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Building Better Bridges: Toward More Effective Strategies for Promoting Teacher Diversity in California Secondary Social Science Classrooms at the Pre-service Level.

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Abstract

The State of California's teaching corps does not reflect nearly the same level of cultural diversity, as does the student body that it serves. Multiple sources of evidence suggest that the quality and outcomes of the learning experience are compromised for many of the students enrolled in California schools due to persistent and significant shortfalls in their levels of teacher diversity relative to that of their students. While efforts to recruit larger numbers of minority teacher candidates have produced, at best, mixed results overall, in the subject area of social science – where teacher diversity can be especially meaningful – only nominal gains have been realized. The reasons for this are not well explained by the existing scholarship on this topic. This review of the literature focuses largely upon identifying the challenges unique to the recruitment of "minority group" candidates into the social science teacher licensure process and offers some prescriptive strategies for how those challenges might be more effectively overcome in the future.

Forward

It would be less than honest to say that my interest in this topic lacked intensity before I was called on to deliver a thesis proposal in connection with my master's studies. Even absent the evidence offered by the available scholarship, the value of a diverse teaching force seemed self-evident to me. So the apparent lack of diversity that I encountered day after day among my student colleagues during my own formal teacher preparation efforts became a source of increasing concern for me.

I suspect that I am not the first student, nor will I be the last, to embark on a research journey, only to find that it will not be easily brought to an end. I came to this effort with an already well-entrenched passion about this issue and felt the intensity of that passion grow at every step along the way. Yet those charged with the task of evaluating this work very reasonably expect to receive a finished paper from me well before I will be prepared to bring an end to my work on this issue. Largely because of this, this paper is presented in two parts. Much like the chapters in a book, this format provides a way to break what will likely be a long-term effort into segmented parts; thereby providing a logical point within this larger effort to conclude this paper.

Part one, in the style and format customary to most thesis presentations, was prepared most substantially during the data-gathering phase. This process revealed to me that this topic has attracted a reasonably high level of scholarly interest. It further revealed to me that, despite the value and importance that most of this scholarship attaches to teacher diversity, very little is actually being done to remedy the lack of it. This became a call-to-action for me. The time has come for someone with a sufficient amount of political will to move for practical solutions to this problem and, because I am so passionate about this issue, I am prepared to answer that call.

Within the context provided by a clear understanding of this, Part Two represents the phase of this work that was dominated by prescriptive analysis. It was dedicated primarily to seeking effective means to reverse the trends that are contributing to the teacher of color shortage. Although the conclusion of “Part Two”, as it appears in this paper, in no way signals the end of this story, in the interest of completing its timely submission, it is the point at which this paper and this effort will part.

Part Three will be the chapter of this story that finds itself written upon a set of pages other than these. I have no doubt that it will be a story about a fascinating journey. I hope one day to share that with you, too.

Part One: The First Leg of the Journey

Introduction

> *Fifteen years ago, nearly nine out of 10 public school teachers were white, and more than seven in 10 were women. Their classrooms were mostly white as well – fewer than three in 10 were minorities. Fast-forward to today. Minority students account for four in 10 public school kids. One in five speaks a language other than English at home, and one in four comes from a single-parent household.*
>
> *But wait: There's still a white woman at the head of the class. She's a little better qualified, but, otherwise, the typical American teacher hasn't changed much.*
>
> *- Greg Toppo, USA TODAY (2003)*

As a somewhat "unconventional" teacher credential (or licensure) candidate of limited means, I struggled immensely in order to overcome the financial and logistical challenges of meeting the teacher credentialing, or licensure requirements for the State of California. I know from personal experience that for example, the system is generally poorly designed to accommodate re-entry students, students with dependent children or students of limited financial means. Based upon the reported experiences of the revealingly limited number of student colleagues at the time who were similarly situated, the challenges that I faced were clearly not unique to my own experience.

