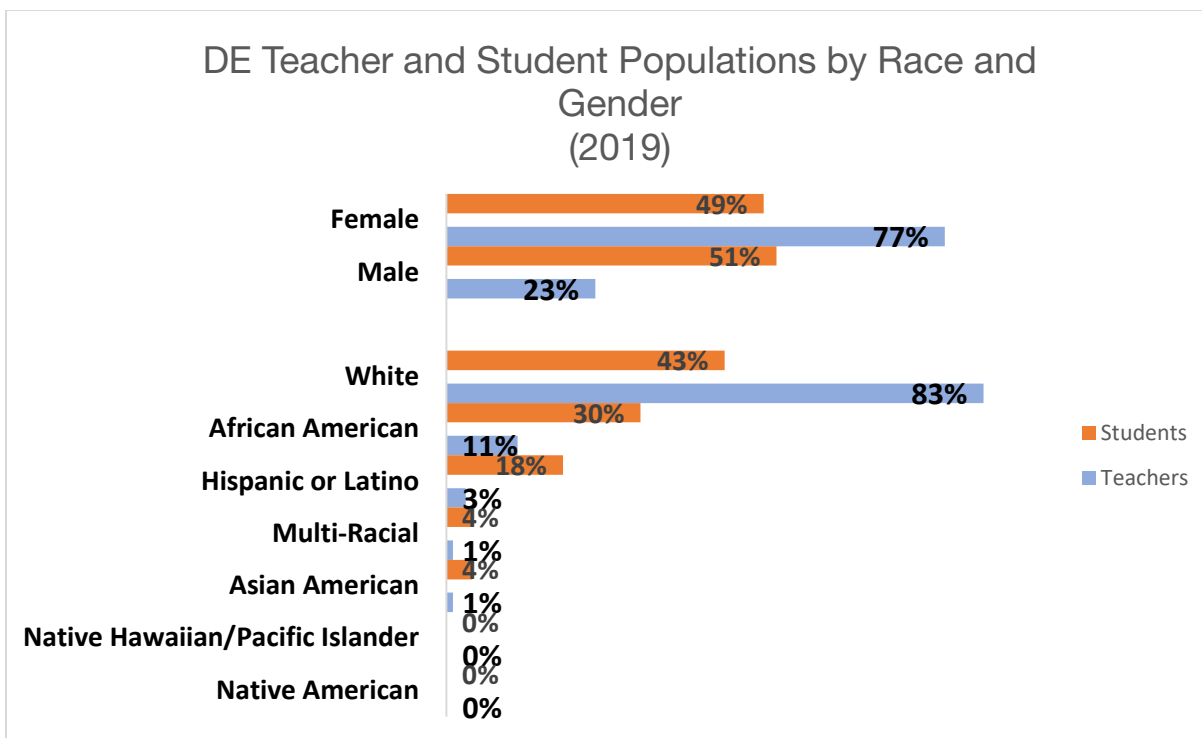


## Overview: Teacher Diversity 2019

### Delaware Teacher Diversity as Compared to Student Diversity

- **Male teachers are under-represented.** Less than a quarter of teachers are male, compared to half of students (51%)
- **White teachers are over-represented.** While only 43% of students are white, 83% of teachers are white
- **Hispanic and African American teachers represent only 3% and 11% of all teachers, respectively**



### Why Does Teacher Diversity matter?

- **Same race teachers can have a positive impact on educational attainment for black male students, especially those that are low-income.** According to a 2017 study on the long-term impacts of same race teachers
  - o Exposure to a black teacher during elementary school raises long-run educational attainment for black male students, especially among those from low-income households.
  - o For the most disadvantaged black males, conservative estimates suggest that exposure to a black teacher in primary school cuts high school dropout rates

39%. It also raises college aspirations along with the probability of taking a college entrance exam.<sup>1</sup>

