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ABSTRACT

This conference report includes summaries of the following presentations: (1) "Overview and Opening Remarks" (Elridge W. McMillen); (2) Luncheon Address: "Diversity Equals Quality" (Joseph Vaughan); (3) "Overview of North Carolina Consortium Projects" (Nathaniel Jackson); (4) Session 1: "Academic Enhancement for Teacher Ed Students" (Zoe Locklear and Saundra Shorter); (5) Session 2: "From Paraprofessional to Teacher" (Barbara Johnson, Barbara Perry-Sheldon, Eileen Wilson-Oyelaran, and Lelia Vickers); (6) Dinner Address: "Lessons from the Past for Diversity in the Future" (Barbara R. Hatton); (7) Session 3: "The Private Sector Response to Diversity" (Thomas W. Lambeth and Joseph Aguerrebere); (8) Session 4: "Program Impact" (Martha Ann Evans, Perez Gatling, Connie F. Locklear, Edna Sigers, and Jessie Williams; (9) Session 5: "Research Issues Related to Teacher Diversity" (Mary Dilworth); (10) Session 6: "Alternative Assessment of Teacher Performance" (Ruby Burgess, Donna I. Smith, and Ione Perry); (11) Session 7: "Report of Working Groups"; and (12) Concluding Comments: "The Need for Collaboration" (Richard Thompson). "The Role of Institutions of Higher Education and State Governments in Promoting Quality and Diversity in the Teacher Workforce" (Barbara R. Hatton), a seven-item list of resources cited in presentations, and a list of forum participants complete the document. (ND)

A Report on the

NORTH CAROLINA PUBLIC POLICY FORUM

Promoting Quality in Teaching Through Diversity

An Event of the
North Carolina Consortium
to Increase the Quality and Supply
of Minority Teachers

Supported by the Ford Foundation and
Coordinated by the Southern Education Foundation

May 30-31, 1996

A Report on the

NORTH CAROLINA PUBLIC POLICY FORUM

Promoting Quality in Teaching Through Diversity

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ABOUT THE SOUTHERN EDUCATION FOUNDATION

SEF IS AN ATLANTA-BASED PUBLIC CHARITY whose mission is to promote an equal and quality education for black and poor citizens in the South. Through operating programs, the Foundation plays an active role in seeking positive change in educational equity. SEF's programs are supported by grants and contributions from individuals, corporations, foundations and other public and private sources. Income from its endowment covers a portion of the annual operating costs. As part of its overall mission, the Foundation has coordinated several projects in North Carolina and Louisiana to increase the supply and quality of minority teachers. They include precollegiate programs to encourage high school students to consider teaching as a profession, academic enhancement programs for teacher education students, innovations in teacher education curricula and alternative certification programs for paraprofessionals. These programs are described in more detail on page 3.

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Michael Baxter served as conference rapporteur.

Limited copies of this report are available (while supplies last) by writing:

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THE NORTH CAROLINA CONSORTIUM

Funded by the Ford Foundation and coordinated by SEF, the 11 institutional participants in the North Carolina Consortium have taken various "value-added" approaches to resolving the teacher shortage. Rather than focusing on students who had already demonstrated academic success, they targeted those who showed an interest in teaching but might need help to meet entry standards into the profession. Five of the institutions continue to receive funding for their programs and six others now participate in a consulting role in the consortium.

The programs that continue to be funded include the one at Elizabeth City State University, Winston-Salem State University and North Carolina Wesleyan College which has as its primary focus expanding the pool of teachers by preparing teacher assistants for certification; and the program at Fayetteville State University and Pembroke State University. These institutions host Project TEAM (Teaching Excellence Among Minorities), which is designed to provide academic enhancement for sophomores and juniors at both schools who show difficulty in meeting admission requirements.

Previously funded programs include the Academic and Cultural Enrichment Program (ACE), conducted by North Carolina Central University, Shaw University and St. Augustine's College. ACE sought to attract high school students to the teaching profession by exposing them to both academic and cultural enrichment activities and career development relative to the teaching profession. Livingstone College, North Carolina A&T State University and Johnson C. Smith University previously collaborated to develop curriculum intervention strategies to incorporate critical thinking, test-taking skills and other essential value-added elements into the curriculum.

THE LOUISIANA CONSORTIUM

Also funded by the Ford Foundation, the participants in the Louisiana Consortium help make college a reality for minority students who have the ability to do well in college but do not have backgrounds or previous educational experiences that have encouraged or prepared them for college or the teaching profession.

Starting with a Future Teacher Club for 10th graders, the collaborative effort among Xavier, Tulane and Grambling State universities offers an educational "pipeline" of programs spanning the high school and early college years. After a year in the Future Teacher Club, rising juniors take part in a summer enrichment program in preparation for the Teaching Internship Program, in which high school students tutor elementary students. As seniors, the students are assisted with college preparatory activities and, once in college, they participate in activities aimed at ensuring their successful completion of teacher education by meeting state certification requirements.

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OVERVIEW AND OPENING REMARKS

■ Elridge W. McMillan

TWO MAJOR SOCIAL TRENDS are challenging American educators today—greater ethnic and cultural diversity in the schools and the restructuring of the American economy. To successfully meet these challenges, educators must be bold enough to re-examine their approaches and make adjustments to, among other things, the ways they prepare teachers, implement education practices and design policies that guide each.

For the many individuals—teachers, teacher educators, policymakers, administrators and others—attempting that kind of re-examination, SEF-sponsored policy forums in North Carolina and Louisiana provided an excellent opportunity to come together and share ideas, learn from others' experiences, acquire invaluable knowledge and play a strategic role in developing and implementing policies and practices that promote quality in teaching through diversity.

For a day and a half in North Carolina and a day in Louisiana, forum participants looked backwards and forwards—sizing up efforts that were already in place and strategizing over how to advance the agenda in the future. While this report focuses primarily on the North Carolina meeting, held May 30-31, 1996, in Wilmington, N.C., it also includes complementary information from the Louisiana forum, held Oct. 27, 1995, in New Orleans.

In addition, these meetings were only two of several policy forums conducted by participants in the Ford Foundation's eight consortia focusing on minority teacher supply and quality. Continuing its emphasis on turning successful programs into practical policies, the Ford Foundation plans to sponsor three national policy forums to be held at various locations throughout the United States later this year. The American Association of Colleges for Teacher Education is handling the details of those forums.

In his opening remarks to the North Carolina forum, SEF President Elridge W. McMillan pointed out that the current methods of teacher preparation are yielding an insufficient number of teachers who are able to cope effectively with student diversity. "We have invited you to this forum to give serious thought to what must be done to prepare for the future, where student diversity is the norm and not the exception," he told the group, adding that for years, SEF has been "particularly concerned" about increasing the supply and quality of minority teachers.

In the past, McMillan said, underprepared, non-white students were largely ignored because "in all probability, academic competence was not essential to securing rewarding work." Finding a job after high school, one that allowed these students to support themselves and their families, wasn't a problem. "Most individuals, including those who had dropped out of school or merely went through school without applying themselves, were able to find employment or enter the military," McMillan said.

Today, the connection between education and employment is much stronger than in the past. Ill-prepared, under-educated young people seeking employment are almost guaranteed to go jobless or to end up with a minimum-wage job. Compounding the problem, McMillan said, is the fact that many low-skill jobs are now performed in developing countries for wages well below the American minimum. As a result, educators will have to find ways in the near future to better educate those children "with whom we have been least successful in the past."

■ Educators must be bold enough to re-examine the ways they prepare teachers, implement education practices and design policies that guide each. ■

What's needed, McMillan said, "is a clearer perspective on what is required to produce the kinds of teachers who can best teach the students in the next millennium." To do that, he suggested the group examine the composition of the future student population. Changing demographics are making classrooms more ethnically diverse. He quoted statistics that show 30 percent of babies born in 1993 were born to single mothers, and that 30

percent of single mothers are teenagers. Of the 14 million "working poor" (those who work despite being eligible for poverty benefits), approximately two-thirds are women. Many have children under 18.

These demographics pose even more challenges to teachers today. "First, we know that as a group, educators have less success with minority children than with white children," McMillan said. "Second, we know that educators have more difficulty teaching children from less stable or non-traditional families. Finally, we know that schools are much less effective with children from poorer families. It is eminently clear that the same student groups with whom we have experienced the least success are the very ones who will constitute a greater proportion of our future student population." ■

LUNCHEON ADDRESS: DIVERSITY EQUALS QUALITY

■ **Joseph Vaughan**

THE PUBLIC POLICY FORUM may have been a distinctly North Carolina affair, but it kicked off with a message from Washington—a "big picture" presentation from Joseph Vaughan, an official with the U.S. Department of Education.

