

# Are Teachers Prepared for Racially Changing Schools

Dr. Erica Frankenberg

Civil Rights Project's Initiative on  
School Integration

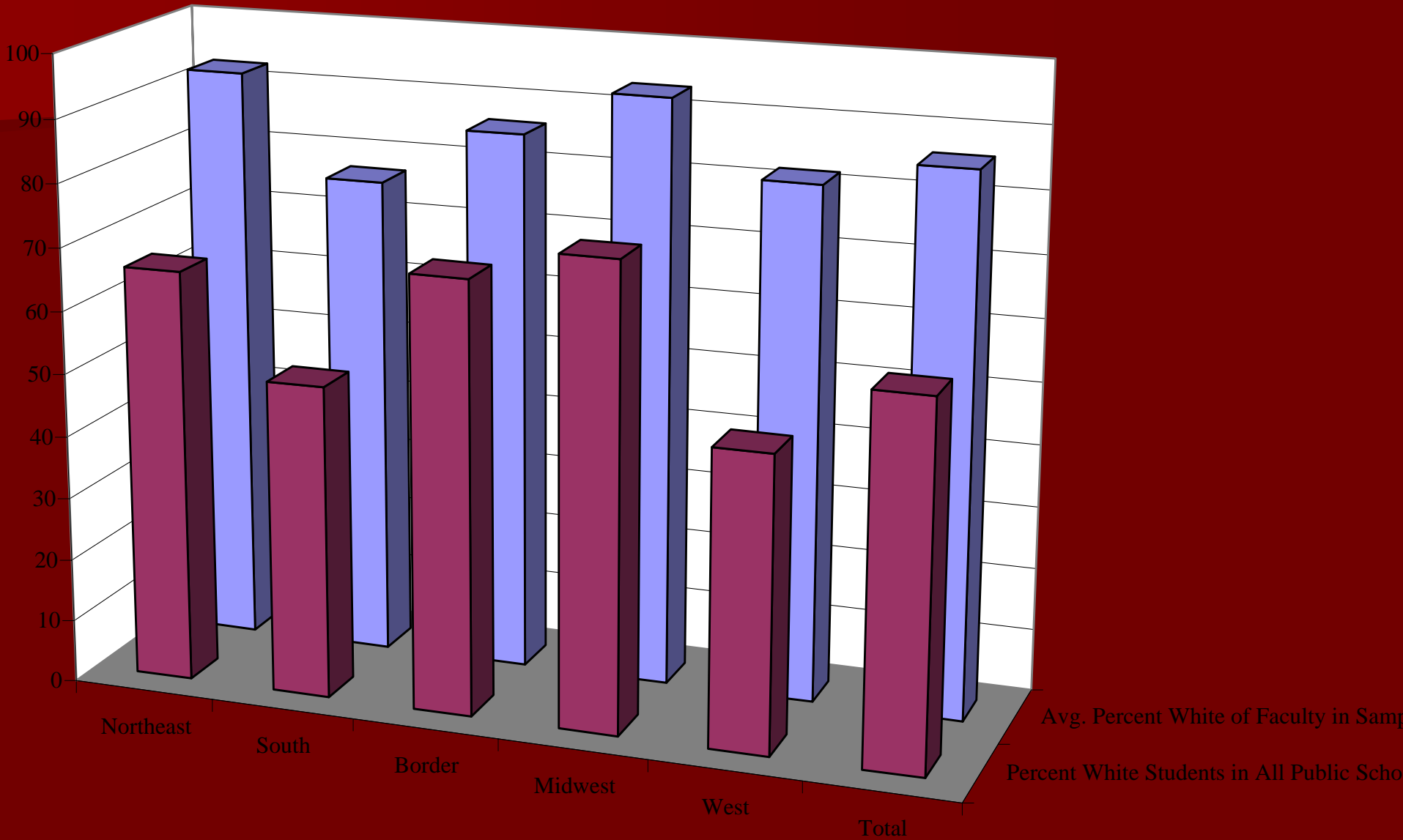
# Percentage of Students of Each Race/Ethnicity by School Location, 2005-06

