y. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, 45(7), 407-420.
- Blazar, D. (2021). Teachers of color, culturally responsive teaching, and student outcomes: Experimental evidence from the random assignment of teachers to classes. EdWorkingPaper No. 21-501. Annenberg at Brown University.

Part 3: The Mechanisms - Examining HOW Teachers of Color benefit students

Class 7: The Mechanisms - What Explains the Benefits of Teacher Diversity? (Part 1: Overview)

During this week, we consider two articles that provide an overview of likely mechanisms by which teacher diversity benefits students generally and same-race students specifically.

- [Visiting Speaker: Travis Bristol](#)
- Bristol, T. J., & Martin-Fernandez, J. (2019). The added value of Latinx and Black teachers for Latinx and Black students: Implications for policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 147-153.
- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42(3), 175-192.

Class 8: The Mechanisms - What Explains the Benefits of Teacher Diversity? (Part 2 : Leveraging Cultural Knowledge & Practices)

The readings this week focus on how racial, ethnic, cultural, and community knowledge and practices of Teachers of Color can be leveraged in teaching to benefit students.

Everyone reads:

- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491.

Each student is also responsible for reading one of the following (to be determined):

- López, F. A. (2016). Culturally responsive pedagogies in Arizona and Latino students' achievement. *Teachers College Record*, 118(5).
- Irvine, R. W., & Irvine, J. J. (1983). The impact of the desegregation process on the education of Black students: Key variables. *The Journal of Negro Education*, 52(4), 410-422.
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-299.
- Monzo, L. D., & Rueda, R. S. (2001). Professional roles, caring, and scaffolds: Latino teachers' and paraeducators' interactions with Latino students. *American Journal of Education*, 109(4), 438-471.

- Acosta, M. M., Foster, M., & Houchen, D. F. (2018). “Why seek the living among the dead?” African American pedagogical excellence: Exemplar practice for teacher education. *Journal of Teacher Education*, 69(4), 341-353.
- Ware, F. (2006). Warm demander pedagogy: Culturally responsive teaching that supports a culture of achievement for African American students. *Urban education*, 41(4), 427-456.
- Matthews, J. S. (2020). Formative Learning Experiences of Urban Mathematics Teachers’ and Their Role in Classroom Care Practices and Student Belonging. *Urban Education*, 55(4), 507-541.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Antrop-González, R., & De Jesús, A. (2006). Toward a theory of critical care in urban small school reform: examining structures and pedagogies of caring in two Latino community-based schools. *International Journal of Qualitative Studies in Education*, 19(4), 409-433.
- Jackson, I., Sealey-Ruiz, Y., & Watson, W. (2014). Reciprocal love: Mentoring Black and Latino males through an ethos of care. *Urban Education*, 49(4), 394-417.
- Ford, A. C., & Sassi, K. (2014). Authority in cross-racial teaching and learning (re) considering the transferability of warm demander approaches. *Urban Education*, 49(1), 39-74.
- Walker, V. S. (2000). Valued segregated schools for African American children in the South, 1935-1969: A review of common themes and characteristics. *Review of educational research*, 70(3), 253-285.
- McCarty, T. L., & Brayboy, B. M. J. (2021). Culturally responsive, sustaining, and revitalizing pedagogies: Perspectives from Native American education. *The Educational Forum* 85(4), 429-443.
- Clark, L., Badertscher, E., & Napp, C. (2013). African American mathematics teachers as agents in their African American students’ mathematics identity formation. *Teachers College Record*, 115(2), 1-36.

Class 9: The Mechanisms - What Explains the Benefits of Teacher Diversity? (Part 3: Teacher Perceptions, Biases, Expectations & Attitudes)

This week’s readings focus on how teachers’ perceptions, biases, expectations and attitudes may shape and influence how students experience schooling.

