Increasing Males of Color in the Teacher Pipeline:
A Set of Standards for Teacher Preparation Programs — Implications for Leaders

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EXECUTIVE SUMMARY

This study is Part 2 of a project on diversity in the teacher pipeline. Part 1's research is entitled "An Analysis of Motivating Factors for Black Men as Aspirant Educators" in the Journal of Equity in Behavioral Health Therapy. There were four motivational factors identified in Part 1 of the project: communication, exposure, resources (testing), and student teaching. Implementation of the motivating factors was Part 2 and funded by the Center for Educational Opportunity. Part 2 explains the significance of the study as the efficacy of children having a teacher with whom they share ethnicity, color, and/or gender. The EPP in the study is harvesting nearly 20% males of color teachers into the pipeline. The four factors were found to be effective. Leaders will appreciate the concise presentation of standards that will work for all new teachers. The current statistics show that males of color constitute only 4.6% of the total teaching force. This study focuses on the solution to address this underrepresentation in the form of four standards ready for implementation by leaders.

INTRODUCTION

This case study represents the culmination of a four-year project on males of color in the teacher pipeline. The inquiry started with the discovery of a rich outlier in teacher education programs, an Atlanta-based historically black college/university (HBCU) with a teacher education program enrolling close to 20% males of color, compared to a national average of fewer than 2% Black males in the teaching profession in the United States.

Based on input from the male students of color at this HBCU, four motivational factors—communications, resources, exposure, and student teaching—were identified as critically important in sustaining these young men of color in the teacher pipeline. A post-treatment study on the intentional application of these four factors measured their perceived efficacy. The strength of these four factors is presented as the seminal work toward developing standards to inform and frame the leader behavior of those responsible for nurturing a diverse teacher pipeline.

Key terms: Diversity, Teacher Pipeline, Teacher Shortage, Males Of Color as Teachers, Minority Males as Teachers, Standards for Teaching, Education Preparation Programs (EPP), Student/Teacher Identity Alignment, Ethnoracial Matching, School Leadership, Teacher Recruitment.

ORGANIZATION BACKGROUND

Clark Atlanta University is an HBCU created in 1988 as the result of the merger of two established HBCUs, Clark College and Atlanta University. Clark College was named after a White bishop of the Methodist faith tradition who secretly allowed enslaved individuals to be educated before it was legal (Clark, 2022). Clark College's official starting date after the Emancipation Proclamation was 1865, and Atlanta University's start was 1869. Today there are four schools within Clark Atlanta University: the School of Business, the School of Arts and Sciences, the Whitney M. Young School of Social Work, and the School of Education.

This research was conducted within the School of Education, which had a 2021 enrollment of 285 (183 graduate students and 102 undergraduate students). Within the School of Education, the courses of study include preparation under state guidelines for educational leadership, professional counseling, and teacher preparation. This case study focuses on the teacher preparation program, which has four graduate programs and two undergraduate programs. The significance of the project is that in the context of this research, this HBCU's percentage of aspiring male teachers of color was far higher than the national average, which is less than 2%. Therefore, the study ensued with this outlier having a males-of-color count at 18% in 2019 and 19.2% in 2021 (OPAR, 2022). A chart of enrollment for school year 2019-2020 is shown in Table 1, followed by enrollment for 2021-2022 in Table 2.

Table 1. 2019-2020 school year curriculum and instruction enrollment (OPAR, 2022)

	Graduate Masters	**Graduate Masters**	**Graduate Masters**	**Post-Baccalaureate Teacher Certification Only**	**Post-Baccalaureate Teacher Certification Only**	**Post-Baccalaureate Teacher Certification Only**	**Undergraduate**	**Undergraduate**	**Undergraduate**	**All Categories**
Ethnicity	Female	Male	Total	Female	Male	Total	Female	Male	Total	Grand Total
Asian or PI							1			1
Black or AA	2	4	6	1	1	2	86	16	102	110
Not Reported							5			5
Grand Total	2	4	6	1	1	2	92	16	108	265