■ The need for more minority teachers must be put into the context of education improvement. ■

Vaughan did not sugarcoat his message. "The scope of the problem is major," he told the group at the opening luncheon, "and there are both challenges and opportunities to do a lot over the next decade."

As special advisor for the Office of Educational Research and Improvement, Vaughan played a key role in preparing the highly acclaimed Department of Education report, *Principles of High-Quality Professional Development*. Thus, he was uniquely qualified to diagram the state of teaching today, particularly the current status of minority teachers. As evidence, he submitted a battery of figures:

- Thirty percent of all kindergarten-12th grade (K-12) students are of color, and the percentage is growing. But only 12-13 percent of all teachers are of color, and the percentage is holding steady.
- The United States is facing a teacher shortage. The current figure of 2.9 million schoolteachers is expected to grow to 3.3 million by the year 2002. That year, the country will face a shortage of 1.6 million teachers, due to attrition and the low number of education students now in the pipeline.
- Forty-four percent of America's schools don't have a single teacher of color. Only a third of all education graduates have any experience teaching in an urban setting.
- The nation is producing 150,000 new teachers a year—but that's not enough, Vaughan said. "Only 60 percent of these graduates teach right away," he said, "and statistics show that supply won't match what we need in terms of demand."

Vaughan's statistics called to mind some of the sobering numbers presented by Antoine Garibaldi, vice president for academic affairs at Xavier University, last October at the Louisiana forum. At that gathering, Garibaldi reminded participants of the 1986 study he conducted for SEF titled *The Decline of Teacher Production in Louisiana and Attitudes Toward the Profession*. At that time, he said, not only was the number of education majors declining at all 21 institutions of higher education in Louisiana, but the number of individuals applying for certification was declining. In 1981-82 for example, only 15 percent of certification test-takers were African American. Passing rates were a problem, too, Garibaldi said. In a five-year period, only 17 percent of 1,400 African Americans who took the certification test passed.

The scope of the problem calls for creative solutions, Vaughan said. And it's not just about teacher supply or teacher quality. The need for more minority teachers must be put into the context of education improvement. "We've got to

emphasize cooperation and respect for others, and our schools must be tied more closely to their communities," Vaughan said. Schools owe it to their students to be more committed to hiring teachers of all races, he added. "You have kids being told one thing [about diversity] and seeing another. Schools talk a good game, but that talk is not reflected in their faculty."

How can the education community change? Vaughan suggested re-examining the definition of diversity and possibly broadening that definition. Many schools, he pointed out, hire teachers of color and group them only with students of color. While it's important for students of color to identify with same-race teachers as role models, it's also important for all students to be exposed to teachers of all backgrounds, Vaughan said. "It's the responsibility of every single teacher to deal with student diversity," he said, "and those teachers of color need to work with other teachers, too."

Vaughan proposed four concrete ideas to promote change:

1. *Foundations should put their money behind collaborative efforts.* "We're going to have to get very creative about financing," he said. If we leave it to lawmakers to come up with the money for individual programs, forget it. Collaboration sells better.
2. *Those in charge of programs have to do a better job of showing how they work.* "We're missing evaluation, documentation. Until we come up with data on what difference [programs] are making, it'll be very easy for legislators to say, 'We're not going to give you money to do it.'"
3. *Market your successes.* "We have not done a good job making our case... The media take shots at the profession, and we let them get away with it. We don't trumpet our own success." It's hard to deny funding to a program if the evidence is overwhelming that it's working, he observed. So education must not hesitate to tell its story.
4. *Working conditions in the schools must improve.* In the central city, Vaughan observed, half of the teachers leave within five years. "Personal support is lacking, and professional development in particular is inadequate," he said.

Vaughan concluded by encouraging the group to build on the efforts made in North Carolina to date—and to keep in touch with each other through technology. "The more you talk to each other," he said, "the more you find out how similar your problems are." ■

OVERVIEW OF NORTH CAROLINA CONSORTIUM PROJECTS

■ **Nathaniel Jackson**

ONE OF THE BENEFITS of both the Louisiana and North Carolina public policy forums was the opportunity for people from different institutions and organizations to get to know each other and their work better. But networking begins with introductions and reacquaintances. In North Carolina, the Southern Education Foundation's Nathaniel Jackson used the forum's first session to introduce or reacquaint the group with the purpose and progress of the North Carolina Consortium to Increase the Quality and Supply of Minority Teachers.

The Consortium originally had 18 members, Jackson told the group, and now it had 11 members. Three of these institutions focused on precollegiate strategies—Shaw University, St. Augustine's College and North Carolina Central University. Another triumvirate—Johnson C. Smith University, North Carolina A&T State University and Livingstone College—developed curriculum intervention strategies. ("We learned that first-generation college students were the most likely to choose teaching and social work as careers," Jackson said. "So these institutions changed their first-year curricula to facilitate success [in college].")

Two groups of institutions developed other kinds of strategies, and both received additional support from the Ford Foundation. The first was Project TEAM, a cultural awareness program aimed at rising juniors at Pembroke State University and Fayetteville State University. The second strategy

concentrated on helping paraprofessionals succeed in teacher education programs—and in completing the transition to teaching. Elizabeth City State University, North Carolina Wesleyan College and Winston-Salem State University implemented this strategy.

A key condition to Ford Foundation funding in all of the strategies was that each had to incorporate a value-added approach, Jackson said. "At first, no one knew what that meant," he added, prompting some chuckles from the audience, "but the consortium came away with the notion of taking students who might not meet the criteria to enter teacher education—and helping them meet that criteria."

In other words, all of the institutions were set on connecting with individual students. It's precisely that kind of attention that is needed in North Carolina, Jackson said. He cited statistics:

- North Carolina spends $24,000 per prisoner each year, but only $4,805 per student. "And believe it or not, those numbers are better than those in other states," Jackson added.
- A third of North Carolina's youth are minorities.
- 15 percent of minority youth come from single-parent families.
- Minority enrollment in higher education in North Carolina is 20.6 percent.

"All of these figures," Jackson said, "suggest that in order for North Carolina and other states to produce a workforce that competes, we have to become much more proficient in educating students from backgrounds that suggest they're going to have trouble."

Which is to say, North Carolina shouldn't stop at trying to produce more minority teachers, Jackson suggested. "We need more teachers of all hues and backgrounds—teachers who can deal with all populations." ■

SESSION I: ACADEMIC ENHANCEMENT FOR TEACHER ED STUDENTS

■ Zoe Locklear and Saundra Shorter

WHOEVER SAID SUMMER was a time for recreation and relaxation hasn't talked to Saundra Shorter or Zoe Locklear.

At Fayetteville State University and Pembroke State University, summer has been a time for strengthening teacher education among minorities. For the past four years, Shorter and Locklear have teamed up to coordinate an array of workshops, projects and activities for Native American and African American teacher education students. The teamwork between the two schools was evident in the program's name as well—Project TEAM, for Teaching Excellence Among Minorities.

Shorter, who is acting dean of education at Fayetteville State, opened her multimedia presentation on Project TEAM with a dramatic pronouncement: "We have tried to commit a crime. A crime of passion. We ask that you serve as judge and jury." With that, she launched a computer-generated tour of Project TEAM for the North Carolina forum, complete with a Kenny G soundtrack.

Joining Shorter on this tour was Locklear, an associate professor of special education at Pembroke State. Project TEAM, they explained, was a year-long project that placed its most intensive activity period in a five-week summer institute. The project was aimed squarely at minority students who had not passed the communication skills or general education components of the National Teacher Examination (NTE)—in other words, students who may have fallen short on an exam but showed promise to be excellent teachers. TEAM had eight specific goals:

1. Heighten cultural sensitivity;
2. Develop professional attributes and professional ethics;
3. Strengthen test-taking skills through the use of computers;
4. Develop critical thinking skills;
5. Broaden life experiences through participation in cultural activities;
6. Improve academic skills through individual tutorial services;
7. Develop effective teaching strategies using multimedia techniques; and

8. Promote skills for becoming a "master student."

The eight goals didn't reflect the whims of administrators—they represented a well-thought-out formula for students to succeed in their quests to become teachers. And each was clearly needed, according to Locklear. The need to heighten cultural sensitivity, she said, was evident from the very beginning, when students from both universities displayed some suspicions of each other (Pembroke State has a high number of Native Americans and Fayetteville State, African Americans). Another example: project organizers knew they were right in working to broaden the life experiences of students when they learned that one participant, a college sophomore with two children, had never crossed the bridge leading from town.