Everyone reads:

- Chin, M. J., Quinn, D. M., Dhaliwal, T. K., & Lovison, V. S. (2020). Bias in the air: A nationwide exploration of teachers’ implicit racial attitudes, aggregate bias, and student outcomes. *Educational Researcher*, 0013189X20937240.

Each student is also responsible for reading one of the following (to be determined):

- Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology*, 63, 50-55.
- Beady Jr, C. H., & Hansell, S. (1981). Teacher race and expectations for student achievement. *American Educational Research Journal*, 18(2), 191-206.
- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological science*, 26(5), 617-624.
- Cornbleth, C., & Korth, W. (1980). Teacher perceptions and teacher-student interaction in integrated classrooms. *The Journal of Experimental Education*, 48(4), 259-263.
- Whitford, D. K., & Emerson, A. M. (2019). Empathy intervention to reduce implicit bias in pre-service teachers. *Psychological reports*, 122(2), 670-688.
- Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *American Economic Review*, 95(2), 158-165.
- Downey, D. B., & Pribesh, S. (2004). When race matters: Teachers' evaluations of students' classroom behavior. *Sociology of Education*, 77(4), 267-282.
- Ferguson, R. F. (2003). Teachers' perceptions and expectations and the Black-White test score gap. *Urban education*, 38(4), 460-507.

- Gershenson, S., Holt, S., Papageorge, N. W. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209-224.
- Kubota, J. T., Peiso, J., Marcum, K., & Cloutier, J. (2017). Intergroup contact throughout the lifespan modulates implicit racial biases across perceivers' racial group. *PLoS one*, 12(7), e0180440.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Uhlenberg, J., & Brown, K. M. (2002). Racial gap in teachers' perceptions of the achievement gap. *Education and Urban Society*, 34(4), 493-530.
- Mohatt, G., & Erickson, F. (1981). Cultural differences in teaching styles in an Odawa school: A sociolinguistic approach. *Culture and the bilingual classroom: Studies in classroom ethnography*, 105.

Part 4: Examining Obstacles and Opportunities at Different Pipeline Stages

Class 10: Postsecondary Attainment & Success among Young Adults of Color (*Pipeline Stage 1*)

In this class session, we consider factors related to postsecondary attainment and success among Youth Adults of Color, including high school course taking and graduation, college enrollment, and college completion.

- Al-Asfour, A., & Abraham, M. (2015). Strategies for retention, persistence and completion rate for Native American students in higher education. *Center for Education Statistics*, 9.
- Flores, S. M., Carroll, T., & Lyons, S. M. (2021). Beyond the tipping point: Searching for a new vision for Latino college success in the United States. *The ANNALS of the American Academy of Political and Social Science*, 696(1), 128-155.

Recommended but not required:

- Rodríguez, A. & Martell, C. (2016). *Average students and college match: Looking beyond the elite*. In A.P. Kelly, J.S. Howell, C. Sattin-Bajaj (Eds.), *Matching students to opportunity*. Cambridge, MA: Harvard Education Press.
- Gray, D. L., Hope, E. C., & Matthews, J. S. (2018). *Black and belonging at school: A case for interpersonal, instructional, and institutional opportunity structures*. *Educational Psychologist*, 53(2), 97-113.
- Rodríguez, A. & Hernández-Hamed, E. (accepted). *Understanding unfulfilled AP Potential across the participation pipeline by race and income*. *Teachers College Record*.
- Clark, L., Badertscher, E., & Napp, C. (2013). *African American mathematics teachers as agents in their African American students' mathematics identity formation*. *Teachers College Record*, 115(2), 1-36.
- Jasmin D. Llamas, Khoa Nguyen & Alisia G.T.T. Tran (2021) *The case for greater faculty diversity: examining the educational impacts of student-faculty racial/ethnic match*, *Race Ethnicity and Education*, 24:3, 375-391, DOI: 10.1080/13613324.2019.1679759

Class 11: Recruitment and Entry into Teacher Education Programs / Teaching (*Pipeline Stage 2*)

In this class session, we consider factors related to why Young Adults of Color choose to pursue (or not) entry into a certification program and the pursuit of teaching as a career, including factors related to the declaration of undergraduate majors related to teaching, the decision to pay for and complete exams or other requirements for entry into certification programs, perceptions about the career that either draw or deter Students of Color from considering teaching as a career, and how certification programs (fail to) appeal to and actively recruit prospective Teachers of Color.