Locale	American Indian	Asian	Black	Latino	White
Large City	10.8	24.8	28.6	29.0	5.8
Mid-Sized City	10.0	18.3	19.8	17.7	12.0
Suburbs of Large City	15.0	<b>39.2</b>	25.2	<b>30.4</b>	28.3
Suburbs of Mid-Sized City	8.4	7.0	7.3	8.6	14.8
Town	17.9	3.1	6.3	4.9	9.8
Rural Areas	37.8	7.6	12.7	9.3	29.3

# Percentage of Students in Segregated Minority Schools, by Location & Race/Ethnicity, 2005-06

Location of School	Percentage of students in segregated minority schools (90-100% nonwhite):			
	Blacks	Latinos	Asian	White
Large city	68.3	64.3	36.7	6.1
Mid-sized city	32.3	33.7	10.5	1.3
Suburbs of large cities	<b>34.1</b>	<b>33.8</b>	11.6	0.9
Suburbs of mid-sized cities	12.3	<b>27.9</b>	3.1	0.3
Town	16.0	18.1	5.3	0.2
Rural	14.4	14.7	2.6	0.2
Total	38.3	39.5	16.1	0.9

**Figure 3: Percentage of White Teachers in Sample and All Public School Student Region**



# Teachers' own educational experiences

- White teachers, on average, attend schools when they were elementary school students that were over 90% white
- Black and Latino teachers each attended schools where approximately 30% of students were of a different race than themselves
- Novice teachers attended substantially more integrated elementary schools than their more veteran colleagues

# Segregation of Teachers

- White teachers are currently teaching in schools where almost 90% of their faculty colleagues are white and over 70% of students are white.
- Black teachers have, on average, one of the lowest percentages of white teachers on their faculty: less than two-thirds of their fellow teachers are white
- Suburban Hartford districts
  - West Hartford has less than 5% teachers of color in six of their ten schools
  - Glastonbury had only 16 of 496 teachers who were nonwhite

# Some Implications of Teacher Segregation

- Our research finds that teachers who work with diverse faculty members are much more likely (86%) to turn to one another for support and resources than those working in less integrated environments.
- Nonwhite teachers and teachers that teach in schools with high percentages of minority and/or poor students are more likely to report that they are contemplating switching schools or careers.
- Some nonwhite teachers on largely white faculties feel marginalized as experts only on race & had to fight stereotypes (Maboleka & Madsen, 2003)

# Preparation for Diversity

- More than one in three teachers in our survey reported very little or no training in strategies to help English Language Learners (ELLs).
  - Differences by teacher race and region they teach in (1/2 of teachers in Northeast had little training)
- A positive trend noted was that teachers with less years of teaching experience reported more preparation.
  - At the same time, they seemed to be more critical of their resources to teach about diversity



# Preparation for diversity-cont.

- White teachers and teachers in schools with higher percentages of white and middle-class students were less likely to have preparation for racial diversity in the classroom
- Teachers in urban teaching placements were significantly more likely to feel that their student teaching helped prepared them to work with parents across racial/ethnic and poverty lines (Cook & Van Cleaf, 2000).

# Teachers' Practices

- Elementary school teachers are more likely to value the importance of diversity and adapt their teaching as a result
  - Elementary schools tend to be more segregated
- Teachers in predominantly minority schools strongly agreed that standardized testing left little room for multicultural issues

# Interdistrict Program Examples

- St. Louis developed curriculum for teachers to use & workshops to help teachers understand city students & families
- St. Louis had a city-suburban teacher exchange
- METCO offers conferences for professional development
- CREC & other CT organizations have offered periodic conversations or learning opportunities
- CREC also had intervention specialists to help mediate between students & parents