To make progress toward the eight goals, the students in Project TEAM from both universities:

- *participated in workshops* on parent involvement, Native American culture, the use of artifacts in the classroom, diversity issues and classroom management;
- *attended an annual education forum and Black History Month activities* at Fayetteville State and cultural activities at Pembroke's performing arts center; and
- *traveled to Chicago, Washington and San Diego* to attend annual meetings of the American Association of Colleges for Teacher Education (for some students, the venture marked their first trip on an airplane).

The summer institute, however, was the centerpiece of Project TEAM. "We found this was really one of the better parts of the project," Shorter said. "The bonding that took place between students at both institutions was astounding."

During the summer institute, Project TEAM students attended class every day from 9 a.m. to 3 p.m. They worked on the finer points of becoming a master student—not just test-taking skills and computer instruction, but building self-awareness ("some students were very shy," Shorter said). They tackled lesson plans, wrote book reports, reviewed films, worked on group projects, sponsored cultural days and kept journals (which Shorter called "very revealing not only to the faculty but also to the students themselves"). They also traveled widely over the course of four years, visiting such sites as the homeplace of Frederick Douglass in Washington, D.C., and Walt Disney World in Orlando, Fla. The trips were far from frivolous, Shorter asserted. "Everywhere we went, we worked."

Student feedback on Project TEAM was extremely positive. The two educators reported some success, too—of the 78 students who went through Project TEAM, 45 entered teacher education programs, 23 changed majors and 10 withdrew from college. Twenty-three students are now teachers. "Our numbers may seem small," Locklear said, "but we're very pleased with the results."

To the west of North Carolina, another institution reported its success in an endeavor similar to Project TEAM. Grambling State University in Louisiana also sought to help minority education students who had struggled with the communication skills and general education components of the NTE. "We found that the students were very frightened of taking the test, and that they thought the test contained information that they had not the faintest idea about," said Mary Minter, head of the Educational Resource Center at Grambling State.

■ They worked on the finer points of becoming a master student—not just test-taking skills and computer instruction, but building self-awareness. ■

As a result, Grambling State began working with the students more extensively, both in the classroom and in extra workshops on the NTE. These activities were eventually developed into laboratories that were made a required part of the courses that students took. These "professional accountability laboratories" held faculty accountable for making sure needed information was provided and held students accountable for using the information.

The result? A passing rate of 82 percent for the first group of students who used the laboratory component. ■

SESSION II: FROM PARAPROFESSIONAL TO TEACHER

■ Barbara Johnson, Barbara Perry-Sheldon, Eileen Wilson-Oyelaran and Lelia Vickers

IN RECRUITING MINORITY teachers, many schools have looked far, wide, high and low. But their best prospects might be right in front of them. They are the paraprofessionals, the teachers' aides who experience life in the classroom day after day—and who often teach the class. Tapping into this resource, according to many educators and policymakers, just may be the clue to discovering success in raising the supply and quality of minority teachers.

■ Tapping into the resource of paraprofessionals may be the clue to discovering success in raising the supply and quality of minority teachers. ■

But how best to do that? What incentives do paraprofessionals need to enroll in teacher education programs—and what factors contribute most to their success?

Four North Carolina educators presented some answers to those questions. They told the North Carolina forum the story of their combined efforts to recruit paraprofessionals into teacher preparation programs that had been restructured to accommodate the paraprofessionals. At the end of the effort, the four educators came away with a clearer understanding of what's needed to make the paraprofessional strategy work.

Leading off for the group was Barbara Perry-Sheldon, a past-president of the North Carolina Association of Teacher Educators and now the head of the education division at North Carolina Wesleyan College. Using information from the 1996 report, *Breaking the Class Ceiling*, which says paraeducators bring a "wealth of knowledge" to teacher education programs, Perry-Sheldon made the case for recruiting and retaining more paraprofessionals to become teachers. Paraprofessionals, she said, deserve a closer look because:

- they can be found in high numbers—175,000 in North Carolina alone, many of whom are of color;
- they are mature individuals;
- they're seasoned and are used to working with challenging students;
- they bring a "craft-based knowledge of teaching" and truly appreciate teacher education after they've gone through it;
- they're motivated to finish teacher education;
- they know the realities of the classroom better than traditional teacher education students do;
- they're in touch with their communities; and
- they're less likely to quit teaching in the long run.

Perry-Sheldon also presented a key background point: The strategy of helping paraprofessionals become certified teachers isn't new. In the late 1960s, the federal government initiated a Career Opportunities Program that did just that—and three-fourths of the participating paraprofessionals were minorities. "Many outperformed traditional teacher education graduates," Perry-Sheldon said, "and when they graduated, they found themselves in demand."

But the government's program lasted just five years, and as for why more institutions haven't tried the strategy, Perry-Sheldon suggested a lack of understanding and support for paraprofessionals. "One researcher concluded that there aren't enough powerful advocates for paraprofessionals," she said.

Following Barbara Perry-Sheldon was a former teacher and principal—Barbara Johnson, who now coordinates elementary education for Elizabeth City State University. The cooperative of the three North Carolina universities, she acknowledged, was somewhat unique, considering their make-up: Elizabeth City State and Winston-Salem State are historically black institutions, with enrollments of approximately 2,000 and 2,800 students, respectively; North Carolina Wesleyan is a traditionally white institution of 1,750 students. Of the three, only Winston-Salem State is an urban university; the other two are rural. Though each tried different tactics in working with paraprofessionals, they were united by information sharing, recruitment and assessment tactics, and Ford Foundation funding.

The primary goal, Johnson said, "was to encourage highly qualified teacher assistants to

become teachers and help them become licensed." The three institutions did have more specific objectives, however. They sought to recruit and enroll 6 percent of African-American teacher assistants (TAs) in selected schools. They planned to develop student profiles of those most likely to succeed in licensing. They set their sights on increasing teacher education enrollment at all three by 12 percent. And all three would work toward 90 percent licensure of TAs in their programs.

The first step was recruitment. Johnson told the North Carolina forum that the strategy was to first inform local education agencies (LEAs) of their program, then meet with prospective paraprofessionals who had shown an interest in teaching. Of those prospects, the three institutions reviewed applications, recommendations, performance evaluations (from their work as TAs) and essays. They also interviewed each candidate, and those who showed the most promise were selected.

The cornerstone of the approaches tried by the three universities was a grant provided to each student to cover tuition and books. That relieved the TAs from the burden of trying to come up with additional money on their limited paraprofessional salaries, and Johnson noted that "most students said they couldn't have done it without tuition and book money."

Collectively, 230 teacher assistants applied to education programs at the three institutions, and of that group, 83 were accepted. Retention rates were high—between 76 and 81 percent. Academic performance was strong—only 15 of the 83 students had grade point averages under 2.5. Most of the paraprofessionals enrolled in elementary education programs—most likely because most had already worked in elementary schools.

The programs at all three universities had a definite impact, Johnson asserted—not only on the students, but on the institutions themselves.

The universities realized they had more to offer their students, and they benefited from higher visibility and new flexibility in their offerings. Teacher prep instruction benefited from having "real-world" TAs in the college classrooms to recount their experiences in the trenches. Relations with local education agencies and schools improved. Minority faculty recruitment was bolstered. And perhaps most important, Johnson said, the paraprofessional programs gave the universities a chance to rethink financial aid to teacher assistants and to consider the advantages of collaboration among institutions.

It was a learning experience, too, she added. The universities learned:

- it's difficult to judge academic ability and motivation from an interview alone. Some of the candidates surprised their universities;
- it's important for institutions to provide counseling and other services to help returning adults cope with anxiety;
- "there are motivated students—and there are the other kind";
- universities must improve customer service and help students negotiate the bureaucracy; and
- it's critical to document efforts and results.

The three universities also learned to be "good friends," according to Eileen Wilson-Oyelaran, dean of the college at Salem College and a consultant hired to facilitate the paraprofessional programs. And they discovered which factors point to paraprofessionals succeeding in teacher education programs. "When we started," she said, "we thought we were on the cutting edge. We heard, 'Teacher assistants can't be teachers.' But we never felt *all* of them could be teachers—just that some could be successful."