- Goings, R. B., & Bianco, M. (2016). It's hard to be who you don't see: An exploration of Black male high school students' perspectives on becoming teachers. *The Urban Review*, 48(4), 628-646.
- Villegas, A. M., & Clewell, B. C. (1998). Increasing teacher diversity by tapping the paraprofessional pool. *Theory into practice*, 37(2), 121-130.

Recommended but not required:

- Flores, B. B., Clark, E. R., Claeys, L., & Villarreal, A. (2007). *Academy for teacher excellence: Recruiting, preparing, and retaining Latino teachers through learning communities*. *Teacher Education Quarterly*, 34(4), 53-69.

- Gasman, M., Samayoa, A. C., & Ginsberg, A. (2017). *Minority serving institutions: Incubators for teachers of color*. *The Teacher Educator*, 52(2), 84-98.
- Achinstein, B., & Ogawa, R. T. (2011). *Change(d) agents: New teachers of color in urban schools*. New York, NY: Teachers College Press. (book)
- Guba, R., Hylar, M. E., & Darling-Hammond, L. (2016). *The teacher residency: An innovative model for preparing teachers*. Learning Policy Institute.
- Gordon, J. (2000). *Asian American resistance to selecting teaching as a career: The power of community and tradition*. *Teachers College Record*, 102(1), 173-196.

Class 12: Completion of Certification Requirements and Programs (Pipeline Stage 3)

In this session, we consider the period after enrolling in certification programs through becoming successfully certified as a teacher. This includes focusing on factors related to how programs are designed (or not) to successfully support prospective Teachers of Color, how issues of race, justice and equity are addressed (or not), inequities in certification exam taking and pass rates, and how different certification pathways (alternative, residency, grow-your-own, traditional) are preparing prospective Teachers of Color.

Everyone reads:

- Kohli, R. (2009). Critical race reflections: Valuing the experiences of teachers of color in teacher education. *Race Ethnicity and Education*, 12(2), 235-251.

Each student is also responsible for reading one of the following (to be determined):

- Philip, T. M. (2014). Asian American as a political-racial identity: implications for teacher education. *Race Ethnicity and Education*, 17(2), 219-241.
- Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94-106.
- Bell, N., Soslaw, E., & Wilson, C. (2021). The student teaching equity project: Exploring teacher candidates' knowledge, skills, and beliefs. *Journal of Teacher Education*, 002248712111039849.
- Cole, B. P. (1986). The Black educator: An endangered species. *The Journal of Negro Education*, 55(3), 326-334.
- Greenberg Motamedi, J., Yoon, S. Y., & Hanson, H. (2021). Pathways to teaching: Teacher diversity, testing, certification, and employment in Washington state. REL 2021-094. *Regional Educational Laboratory Northwest*.
- Brown, K. D. (2014). Teaching in color: A critical race theory in education analysis of the literature on preservice teachers of color and teacher education in the US. *Race Ethnicity and Education*, 17(3), 326-345.
- Guha, R., Hylar, M. E., & Darling-Hammond, L. (2016). *The teacher residency*. Learning Policy Institute.
- Petchauer, E. (2012). Teacher licensure exams and Black teacher candidates: Toward new theory and promising practice. *The Journal of Negro Education*, 81(3), 252-267.
- Cheruvu, R., Souto-Manning, M., Lencl, T., & Chin-Calubaquib, M. (2015). Race, isolation, and exclusion: What early childhood teacher educators need to know about the experiences of pre-service teachers of color. *The Urban Review*, 47(2), 237-265.
- Endo, R. (2015). How Asian American female teachers experience racial microaggressions from pre-service preparation to their professional careers. *The Urban Review*, 47(4), 601-625.
- Bergey, B. W., Ranellucci, J., & Kaplan, A. (2019). The conceptualization of costs and barriers of a teaching career among Latino preservice teachers. *Contemporary Educational Psychology*, 59, 101794.
- Gist, C. D. (2017). Voices of aspiring teachers of color: Unraveling the double bind in teacher education. *Urban Education*, 52(8), 927-956.
- Bartanen, B., & Kwok, A. (2021). Examining clinical teaching observation scores as a measure of preservice teacher quality. *American Educational Research Journal*, 0002831221990359.
- Gist, C. D., Bianco, M., & Lynn, M. (2019). Examining grow your own programs across the teacher development continuum: Mining research on teachers of color and nontraditional educator pipelines. *Journal of Teacher Education*, 70(1), 13-25.