- **Teachers' gender can impact student performance in older grades.** Teachers' gender does not necessarily have a big effect during elementary school<sup>2</sup> but seems to make more of a difference when children are older. Then, girls do better with a female teacher and boys with a male one.<sup>3</sup>
- **Same-race teachers might be able to present new material in a more culturally relevant way.** <sup>4</sup> Also, teachers sometimes treat students differently based on their own backgrounds and stereotypes.
- **Implicit plays a role in students' academic success, discipline, and access to advance coursework.** Social scientists call this implicit bias, when stereotypes influence people's thinking, often unconsciously.<sup>5</sup> A variety of research, for instance, has shown that teachers tend to assess black students differently from white students. Preschool teachers judge black children more harshly for the same behavior.<sup>6</sup> White teachers are less likely than black teachers to assign black students to gifted and talented programs even if their test scores match those of white students.<sup>7</sup> When black students had both a white and black teacher, the black teachers consistently had higher expectations for the children's potential.<sup>8</sup>

## Barriers to Teacher Diversity

- **Racial discrimination and bias in hiring practices hinder increasing racial diversity in schools.** One working paper from researchers at Northwestern University suggests the presence of an overlooked and particularly troubling obstacle to boosting the number of black educators: racial discrimination and bias in school-district hiring practices.<sup>9</sup>
- **Turnover is higher for teachers of color that are in less diverse schools.**
- **Racial bias towards Black male teachers causes them to leave the profession.** Black male teachers are positioned as better able to deal with unruly students, specifically black male students. Black male teachers are positioned as "defacto disciplinarians". This pigeon-holing effect leads them to be more likely to leave the teaching field.<sup>10</sup>

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<sup>1</sup> Gershenson, Hart, Lindsay, and Papageorge (2017). [The Long Run Impacts of Same Race Teachers.](#)

<sup>2</sup> Winters, Haight, Swaim, Pickering. (2013). [The effect of same-gender teacher assignment on student achievement in the elementary and secondary grades: Evidence from panel data.](#)

<sup>3</sup> Dee. (2006). [How a Teacher's Gender Effects Boys and Girls.](#)

<sup>4</sup> Egalite and Kisida. (2017). [The Effects of Teacher Match on Students' Academic Perceptions and Attitudes.](#)

<sup>5</sup> Gershenson and Dee. (2017). [The insidiousness of unconscious bias in schools.](#)

<sup>6</sup> Hathaway. (2016). [Implicit bias may help explain high preschool expulsion rates for black children.](#)

<sup>7</sup> Grissom and Redding. (2016). [Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs.](#)

<sup>8</sup> Gershenson, Holt, Papageorge. (2016). [Who believes in me? The effect of student-teacher demographic match on teacher expectations.](#)

<sup>9</sup> DuBois and Schanzenbach. (2017). [The Effect of Court-Ordered Hiring Guidelines on Teacher Composition and Student Achievement.](#)

<sup>10</sup> Bristol and Mentor. (2018). [Policing and Teaching: The Positioning of Black Male Teachers as Agents in the Universal Carceral Apparatus.](#)

## Increasing Teacher Diversity

- **More qualified people would stay in the profession if the jobs had better pay, benefits and support.** Nonwhite teachers in schools with poor resources are at [particular risk](#) of burning out.<sup>11</sup>
- **Workplace support, such as mentoring,** is essential to retain teachers of color.<sup>12</sup>
- **Some financial incentives are associated with a diverse teacher workforce,** however this does not necessarily indicate a causal relationship. These incentives include: relocation assistance, loan forgiveness, bonuses for excellence in teaching, and teaching in less desirable locations. Signing bonuses, finder's fees, being certified by the NBPTS, and teaching in shortage fields do not show a significant association with teacher diversity.<sup>13</sup>

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<sup>11</sup>New York Times. (2016). [Why Black Men Quit Teaching.](#)

<sup>12</sup> Steven Bednar and Dora Gicheva. (2019). [Workplace Support and Diversity in the Market for Public School Teachers.](#) Education Finance and Policy 2019 14:2, 272-297

<sup>13</sup> Hanson, Quintero, and Feng. (2018). [Can Money Attract More Minorities into the Teaching Profession?](#) Brookings.