■ The programs gave the universities a chance to consider the advantages of collaboration among institutions. ■

Wilson-Oyelaran cautioned that, in developing a profile of the TA who's most likely to succeed in teacher education, the institutions were working with fairly small numbers. "This is a work in progress," she said, although the work to date has provided helpful insight. A total of 66 TAs were studied, and 24 specific variables were assessed—everything from academic backgrounds to responses on Myers-Briggs tests. Twenty-five of the 66 were classified as "successful," since they had actually begun teaching. Some characteristics of the 25 successful candidates:

1. Ninety-five percent were African American, 85 percent were from North Carolina.
2. Ninety-two percent were women, 60 percent were caring for children. (Several others were

also caring for grandchildren or parents).

3. They were active in their communities—involved in PTAs, churches or social clubs.
4. They had been out of school an average of 8.68 years.
5. They interviewed well, and they were slightly above average writers—which, Wilson-Oyelaran said, was as much an indication of their motivation as their ability.
6. They took advantage of services available to students, including small group classes, independent study, NTE preparation and workshops in writing and self-esteem.
7. They lacked great confidence in their academic abilities but felt supported by their friends, families and institutions.
8. They sought other sources of financial aid in addition to the funds provided by the grant.
9. The classroom teachers with whom they worked were actively involved in and supportive of their mission to become teachers. ("We should look at ways of involving the teachers more," Wilson-Oyelaran said.)

RECOMMENDATIONS

- **Develop alternative preparation programs for TAs.**
- **Provide financial help.**
- **Guarantee employment of TAs who become teachers.**

A lesson lurks beneath the numbers and analyses, Wilson-Oyelaran said—and the lesson is that *universities should not judge candidates solely on academic variables.* "We need to look beneath," she suggested.

There are other lessons to be learned from the paraprofessional programs at the three universities, according to Lelia Vickers, director of the education division at Winston-Salem State University. She presented a long list of recommendations for colleges and universities, local education agencies and state departments of education. Among them:

Colleges and Universities

- Restructure teacher education programs to reflect what's been learned about the teacher assistant program.
- Strengthen connections among classrooms, colleges and communities.
- Make higher education [teacher preparation] more relevant to the realities of the classroom.
- Appoint a teacher assistant advisory committee to give colleges and universities advice.
- Establish clear policies on student teaching waivers and field experiences.
- Develop predictive criteria for marginal student admits.
- Encourage policies for greater support of institutional presidents.
- Develop a mechanism to give teacher assistants more time to prove themselves and succeed.
- Develop bridge programs for students who have been out of college for 10 or more years.
- Revise curriculum to meet goals for preparing effective teachers in the 21st century.
- Develop a computer database to predict success of any student.

Local Education Agencies

- Assign mentors to teacher assistants.
- Allot staff development funds to help teacher assistants pay college tuition, books and other expenses.
- Provide other incentives to encourage teacher assistants to become licensed teachers.
- Develop policies to let teacher assistants keep their jobs and benefits while in college.
- Collaborate more with colleges to promote flexibility for teacher assistants (work/class scheduling).

State Departments of Education

- Regularly collect and analyze minority enrollment data.
- Give policymakers better data on minority students.
- Provide financial help to teacher assistants and develop scholarships.
- Develop alternative preparation programs for teacher assistants.
- Require each school district to develop a plan to train more minority teacher assistants.
- Increase the number of grants for teacher assistants.
- Provide opportunities for colleges/universities to identify teacher assistants.
- Guarantee employment of teacher assistants who become teachers.
- Provide funding for collaboration.
- Provide more support for child care and professional development.
- Provide guidelines for alternative licensure through interdisciplinary teaching approaches. ■

DINNER ADDRESS: LESSONS FROM THE PAST FOR DIVERSITY IN THE FUTURE

■ Barbara R. Hatton

GOOD TEACHERS IMPART the fruits of knowledge. But the best teachers inspire their students, instilling in them the desire and drive to aim high, reach far and achieve greatness.

The best teachers, according to Barbara R. Hatton, are like Grace W. Arnold.

In a stirring address to the policy forum, Hatton, founder of Education Ventures, recounted her days at Turner High School in Atlanta in the 1950s. Grace Arnold was her homeroom teacher. "She simply would not accept failure," she told the group, "pushing each student to the next milestone." Hatton credited Miss Arnold with pushing her to take the SAT—"something that was not done by many African Americans at that time," she said.

When the scholarship offers came in, Hatton remembered, "I knew she had been right."

The Miss Arnolds in the education world have a powerful and long-term effect on their students. And, Hatton said, they succeed because they are accomplished people; they understand their students; and they are true professionals "committed to the development of human potential."

Hatton confessed that she was in the mood to tell stories, and she shared an anecdote from Peter Senge's *The Fifth Discipline*. It was the story of a passerby who finds a drunk looking for his house keys on the side of the road, under a street lamp.

"Where did you drop them?" the passerby asks the drunk.

"By the front door," came the reply.

"Then why are you looking for them here?"

"Because," the drunk answered, "there's no light by my doorway."

The point of the story applies to education, Hatton suggested. How many times in our field do we take the easy way out? she asked. "But we miss the problem because we're using what we have and trying to make the solutions [we know] fit the problem. We're looking under the street lamp for the house keys we lost at the front door."

Hatton, who helped launch the North Carolina and Louisiana consortia when she was a deputy director at the Ford Foundation, praised the efforts to promote quality in teaching through diversity. In her estimation, the consortia have learned three valuable lessons:

1. High standards can be used to develop potential—not just to identify and select the so-called "best and brightest."
2. Strategic application of small amounts of money can be used as maximum leverage to bring more to the teaching profession.
3. Learning about students, especially their backgrounds, is critical to helping them meet high standards.

These lessons, Hatton said, must not be forgotten—the challenge is to use the lessons to create "Grace Arnolds" in sufficient number to serve the public schools. "It is now time to move from projects to policy," she said.

She challenged institutions of higher education and public schools to come together to create "some organizational intervention through which these lessons are institutionalized for replication among education practioners."

■ Learning about students is critical to helping them meet high standards. ■

Another outcome from the consortia should be a kind of legislative legacy, Hatton said. "Enlightened groups of legislators throughout the South will provide support," she said.

Institutionalizing learning experiences and sparking legislative action are important—but the perseverance of minority teachers is perhaps the most critical ingredient to bringing about lasting change. And she had a message for the teachers in the room:

"I say to you 'stay the course.' One day someone will invoke your name as the metaphor for what is needed in our schools. We will need your example to guide us once again to future action." ■

Hatton's full remarks are printed on pages 23-25.

SESSION III: THE PRIVATE SECTOR RESPONSE TO DIVERSITY

■ Thomas W. Lambeth and Joseph Aguerrebere

LAWMAKERS HAVE LONG debated the role of funding in bringing about change in education. On one side of the aisle, cries for more funding are occasionally dismissed with the argument that "problems can't be solved by throwing money at them." On the other side, it's pointed out that money has never hindered problem solving—and that no solutions to major problems have ever been reached without funding.

■ Most funders are convinced that the economic future of our country is being decided every morning in public schools. ■

At both the Louisiana and North Carolina forums, money was a hot topic of conversation, in particular, the role of foundations in supporting programs to increase the supply and quality of minority teachers over the long run.

In Louisiana, the regional director of corporate and external affairs for BellSouth issued a kind of wake-up call for institutions thathave come to count on private support for specialized programs. "The deep pocket days are over," said Edgar Poree. "Foundations will not provide resources to sustain programs that are not productive." He underscored the point: Institutions have to do a better job showing what works and what doesn't—if, that is, they hope to get the continued support of the private sector. Just as corporations eye the bottom line on profits, so too must they look at ways to maximize their philanthropic resources, Poree said.

In addition to boosting their credibility with the private sector, institutions should also do a better job of making their case with the public sector, Poree said. Educators have got to start talking in more concrete terms when describing their programs to lawmakers and policymakers. They should articulate plainly and simply which approaches are successful. And they must become more sophisticated in lobbying for public funding. "Ladies and gentlemen," Poree said, "the word missing out of economics is 'politics'."