Class 13: Job Seeking and Hiring Strategies (Pipeline Stage 4)

In this session, we examine the period during which prospective Teachers of Color are completing or have completed their certification requirements and are seeking and being recruited/considered for teaching positions. We will consider the role of school leaders in recruiting and successfully hiring BIPOC candidates, the factors newly certified Teachers of Color consider as they go onto the job market, successful recruitment practices of schools, and faculty and community considerations in the hiring of teachers.

- Noonan, J., & Bristol, T. J. (2020). "Taking care of your own": Parochialism, pride of place, and the drive to diversify teaching. *AERA Open*, 6(4), 2332858420964433.
- Goings, R. B., Walker, L. J., & Cotignola-Pickens, H. (2018). School and district leaders' role in diversifying the teacher workforce. *Educational Planning*, 25(3), 7-17.

Recommended but not required:

- D'amico, D., Panlencic, R. J., Earley, P. M., & McGeehan, A. P. (2017). *Where are all the Black teachers? Discrimination in the teacher labor market*. *Harvard Educational Review*, 87(1), 26-49.
- Bartanen, B. & Grissom, J. (2019). *School Principal Race and the Hiring and Retention of Racially Diverse Teachers* (EdWorkingPaper No.19-59). Retrieved from Annenberg Institute at Brown University: <http://edworkingpapers.com/ai19-59>
- Cannata, M. (2010). *Understanding the teacher job search Process: Espoused preferences and preferences in use*. *Teachers College Record*, 112(12), 2889-2934. (read only access in UM library system)
- Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. (available in Class 8 folder)

Class 14: Early Career Experiences of New Teachers of Color (Pipeline Stage 5)

In this session, we will consider the factors that impact the persistence or attrition of newly hired Teachers of Color, including factors such as school working conditions, leadership, faculty racial/ethnic composition, hidden labor among new Teachers of Color, microaggressions, teacher evaluation systems, and school/district layoff policies.

Everyone reads:

- Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining Teachers of Color: A pressing problem and a potential strategy for "hard-to-staff" schools. *Review of Educational Research*, 80(1), 71-107.

Each student is also responsible for reading one of the following (to be determined):