The traditional path for teacher licensure in California is often expensive, calls for extended periods of uncompensated on-the-job training, and the compulsory attendance of classes at locations, times of the day, and at a pace that create unique challenges for parents of school-age children. My own experience, however limited, has been that some teacher education faculty members are less cognizant of, often distanced from, and less sympathetic to some of the difficulties faced by non-traditional students in teacher credential programs. Such attitudes contravene efforts to re-design teacher education programs that might invite a broader range and participation of candidates.

Long before I ever embarked on this research, it occurred to me that the somewhat narrow demographic considerations that these systems were built around routinely create significantly greater barriers for the less advantaged – a disproportionate number of whom are ethnic "minorities" – to entering the teaching profession, than for their more privileged counterparts.

Before coming to this realization, I had not really developed a full awareness that – in both of the teacher education programs that I have attended to complete my own licensure process – my cohorts were almost exclusively "White". Once there, however, I realized that there was not just a predominance of more "conventional" students among them, but also a noticeable absence of culturally and ethnically diverse students. In fact, in one of the programs that I attended, I knew only of one teacher candidate – a Latino – who was visibly represented. In the other, to my knowledge, there were none at all.

Thus began my interest in and research efforts around this topic. And in the process, I quickly found an overwhelming amount of evidence that, indeed, confirmed that many of the suspicions that grew out of my own anecdotal experiences with the California teacher licensure process had merit.

Statement of the Problem

There is an overall need to increase the diversity of teachers in the State of California, especially in the subject area of social sciences. "Diversity" is broadly used in this paper to describe the significant presence – within a larger group, the majority of whom are members of the dominant culture -- of individuals who are members of other than the dominant culture. As a practical matter, this study places more emphasis on ethnicity as a determinant of diversity than any other

distinguishing characteristic, therefore, references herein to “diversity” can be considered loosely equivalent in meaning to the term “ethnic diversity”.

Purpose Statement

This review of the literature examines and identifies the manner in which the teacher licensure system works against teacher diversity, as well as seeks effective prescriptive strategies to minimize such institutional biases. With particular attention to teacher licensure in the State of California, it urges and recommends means of achieving greater levels of teacher diversity in secondary social science classrooms.

Research Questions

1. What structural and systemic causes in the California State Licensing process for teacher credentialing affect the recruitment and retention of ethnically and culturally diverse candidates?

2. What strategies and measures will best increase the recruitment and entry of ethnically and culturally diverse candidates into the teaching profession in the social science subject area in the State of California?

Theoretical Rationale

The ultimate goal of this research is to seek more effective ways to facilitate consistent and significant incremental shifts over time in the demographic composition of that group of California teachers licensed to teach in the social science subject area toward one more representative of the student body that it serves. This goal is motivated by a variety of persuasive arguments that support the view that students served by a more demographically representative teaching population will derive significant benefits from that. Dominant among those is the

notion that the mere presence of larger numbers of minority group teachers in K-12 classrooms provides “passive representation” (Weiher, 2000) or, as Wrinkle, Meier, and Polinard (1998) refer to it, “bureaucratic representation” that results in “redistributional consequences of bureaucracy” (Ibid, p. 17). Moreover, Wrinkle, et al. (1998) found that “equity districts translate inputs, particularly minority teachers, into outputs different from how nonequity districts do” (p. 17). Further, they found that the redistributive capacity of those organizations was not constrained by a zero sum equation, as most social scientists had previously believed was true of this distributive model, but, instead, that “… these representative bureaucracies do not benefit one group of students at the expense of another”. Rather, those benefits are “broadly realized”. Notably, this also further suggests that “representative bureaucracies are more effective at meeting their goals than non-representative bureaucracies in similar circumstances” (p. 17).

There is significantly less ethnic and cultural diversity among those now certified to teach in the State of California than is present in its general population; less still when considered in comparison to the state’s K-12 student body (Bullard, 1998; CDE, 2006a & 2006b: NEA, 2004).