At the North Carolina forum, two foundation executives probed the issue of the *source* of funding. Whose responsibility is it to address educational challenges—the public or private sector? Their conclusion: Each sector has a responsibility and a role in answering the calls for change.

The executive director of the Z. Smith Reynolds Foundation told the North Carolina forum that his foundation has a long history of supporting education—and that the foundation's very first grant, in 1936, was to North Carolina for a public policy activity. The relationship between education and foundations is a natural fit, said Thomas Lambeth, and "most funders are convinced that the economic future of our country is being decided every morning in public school classrooms."

At the same time, foundations simply can't foot the bill entirely by themselves, Lambeth said. The Z. Smith Reynolds Foundation, he emphasized, cannot and should not be the financial resource of last resort. "There are, in our lives, some things the American taxpayer should not be relieved of the burden of deciding whether to pay for," Lambeth said. And so, change in North Carolina and elsewhere can only happen if and when the taxpayers decide it should happen.

Lambeth also said his foundation places the minority teacher supply in the larger context of race relations in North Carolina. A public opinion survey sponsored by the foundation found that people of different races encountered each other most often in the shopping mall—in other words, a large-scale public setting, as opposed to smaller social gatherings. "The state of [race relations]," he said, "is a subject we cannot avoid any longer. We've got to come to the point where we just won't tolerate [intolerance]." As a result, the Z. Smith Reynolds Foundation believes the racial and ethnic make-up of the classroom ought to reflect that of the community, including the teacher at the front of the room. Promoting diversity in teaching, Lambeth said, is "not just the morally correct thing to do; it makes good education sense as well."

Joseph Aguerrebere, a program officer with the Ford Foundation, agreed that the private sector cannot and should not shoulder the burden of funding school reform. To illustrate the point, he noted that the Ford Foundation has $7.5-8 billion in assets—but that the annual budget for New York City schools was $8-9 billion. "Our resources are a drop in the bucket compared to the needs," Aguerrebere said.

Still, the Ford Foundation has not backed away from trying to make a difference. Over an eight-year period, the foundation directed $25 million to eight statewide consortia in order to draw more minorities into teaching, including the SEF-organized efforts in Louisiana and North Carolina. In addition, the DeWitt Wallace-Reader's Digest Fund initiated a $40 million project in 1989 also focusing on preparing a diverse teacher workforce. Currently both organizations are evaluating the efforts. They are seeking, according to Aguerrebere, to answer "some bottom-line questions: Have these individuals [we've invested in] become teachers? And what kind of teachers have they become?"

The disappointing news, he said, is that despite the financial support provided, "the goal of significantly increasing the proportion of minorities in the teaching force may not be reachable in the near future." That's not to say the Ford Foundation is withdrawing support, he added—only that the lack of progress "has forced us to think more strategically."

The years of work, however, did bear some fruit. According to Aguerrebere, the Ford Foundation learned that:

- the pool of minority teachers is much deeper than had been thought, "which clearly dispels the belief that there aren't enough committed or talented people of color" available to teach;
- although financial aid is a serious need for aspiring teachers, the idea of a "value-added approach" is significant and lasting. Personal nurturing, emotional support and academic support "can make all the difference in the world";
- many non-traditional students would make excellent teachers. "Many are mature individuals who live in the communities in which they work, who relate well to students and who aren't intimidated by the classroom." These students, he added, have a positive impact on classroom discussion in schools of education; and
- there are many arbitrary barriers that delay or prevent good candidates from becoming teachers—among them, poor counseling and admissions procedures that judge applicants too quickly.

Still, there is much to learn, Aguerrebere said. What's the best way to evaluate these efforts? he asked. Are we expanding the pool or helping those who already know they want to teach? Why do people leave the teaching profession?

The key to answering those and other tough questions lies not in individual efforts, but in systematic change, Aguerrebere said. Single programs can make a difference, but the resulting change won't be lasting unless it's tied to other programs. "We need to somehow connect our efforts with those to reform schools in general," he said. Simply put, school reform can't happen unless teacher preparation improves.

Some states are doing a better job than others in bringing about change—and some have been slow to even acknowledge that a shortage of minority teachers is an issue, Aguerrebere said. And, he added, North Carolina is in an enviable position "because the governor of North Carolina sees education as an investment, not an expense."

■ A single program can make a difference, but the change won't be lasting unless it's tied to other programs. ■

Following the remarks by Lambeth and Aguerrebere, SEF President Elridge McMillan asked about institutionalizing reform—in other words, creating a solution that universities and education systems could embrace. "What, if any, responsibility do foundations have to advance institutionalization?" he asked.

Certainly, foundations should promote institutions' taking responsibility for providing long-term support, Aguerrebere said—but he cautioned that foundations have to draw the line somewhere. "Nothing is forever in terms of [foundation] funding," he said. Lambeth said it was incumbent upon foundations to help set a policy agenda, rather than simply fund a project or program. "We should always ask one question: 'What's going to happen after our money is gone?'" he said. "And we should be willing to take risks when the answer to that question is, 'We're not sure.'" ■

SESSION IV: PROGRAM IMPACT

■ Martha Ann Evans, Perez Gatling, Connie F. Locklear, Edna Sigers and Jessie Williams

THE CONCEPT OF ACHIEVING quality in teaching through an emphasis on diversity was put to a reality test in a Friday forum session as new teachers talked about their previous experience in Project TEAM at Fayetteville and Pembroke State universities, and in the paraprofessional program at Elizabeth City State, Winston-Salem State and North Carolina Wesleyan.

Moderating the panel of three former paraprofessionals and two former Project TEAM participants, Valeria Lee, a program officer with the Z. Smith Reynolds Foundation and now a candidate for secretary of state in North Carolina, posed a series of questions aimed at learning what worked in the programs, why it worked and what should be changed. The five panelists were:

■ The experience heightened my cultural awareness. It helped my critical thinking skills, and my teaching strategies. ■

Martha Ann Evans, a recent graduate of North Carolina Wesleyan College. Mother of two sons and a 16-year teacher assistant.

Perez Gatling, a 1991 graduate of Fayetteville State University and a member of the first group of students to participate in Project TEAM. Now teaching language arts in Chesapeake, Va.

Connie Locklear, a mother of two and one of just a few nontraditional students participating in Project TEAM, graduated from Pembroke State in 1994 and is teaching pre-algebra and algebra. She plans to go back to school to earn her master's in mathematics.

Edna Sigers, a 1993 graduate of Winston-Salem State University who had delayed going back to school so that she could raise two children. In addition to teaching second-graders, she is now pursuing a graduate degree in education.

Jessie Williams, a second-grade teacher who was one of the first to go through the paraprofessional program at Elizabeth City State University. Graduated cum laude in 1993.

Lee: How did those of you who were nontraditional students juggle your obligations?

Evans: For me, it was 24-7. I never had any time for myself, but I knew I was doing something for myself as well as my children.

Locklear: My first year in college, I worked 48 hours a week in a factory. I spent 15 hours in school. My son was in the hospital a lot—he was in intensive care during finals. It was really, really rough. But the Pembroke State professors were very supportive.

Gatling: I remember that [about Connie]. When I met Connie and others at Pembroke State, I found that not everyone was like me. Project TEAM exposed me to a diverse group of people and gave me a greater appreciation for how different people live.

Lee: For the former paraprofessionals, how did that experience help or hinder your becoming a teacher?

Sigers: I was a teaching assistant for 20 years, and I felt I needed a change. I needed to know if I could do it. I found I could. I was named teacher of the year after two years.

Williams: I had teachers who encouraged me to go for it. For that, I was very fortunate.

Lee: Tell us about the transition from paraprofessional to professional.

Sigers: Once you take over that classroom, it's a shock. I didn't think I needed student teaching, but suddenly I was responsible for 24 active kindergartners. The lack of parental support was the most difficult thing for me.

Evans: One of the hardest things about the transition was making sure I got a fair shake at the new school. At the old school, during the field experience, I was treated like a teacher assistant. At the new school, I wasn't.

Lee: How do you think the paraprofessional programs could be improved to get more teacher assistants and nontraditional students to participate—and succeed?

Williams: The money certainly was helpful, but a lot of semesters I

had to go into my own pocket and work full-time. It wasn't easy. Each of us here struggled through it. More can be done to improve financial assistance.

Sigers: We need colleges and universities to work with school systems. Teacher assistants must report at 7:30 a.m. The students don't report until 8:45 a.m., but I couldn't get away for 8 to 9 a.m. classes on campus. You know, assistants run that classroom, and teachers need to give them credit and more support.