- Frank, T. J., Powell, M. G., View, J. L., Lee, C., Bradley, J. A., & Williams, A. (2021). Exploring Racialized Factors to Understand Why Black Mathematics Teachers Consider Leaving the Profession. *Educational Researcher*, 0013189X21994498.
- Kohli, R. (2019). Lessons for teacher education: The role of critical professional development in teacher of color retention. *Journal of Teacher Education*, 70(1), 39-50.
- Bristol, T. (2018). To be alone or in a group: An exploration into how the school-based experiences differ for Black male teachers across one urban school district. *Urban Education*, 53(3), 1–21.
- Chi, Olivia L.. (2021). A classroom observer like me: The effects of race-congruence and gender-congruence between teachers and raters on observation scores. (EdWorkingPaper: 21-470). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/g8bz-zs40>
- Bristol, T. J., & Shirrell, M. (2019). Who is here to help me? The work-related social networks of teachers of color. *American Educational Research Journal*, 56(3), 868–898. <https://doi.org/10.3102/0002831218804806>
- Drake, S., & Cowen, J. (2021). Deurbanization and the Struggle to Sustain a Black Teaching Corps: Evidence From Michigan. *Educational Researcher*, 0013189X211051312.
- Choi, Y. (2018). Korean American social studies teachers' perceptions and experiences of teaching profession in multicultural urban high schools. *Race Ethnicity and Education*, 21(1), 105-117.
- Hopkins, B., Kilbride, T., & Strunk, K. O. (2021). Trends in Michigan's K-12 public school teaching workforce. *Education Policy Innovation Collaborative – Michigan State University*.

- Philip, T. M., Rocha, J., & Olivares-Pasillas, M. C. (2017). Supporting teachers of color as they negotiate classroom pedagogies of race: A study of a teacher's struggle with "friendly-fire" racism. *Teacher Education Quarterly*, 44(1), 59-79.
- Campbell, S. L. (2020). Ratings in black and white: a quantcrit examination of race and gender in teacher evaluation reform. *Race Ethnicity and Education*, 1-19.
- Dixon, D., Griffin, A., & Teoh, M. (2019). If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover. *Education Trust*.
- Kraft, M. A., & Bleiberg, J. (2021). The inequitable effects of teacher layoffs: What we know and can do. (EdWorkingPaper: 21-487). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/8d2z-ta38>
- Bristol, T. J., & Goings, R. B. (2018). Exploring the boundary-heightening experiences of Black male teachers: Lessons for teacher education programs. *Journal of Teacher Education*, 70(1), 51-64.
- Campbell, S. & Ronfeldt, M. (2018). Observational evaluations of teachers: Measuring more than we bargained for? *American Educational Research Journal*, 55(6), 1233-1267.
- Bristol, T. J. (2020). A tale of two types of schools: An exploration of how school working conditions influence Black male teacher turnover. *Teachers College Record*, 122(3), 1-41.
- Endo, R. (2015). How Asian American female teachers experience racial microaggressions from pre-service preparation to their professional careers. *The Urban Review*, 47(4), 601-625. (Available in Class 11 Folder)
- Ingersoll, R., May, H., Collins, G., & Fletcher, T. (2020). Trends in the Recruitment, Employment and Retention of Teachers from Under-Represented Racial-Ethnic Groups, 1987 to 2016. Chapter in *The AERA Handbook of Research on Teachers of Color*. Edited by Travis Bristol.

Course Topics, Readings & Assignments At-A-Glance (*Note: shaded rows indicate assignments due*)