Evans: I'd like to see more support to get us through the program quicker. We need more flexibility in class offerings.

Lee: One of the primary components of Project TEAM is a five-week summer institute. What was the most immediate benefit you experienced?

Gatling: Classroom management activities were the most helpful. In Project TEAM, they helped us with something as simple as how to make a bulletin board. That was something I had never thought about.

Lee: What were the long-term benefits you noticed following your participation in Project TEAM and what would you try to improve about the program?

Gatling: The experience heightened my cultural awareness. It helped my test-taking skills, critical thinking skills and teaching strategies. Improve? I'd have participants in Project TEAM work with actual students in a setting in which we're the facilitator.

Lee: Do you have any advice for institutionalizing these two programs?

Gatling: Journal writing, perhaps in general studies courses. Multicultural education should be institutionalized. And cooperative learning should be on the agenda.

Williams: Include teacher assistants in staff decisions at school, and include them in meetings and decision-making.

Sigers: I think teaching teacher assistants to write six-step lesson plans must be included in preparation. That's the kind of hands-on preparation that's needed.

The panel then fielded questions from the audience. One participant asked the panelists how programs could counteract a lack of support from friends and, sometimes, families. Locklear said child care would have helped ease the pressures from family responsibilities, and Sigers said universities should facilitate ways for students who are paraprofessionals to give each other support. "Funds for counseling would help," she added.

Finally, the group was asked how higher education should change its curriculum to meet the needs of nontraditional students. Williams answered by saying scheduling and flexibility are important. "Also, work with school systems. If school system officials worked with colleges and universities, some classes could be eliminated."

All five panelists said they didn't just belong in the teaching profession for now. They were members for life. ■

SESSION V: RESEARCH ISSUES RELATED TO TEACHER DIVERSITY

■ Mary Dilworth

THERE'S A REASON Mary Dilworth was invited to speak at both the Louisiana and North Carolina forums. She knows the literature. From her vantage point with the American Association of Colleges for Teacher Education (AACTE), where she is the senior director for research, Dilworth has a solid grasp on the body of research that's been conducted on minority representation in teaching. And she has made sense of the numbers.

In Louisiana, Dilworth told participants quite plainly, "we need to have a more critical discussion about exactly why we are doing this." The "this" to which she was referring encompassed all of the programs and efforts to increase the supply and quality of minority teachers. "From my perspective at the national level," Dilworth said, "the time has come to start looking a little bit more in depth about why we want to have more African-American teachers."

In essence, Dilworth was saying that the role model argu-

ment—e.g., more minority teachers are needed because of their status as role models—won't be sufficient in the future. Policymakers and educators ought to be researching the issue so that they can make a more concrete case for the importance of minority representation. (Earlier at the Louisiana gathering, Ford Foundation program officer Joseph Aguerrebere had echoed that sentiment: "Many people use the role model argument or the social argument," he said. "Those arguments are really in need of clarification. The reality is that there is not a lot of strong empirical data to support them.")

■ The time has come to start looking a little bit more in depth about why we want to have more African-American teachers. ■

The state of minority representation in teaching, however, is illustrated very clearly with existing statistical evidence, Dilworth told her Louisiana audience. Nearly half the schools in the United States have no teachers of color. Of Louisiana's school students, 46 percent are African American while "your teaching force is probably around 29 percent African American and other people of color." The next generation of teachers is more formally educated than any of their predecessors—but they're overwhelmingly white and extremely averse to working in urban areas.

Dilworth also noted a transition in thinking over the past 10 years, one that suggests education should focus on teaching teachers to be more culturally responsive, since recruiting teachers of color has fallen short. "This prudent behavior appears to be very short-sighted," she said. "How can [anyone] learn to be more responsive without a good frame of reference? Without expanding their traditions?" Also, it's imperative that the teaching force reflect the diversity of society, she said.

Nine months later, in North Carolina, Dilworth again discussed research. She began by encouraging the group to make better use of available research, suggesting that data could support the position that programs promoting diversity benefit *all* people, not just people of color. The Internet provides ready access to data. So does the National Center for Education Statistics, which has a wealth of information for education professionals. "Our greatest shortcoming," she said, "is not finding the time and resources to analyze that data."

Dilworth identified a few salient issues that might be examined using such research:

- *The supply and demand of educators by race.* No comprehensive examination exists of teachers of color and the racial composition of the students they teach, she said.
- *Teacher employment/placement patterns.* A comprehensive study could aid in recruitment. No such study exists.
- *Delayed entry.* So few minorities are entering teaching after college that "it's critically important that we're certain what happens to them when they're gone."
- *Teacher ethnicity/student achievement.* Again, information is lacking. "More and more, I hear that people want evidence that teachers of color make a difference. Sooner or later, we're going to have to answer that question."
- *Majority teachers/students.* It would be useful, Dilworth said, if we could learn from the teaching styles and relationships between majority teachers and students.

While educators should tackle new research topics like the ones she suggested, Dilworth did not advocate reinventing the wheel. Teacher education research, even with the new assessment practices, is moving away from quantitative analysis toward qualitative analysis. "What we're talking about is infusing what you already know into the knowledge base," she said. She added a note of encouragement: "[AACTE is] always looking for good written work. There's no doubt that you have a unique contribution to make." ■

SESSION VI: ALTERNATIVE ASSESSMENT OF TEACHER PERFORMANCE

■ Ruby Burgess, Donna I. Smith and Ione Perry

IF THERE IS A DEFINITIVE buzzword for education in the '90s, it is assessment. No serious discussion of policy issues can take place without somehow incorporating the concept of assessment, including the issue of diversity in teaching. At North Carolina's public policy forum, three of the speakers examined the assessment factor, in particular, alternative methods of evaluating the performance of North Carolina's teachers.

Ruby Burgess began the session by placing assessment in the "larger context of diversity." Burgess, who chairs the education division at Winston-Salem State University, presented background information on the issue of diversity in American education. "Diversity problems have been present for a long time," she began, "and historically, education has not reflected the diversity of people."

But, she added, there was a bit of an awakening in the mid-1950s, when "power groups could no longer ignore the issue." Following that came the "homogenization effort" of the '70s, '80s and '90s—a three-decade era characterized by a standardization movement that sought to "get people to look alike, teach alike, do everything alike."

It worked, Burgess concluded. Now education must respond by:

- *Preparing teachers for the reality of the classroom.* "We've talked about minority teachers and increasing the diverse pool. But we haven't talked about putting them out there in a system that doesn't value their diversity."
- *Factoring greater cultural understanding into assessment practices.* "You can't have authentic assessment if it doesn't factor in the cultures of students."

Burgess remained optimistic that assessment could change. "We can get real," she told the audience, "and this context today demands that we address diversity. So let's begin to value and celebrate diversity."

Assessment in North Carolina, according to Donna I. Smith, is essentially the Teacher Performance Appraisal Instrument (TPAI)—but that's not to say alternative assessment doesn't exist. It does in several local districts, and Smith, the section chief for teacher education with the state's Department of Public Instruction, shared four examples:

1. *McDowell High School.* Teachers with above-average TPAI assessments participate in a pilot evaluation on a voluntary basis. Essentially, groups of teachers serve as resources for each other, and the school's principal monitors the classroom performance of teachers who participate in the pilot program.
2. *Aimes Middle School.* Teachers work under a three-stage assessment model (goal setting, data collection and documentation/assessment). They set individual goals, keep a professional portfolio of what they have read and seen, and meet monthly with the principal, who provides written and verbal feedback.
3. *Franklin City Schools.* The system has used a formative evaluation model, which involves both self-assessment and a review of teaching practices. Teachers participate in videotaping every other year and fulfill a professional development plan as well as formative evaluation.
4. *Johnson City Schools.* The system has worked with a peer coaching model, Smith said. Tenured teachers or teachers with above-average TPAI assessments take part in preconference, observation, postconference, self-directed goals and evaluation.

Because the TPAI is still the definitive assessment instrument, however, colleges must do a better job preparing students for it, according to the third speaker, Ione Perry, director of human resource management with the state's Department of Public Instruction. Currently, North Carolina places an emphasis on a portfolio as part of the answer to alternative assessment, she said, but until alternative

■ Education must respond by preparing teachers for the reality of the classroom and factoring greater cultural understanding into assessment practices. ■

assessment can be better defined, North Carolina will continue to use standardized tests for teacher assessment.