Class	Date	Topic	Assignments
1	1/11	An Overview of Goals, Assignment, Topics	<ul style="list-style-type: none"> Read Carver-Thomas (2018) & pages 1-8 of Grissom, Ronfeldt, & Slay (2020) Come prepared to share rough draft answers/ ideas/speculations regarding the 3 sets of guiding questions for the course (questions on p. 1 of syllabus)
RM1	1/17	Reading Memo 1	<ul style="list-style-type: none"> Reading Memo 1 Due (Carter Andrews et al., 2019; Gladwell, 2017; & either Irvine, 1988; Kim & Cooc, 2021; or Griffin, 2018)
2	1/18	Reflecting on Multitude of Obstacles for TOCs	<ul style="list-style-type: none"> Read Carter Andrews et al., 2019 and EITHER Irvine (1988), Kim & Cooc (2021) OR Griffin (2018) Listen to Gladwell (2017) podcast (30 mins)
RM2	1/24	Reading Memo 2	<ul style="list-style-type: none"> Reading Memo 2 Due (Allen et al., 2013; Brayboy & Lomawaima, 2018; Skiba et al., 2016)
3	1/25	Exclusion & Harm in Schools	<ul style="list-style-type: none"> Read Allen et al. (2013), Brayboy & Lomawaima (2018) & Skiba et al. (2016)
RM3	1/31	Reading Memo 3	<ul style="list-style-type: none"> Reading Memo 3 Due (Grissom et al., 2015; Hughes et al., 2020)
4	2/1	Benefits of Diversity p1	<ul style="list-style-type: none"> Read Grissom et al. (2015) & Hughes et al. (2020)
5	2/8	Benefits of Diversity p2	<ul style="list-style-type: none"> Everyone reads Redding et al. (2019) Reading Presentation 1 (RP1): Complete your selected text & prepare presentation
RM4	2/14	Reading Memo 4	<ul style="list-style-type: none"> Reading Memo 4 (Cherng & Halpin, 2016; Blazar, 2021)
Pipeline Project1	2/15	Pipeline Topic & list of references	<ul style="list-style-type: none"> 1 paragraph describing your Pipeline Project + 10 references (see assignment details above)
6	2/15	Benefits of Diversity p3	<ul style="list-style-type: none"> Read Cherng & Halpin (2016) & Blazar (2021)
RM5	2/21	Reading Memo 5	<ul style="list-style-type: none"> Reading Memo 5 Due (Bristol & Martin-Fernandez, 2019; Villegas & Irvine, 2010)
7	2/22	The Mechanisms p1	<ul style="list-style-type: none"> Read Bristol & Martin-Fernandez (2019) & Villegas & Irvine (2010) <i>Pipeline Stage 1 (postsecondary attainment) meet with Matt after class (4pm) and bring draft lesson plan/materials for class lesson</i>
8	3/8	The Mechanisms p2	<ul style="list-style-type: none"> Everyone reads Ladson-Billings (1995) Reading Presentation 2 (RP2): Complete your selected text & prepare presentation <i>Pipeline Stage 2 (entry into TEPs/teaching) meet with Matt after class (2:30) and bring draft lesson plan/materials for class lesson</i>
9	3/15	The Mechanisms p3	<ul style="list-style-type: none"> Everyone reads Chin et al. (2020) Reading Presentation 3 (RP3): Complete your selected text & prepare presentation <i>Pipeline Stage 3 (TEP completion) meet with Matt after class (4pm) and bring draft lesson plan/materials for class lesson</i>
RM6	3/21	Reading Memo 6	<ul style="list-style-type: none"> Reading Memo 6 Due (Al-Asfour & Abraham, 2015; Flores et al., 2021)
10	3/22	Postsecondary Attainment	<ul style="list-style-type: none"> Read Al-Asfour & Abraham (2015) & Flores et al. (2021) Project Pipeline Lesson/Presentation 1 <i>Pipeline Stage 4 (job seeking/hiring) meet with Matt after class (4pm) and bring draft lesson plan/materials for class lesson</i>
RM6	3/28	Reading Memo 7	<ul style="list-style-type: none"> Reading Memo 7 Due (Goings & Bianco, 2016; Villegas & Clewell, 1998)
11	3/29	Entry into TEPs/Teaching	<ul style="list-style-type: none"> Read Goings & Bianco (2016) & Villegas & Clewell (1998) Project Pipeline Lesson/Presentation 2 <i>Pipeline Stage 5 (early career experiences) meet with Matt after class (4pm) and bring draft lesson plan/materials for class lesson</i>
12	4/5	Completing TEPs	<ul style="list-style-type: none"> Everyone reads Kohli (2009) Reading Presentation 4 (RP4): Complete your selected text & prepare presentation Project Pipeline Presentation 3
RM7	4/11	Reading Memo 8	<ul style="list-style-type: none"> Reading Memo 8 Due (Noonan & Bristol, 2020; Goings et al., 2018)
13	4/12	Job Seeking/Hiring	<ul style="list-style-type: none"> Read Noonan & Bristol (2020 & Goings et al. (2018) Project Pipeline Lesson/Presentation 4
14	4/19	Early Career Experiences	<ul style="list-style-type: none"> Read Achinstein et al. (2010) Reading Presentation 5 (RP5): Complete your selected text & prepare presentation Project Pipeline Lesson/Presentation 5
Pipeline Paper	4/26 (1pm)	Pipeline paper based on lit review	<ul style="list-style-type: none"> 3-5 page (double-spaced, 1-inch font) paper summarizing challenges & proposal (research/strategy) to address them (please submit by 1pm Tuesday, 4/26)