Other related practices must accompany the development of alternative assessment, Perry said. Flexibility must be granted to those seeking licensure. Mentors ought to be advocates for their charges. Different education sectors must communicate better. "What we've got to do, gang, is ask some hard questions," she said. "Let's [ask colleges]: Are your teachers coming ready to work with diverse populations of youngsters? Can you deliver to North Carolina persons who are prepared? Are you ready to support your graduates? And are your faculty ready to roll up their sleeves and get in the classrooms?"

The state is ill-served by finger-pointing, Perry concluded; instead, North Carolina education would benefit from hard-hitting, honest dialogue. "We have lots of data," she said. "What we need to do now is sit at the table and work on a few things—not 17 things, but two or three." ■

SESSION VII: REPORT OF WORKING GROUPS

■ Working Group 1 - Rethinking Quality Control and Institutionalizing Success
Working Group 2 - Collaboration Between LEAs and Institutions of Higher Education
Working Group 3 - Preparing for Legislative Action

THE NORTH CAROLINA Public Policy Forum was an opportunity for educators to take a closer look at creative ways for addressing the lack of minority teachers. After a day and a half of formal and informal interaction, the participants themselves had an opportunity to brainstorm over what they would like to see accomplished next. So they congregated in three groups, shared ideas and proposed strategies for a future action agenda.

The first group took on the issues of rethinking quality control and institutionalizing success. The group's consensus: Get creative. "We should have more collaboration between local education authorities and higher education," said Saundra Shorter, acting dean of education at Fayetteville State. "Professional development funds should be made available [to help teachers return to college], and universities should give three hours credit to each teacher to take courses." That should extend to teacher assistants, too, she added.

Group One also recommended redesigning the faculty workload to give credit to faculty who are involved in "value-added" activities—in other words, those who are committed to working more closely with education students to help ensure their success. Finally, colleges and universities ought to serve their teacher education students in new ways. "One possibility is developing abbreviated courses," Shorter said, "especially since some school systems are going year-round. Teachers should be able to take a course in a three-week period or some other abbreviated period."

Group Two weighed in on the issue of strengthening the ties between local education agencies and colleges/universities. The group proposed the creation of a joint advisory board to facilitate communication and support policy changes. "The board would be made up of members from colleges and universities, school boards, superintendents, county commissioners, teacher assistants and teachers," suggested Perez Gatling, a teacher from Chesapeake, Va.

He gave some examples of what such a board would do:

- Incorporate more flexibility into the education experience for teacher assistants, including keeping college administrative offices open later, implementing phone registration and adjusting class schedules for the TAs.
- Establish a transparent curriculum, from K-16 (including community colleges).
- Restructure methods courses to accommodate the differences between traditional and non-traditional students and to eliminate redundancy for teacher assistants (who already have significant classroom experience).
- Support and recognize teacher assistants by encouraging the best to become teachers and electing a

"teacher assistant of the year."

The third group explored ways to transform the teacher diversity issue into legislative action in North Carolina. In their discussion, group members acknowledged that lawmakers and the general public don't understand what it's like to be a teacher today, nor do they grasp the importance of having more diversity in the teacher workforce. Thus, stepping up communication is critical.

One Group Three participant noted that a North Carolina legislative subcommittee on minority male recruitment might be a good place to start—and that requesting more funds for the teacher assistant scholarship program and Project Teach, a precollegiate program to promote teaching, could be a first step. In any event, the bridge between education and lawmaking must be crossed. The best way to cross it, the group agreed, is with good communication.

"We should start by looking closely at Department of Public Instruction data and reports," said Lelia Vickers, director of the education division at Winston-Salem State. "After we analyze that material, we can put it into a form that's easily comprehended by lawmakers."

An even more important strategy, Vickers said, would be to form a policy research group to identify three or four key issues that would truly make an impact on the recruitment of minority teachers. This group would conduct an open dialogue and cut to the heart of the issues, even recommending the kinds of policies that ought to be abandoned. ■

CONCLUDING COMMENTS: THE NEED FOR COLLABORATION

■ **Richard Thompson**

JUST AS QUICKLY AS THE three working groups hammered out some ideas and suggestions, a top North Carolina public school official gave them feedback. "You have raised some significant issues," said Richard Thompson, the former state school superintendent in Mississippi and now deputy superintendent in North Carolina. "And I heard a resounding theme in all three reports: the need for collaboration."

It's easy to say the word "collaboration," Thompson said, but it's often difficult to put it into practice. Thankfully, North Carolina has had some success in achieving collaboration. He pointed to a liaison committee as evidence of a major collaborative effort underway. "This vehicle offers great hope to get something done," he said, "because these are the policymakers sitting at the table." The state's education chiefs are also sitting at a table—actually, it's an "education cabinet, mandated by the legislature. That's right—we had to mandate getting them to sit down and talk with each other."

Thompson mentioned a number of programs in North Carolina that are making a difference. Project Teach, a precollegiate program to promote teaching, and the Teacher Assistants Scholarship program are two examples. So is the Prospective Teacher Scholarship Loan program, which awards 200 loans a year. And the Challenge Scholarship program, which offers 50 scholarships a year and is currently targeting more minorities. And the Byrd Scholarship and North Carolina Fellows programs, both of which he said were slanted toward supporting teacher education students.

But Thompson stopped short of calling this roster of programs a remedy to the lack of minority teachers. "I don't mean to downplay these efforts, because they're good efforts," he said, "but they don't get to the heart of the problem. We still have not figured out how to address a million-dollar problem."

■ It's easy to say the word 'collaboration,' but it's often difficult to put it into practice. ■

The words "flexibility" and "communication" also came up in the working groups reports, and Thompson agreed both were necessary. The state is trying to move quickly to give local education agencies more flexibility, and new legislation is designed to move more money down to the local

schools—a move that would provide them greater flexibility, he said. As for communicating with the legislature, Thompson said it was a good idea to package information in a concise, effective manner. "The worst thing you can do is go to the legislature unprepared," he said. "It's a great idea to get good data and focus on only a few of the most critical issues."

The problems facing North Carolina are very real, Thompson said:

- *Low expectations.* "We have expected too little from our minority students when they're young. We have set them up to fail. We've got to change that."
- *Inadequate test scores.* "Thirty to 35 percent of our youth aren't making it. They can't pass the competency test, and a disproportionate number of youngsters of color aren't passing. They need remediation in high school."
- *Shrinking pool of minority teachers.* "Over the last 25 years, we see teachers of color retire, and we struggle to replace them. I've seen that over and over in many states."
- *Reluctance to embrace change.* "There's a rampant disease out there among the public school folks. It's called the 'In my day' disease. They stand there saying, 'In my day, we did such-and-such' and they don't want to change."
- *Overwhelming demands on teachers.* "Teachers are asked to be so much to so many. We need to find ways to keep them excited and renewed." Parents also must be more involved; "teachers are lucky to find a parent home. And so often when they do, the parents are blaming the teachers." ■

WHERE DO WE GO FROM HERE?

AN IMPORTANT FUNCTION of these forums was to bring together individuals who are working toward the common goal of promoting quality in teaching through diversity. While we often talk about collaboration, more often we find individuals trying to "reinvent the wheel." Over and over the speakers at these forums implored participants to write down the lessons they had learned and to spread the word about their successes.

To combat the disinterest of the public in education and the mentality of the media that the only news is bad news, educators must do a better job of marketing their successes, Joseph Vaughan of the U.S. Department of Education told forum participants. By evaluating and documenting what works and what doesn't, educators can map their success stories, share the information and help move from isolated to systemic change.

The Southern Education Foundation is trying to do its part to spread the word. In addition to hosting these forums, the Foundation will participate in the national forums AACTE is organizing for the Ford Foundation.

We have also begun work on two important "what we've learned" documents. The first is a research report on the paraprofessional program at Elizabeth City State University, North Carolina Wesleyan College and Winston-Salem State University and the enhancement program for teacher education students at Pembroke and Fayetteville state universities. The document will provide an in-depth profile of a teaching assistant who's most likely to be a successful teacher education student as well as information about the key ingredients for enhancement programs for traditional teacher education students.

Eileen Wilson-Oyelaran, dean of the college at Salem College and a consultant hired to facilitate the paraprofessional programs, is heading the research and hopes to have the report ready in the fall.

The second document will be a broader report, perhaps in book form, about the lessons learned from both the Louisiana and North Carolina projects. "Over the years of managing these and other similar minority teacher projects, we've gained a certain amount of expertise," Nathaniel Jackson, senior program officer at SEF, said. "Through trial and error, we've learned some valuable lessons that we believe need to be shared."

An advisory committee has already begun to develop a general outline for the book, which should be ready in the spring of 1997. ■

REMARKS BY BARBARA R. HATTON

■ *The Role of Institutions of Higher Education and State Governments in Promoting Quality and Diversity in the Teacher Workforce*

May 30, 1996

I SHOULD BEGIN MY remarks tonight by recognizing the leadership of Elridge McMillan. But the last time I talked about him publicly, he told me I almost embarrassed him. So I promised not to talk again about how he went off to college at 16 years of age, inspiring many young people to higher academic aspirations when we were growing up years ago in Atlanta. And I won't call him a trailblazer anymore, or mention the many people he has helped, or reveal any of the risks he has taken to promote justice and quality in education. Let me simply say that Elridge, my friend of many years, is also our good colleague. Tonight, for us all, I acknowledge our debt to him for his steadfast commitment, support and leadership.

In like manner, I must also take this opportunity to express my gratitude and respect for the work of the Ford Foundation. Through policies that have evolved over decades, program officers of the foundation's staff have an extraordinary opportunity. As the responsible officer for the foundation's minority teacher initiative, I experienced that wonderful opportunity—of trying to make a difference in the profession to which I have devoted my entire life. So tonight, I say thank you to Alison Bernstein, Susan Beresford, Franklin Thomas and members of the board as I recognize their wisdom and vision in focusing our efforts on one of the most critical issues in education today.

Lest we forget why we are here celebrating the successes of the Ford demonstration projects, and discussing ways to institutionalize them, I begin with a story which illuminates the importance of teacher diversity and quality.

A STORY ABOUT A GOOD TEACHER

I begin with a story about my high school teacher, Grace W. Arnold. I've been talking about her lately, though she has been dead since 1958. Back then, each eighth-grade class was assigned a "homeroom teacher," and that teacher stayed with the class through the senior year and graduation. Miss Arnold was my homeroom teacher throughout my high school years.

She was the consummate educator, highly educated and totally dedicated to our success. Every summer she took courses or she took an educational trip somewhere in that old black Buick she drove, or she did both. And upon her return, we knew we'd hear or experience some of what she learned. One summer she went off to Mexico to study and that year we were forced to learn an authentic dance of that culture which she insisted that we try to perform in the school talent show. How we all complained! But she wouldn't be convinced that we should grab microphones and sing the latest "doo wahs" like almost everyone else was doing in the show.

She simply had faith in our abilities and pushed us relentlessly to develop them. If you fell down, she picked you up; if you resisted and rose up in rebellion against her, she knocked you back in place; if you lost faith, she inspired you. She simply would not accept student failure, pushing each student to the next milestone. I'll never forget how she decided we should be prepared to take the SAT, something that was not done by many African-American students at that time. She worked with the counselor to arrange Saturday preparation sessions, and virtually forced me to be a "test case" for our Saturday group. As I sat on the Emory campus on that fateful morning, frightened and alone (the only African American in the room), I was so angry with her. During breaks, I didn't know how people would behave and I didn't want any interference with my best performance, so I took no break. When the counselor came to pick me up, you can imagine where we headed!! But when the scholarship offers came in, I knew she had been right.

She gave the same attention to old Curtis, the student in our class from one of the least privileged communities served by our school. His parents did the best they could, I'm sure, but they could not do very much to assist him with success in

school. She worked relentlessly to help him keep up with the class. But periodically, old Curtis would stop coming to school. And she would set out to retrieve him. More often than not, she found him on Auburn Avenue at the Royal Peacock nightclub (a place she never frequented), "sitting in" with some traveling band and picking his guitar to make money or just hanging out looking for a profitable opportunity. But her appearance would bring him struggling back to school. And she'd give us assignments to work with Curtis in an attempt to get him back on track in his classes. While Curtis did make senior status with us, he did not graduate. She was still working on him before she left on another one of her trips in 1958, the fateful last one of her life. Miss Arnold unfortunately died during the summer after our graduation.

■ Miss Arnold (and the many others like her of that day) achieved success because she understood us, from whence we came and why we were the way we were. ■

Our class attended her funeral as a group, dressed in our graduation costumes. Her tenacity, her lifelong learning had a powerful effect on all of us. The school and Miss Arnold had built a shared vision among us, not only about what kind of learners we were, but also of what kind of civic and social beings we ought to be—and everyone cooperated with honoring Miss Arnold in this unusual way.

In the years since, we've gone on to accomplish more than anyone could have imagined if one simply tried to make a prediction on the basis of where we started.

Upon reflection, I believe Miss Arnold (and the many others like her of that day) achieved such success because...

1. She was knowledgeable, having achieved high standards in her own learning. Thus she commanded our respect simply because she was so dedicated to her own learning (we thought everything else about her was quaint or, to be honest, just plain funny).
2. She understood us, from whence we came, and why we were the way we were, i.e., she relied upon a level of cultural knowledge, not just data bits from diagnostic instruments. And she used this understanding to promote high standards in our education.
3. She was an education professional, committed to the development of human potential—always reaching for the state-of-the-art benchmarks in the field.

DEVELOPING 'GRACE ARNOLDS'

The real point of the school reform efforts begun in the 1980s and ultimately of initiatives like the Ford Foundation demonstration project was to develop "Grace Arnolds"—teachers whose principles and practices would enable today's student to meet high standards. The Ford projects were organized at the time when there was broad recognition of the need to do this but instead most reform efforts were focusing on teacher testing (to screen out poor teachers), as well as on the introduction of new technologies and curricula. New training and organizational initiatives were launched, to be sure, but they were not the focus of public policy deliberations at that time.

The spectacle reminds me of the story Peter Senge repeats in his book, *The Fifth Discipline* (I'm reading it again).

A passerby encounters a drunk on his hands and knees under a street lamp. He offers to help and finds out that the drunk is looking for his house keys. After several minutes he asks, "Where did you drop them?" The drunk replies that he dropped them outside his front door. "Then why look for them here?" asks the passerby. "Because," says the drunk, "there is no light by my doorway."

Educators were pushing harder and harder on the easy way out, applying available technology (like the unfortunate drunk in Senge's story) while the fundamental problem—the fact that the Grace Arnolds were vanishing—was a persistent and worsening crisis. Teacher diversity and quality were both issues in student performance problems. And the "grow your own" philosophy which undergirds the Ford demonstration projects has proved to be powerful in successfully addressing them. These projects have demonstrated ways to develop the Grace Arnolds of the future, teachers who have the cultural knowledge and learning experience to facilitate improved high school performance for all students. In this way, these projects are ultimately demonstrating the educational value of diversity in the teacher workforce.

Those who have successfully participated in projects based on

the "grow your own" philosophy have developed extremely valuable lessons for the educators of tomorrow. These educators know that high standards can be used to develop potential—not just to identify and select the so-called "best and brightest." They know the importance of cultural learning in accomplishing this task. And they understand that the strategic application of small increments in monetary resources promote opportunity and success.

WHAT'S NEXT

The challenge now is to utilize the lessons learned from the Ford projects and other equally powerful demonstrations to create the "Grace Arnolds" in sufficient number to serve our public schools. It is now time to move from projects to policy. With the evidence at hand, it ought to be possible to gain public support for the creation of some organizational intervention through which these lessons are institutionalized for replication among education practitioners. The organizational intervention, whether in the form of an electronic network, a youth camp, research institute or professional development school for example, should be developed primarily for the purpose of refinement and replication of the lessons learned, with research, development and evaluation capacities. It is possible for selected institutions of higher education and public school systems to come together to do this. And enlightened groups of legislators throughout the South will provide support as the South Carolina General Assembly supported my efforts last year to create such an entity in that state.

To those beginning young teachers with us tonight who have begun their careers through these demonstration projects, I know you are going to be that "Grace Arnold" in our schools. I welcome you to the education profession and I say: STAY THE COURSE! One day, 30 years from now, someone will stand up in one of these meetings and invoke your name as the metaphor for what is needed in our schools. And if we fall short of the mark today, we will still need your example to guide us once again to future action. ■

■ The 'grow your own' philosophy has proved to be powerful in successfully addressing student performance problems. ■

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