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let us know ASAP. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Gender Pronouns

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Students can indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. The faculty will do our best to address and refer to students accordingly and support classmates in doing so as well.

UM- Guidance to Students Regarding Conflicts between the Academic & Religious Calendars

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

University Statement on Plagiarism

Plagiarism is using and passing off as one's own the writings or ideas of another person. It is, in short, a form of intellectual theft that violates the basic ethical standards of any academic community. The cut-and-paste features of modern word processors and web browsers make plagiarism remarkably easy to commit, but this ease does not diminish the severity of the offense. Students working on web-based research projects should be especially vigilant about avoiding the temptation simply to lift material from other online sources into their work. Feel free to incorporate all the links you like to other useful sites you may find on the web. Do not copy their content, though, without proper attribution (which includes full APA citation). Any web project that is found to contain plagiarized content will receive a failing grade, and its authors may be subject to disciplinary action by the university.

The following guidelines, adapted from the English Department's policy statement on plagiarism, may be helpful in clarifying the difference between acceptable and unacceptable "borrowing."

Plagiarism occurs when a student submitting academic work:

1. Does not properly attribute words or ideas to their original source.
2. Quotes from another author's writing without citing that author's work.
3. Cites, with quotation marks, portions of another author's work, but uses more of that work without quotation marks and without attribution.
4. Takes an essay from a site on the Web or a "library" of already-written papers and submits it, in whole or in part, as his or her own work.
5. Steals a paper from another student and then submits that paper as coursework.
6. Submits the same paper twice for two different assignments.
7. Takes the results of another's research and attempts to pass those results off as their own work.

Evidence of any of the above behaviors is considered a serious breach of university ethics and will result in severe academic sanctions. Students are strongly encouraged to read the full text of the policy statement or check with their instructor should any questions remain about these guidelines. Students should also be aware that certain uses of others' work, even with proper attribution, may be subject to copyright law.

Support Services

Student Well-Being

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at [Resources for Student Well-being](#) on the Well-being for U-M Students website. You can also search for additional resources on that website.

Mental Health Support Resources

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/>. In addition, the School of Education has an “embedded social worker” who is our liaison to CAPS; her name is Kristen Carney, LMSW, and she can be reached at the same number listed above.

Location: Third floor of the Michigan Union (Room 3100)

Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday

You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Office of Services for Students with Disabilities (<http://ssd.umich.edu/>)

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.

Location: G-664 Haven Hall 505 South State Street

Hours: 8:00AM-5:00PM Mon-Fri

Phone: (734) 763-3000

E-mail: ssdoffice@umich.edu

Support for Students Experiencing Food and/or Housing Insecurity

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.

ITCS Computing Assistance Hotline <http://its.umich.edu/help/>

Provides support for various computer resources and services at the University of Michigan.

Monday–Friday: 7:00 a.m.–6:00 p.m.

DRAFT: Subject to Change

Sunday: 1:00 p.m.–5:00 p.m. (email only)
(734) 764-HELP

Sweetland Writing Center (<https://lsa.umich.edu/sweetland/undergraduates/writing-support>)

The Sweetland Writing Center offers undergraduate students writing assistance through Peer Writing Centers, Online Writing Lab, and the Writing Workshop.

Location: 1310 North Quad

Phone: (734) 764-0429

Email: sweetlandinfo@umich.edu