There are also a number of studies that have shown that increasing the population of ethnically and culturally diverse teachers in K-12 classrooms is connected directly to closing the “achievement gap” between culturally diverse students and their more privileged counterparts (NEA-NCDTF, 2004; Quiocho and Rios, 2000; Weiher, 2000). There is also a presumption that “the experiences minority group teachers bring [to the classroom] will help them to be empathetic toward and skilled in crossing cultural and linguistic boundaries in school contexts” (Quiocho and Rios, 2000, p. 498). Further, it is widely believed that teachers of color bring positive images of people of color to the classroom, and to all students (Ibid).

We cannot provide the optimal educational environment for the students that we serve unless we seek aggressive and effective solutions to that problem. Improved learning outcomes for students of color is one of many desirable benefits connected with increased teacher diversity. Therefore it is a goal worthy of aggressive pursuit (NEA-NCDTF, 2004; Quiocho & Rios, 2000; Weiher, 2000).

There are a number of significant barriers to achieving the goal of teacher diversity that originate from a variety of different sources (Bullard, 1998; G. Grant, personal communication, January 25, 2007[1]; Quiocho & Rios, 2000). The more commonly identified barriers have either socio-cultural origins or are embedded in the licensure process itself.

To the extent they exist at all, remedial programs intended, at least in part, to facilitate broadly increased levels of teacher diversity have produced mixed results, at best. This is largely due to the fact that market influences have effectively undermined the alternate pathways to certification in the relatively "low-demand" subject areas, such as social science (G. Grant, Ibid).

Nonetheless, this goal is especially meaningful in the social science classroom (Abdal-Haqq, 1994; Loewen, 1995). In the more specific context of traditional social science curriculum, an increased level of teacher diversity will bring a broader range of cultural perspectives to that venue, which has heretofore been overwhelmingly dominated by an Anglo-European perspective; to the nearly virtual exclusion or comparatively less favorable view of almost every other perspective. Social science classrooms are often also the venues in which students are prepared for participation in our democratic process. The presence of a diverse population of teachers – which has been shown to contribute to more successful student learning outcomes (NEA-NCDTF, 2004; Quiocho and Rios, 2000; Weiher, 2000) – charged with carrying

[1] From Personal Interview Conducted by Telephone with Dr. Grace Grant, Single Subject Credential Program Department Chair, Dominican University of California. San Rafael, which focused largely on Dr. Grant's expertise on California teacher licensure and personal knowledge about the challenge's it creates for pre-service teachers.

out this task, benefits a democratic society. For if students outside of the dominant culture are successful learners in these venues – they will ultimately be better prepared to participate in the democratic process. That, in turn, will enhance the political strength and add volume to the political voice of many heretofore underserved minority communities (Abdal-Haqq, 1994; Quiocho & Rios, 2000).

Assumptions

This work relies substantially on three major assumptions. First among those is that teachers of color are significantly under represented in the K-12 public school classrooms in the United States in general and within the State of California, in particular. It is further assumed that such under representation is antithetical to the implicit and explicit notion commonly promoted in connection with our public education system that it seeks to provide equality of opportunity to all of the students that it serves.

This is assumed to be largely a result of the presence of broad structural and institutional disadvantages for people of color in the educational and professional opportunities that are generally available in the United States. It is further assumed that there are also biases in the teacher education and licensure process both nationally and within the State of California that additionally impede the development of a more ethnically diverse teacher population.

Background and Need

A variety of challenges more acutely felt by ethnically diverse and less-advantaged teaching candidates have intentionally or unintentionally erected significant barriers for entry into the teaching profession for such groups. Alternative pathways to teacher licensure, some of which were at least partly meant to serve as “magnets” for non-traditional teacher candidates,

often take much longer to complete, have pitfalls of their own, and have produced mixed results, at best.

Such barriers to teacher licensure for non-traditional candidates exacerbate further an already very troubling characteristic of our national education system: our children are sharing classrooms with ever increasing numbers of ethnically and culturally diverse students led by teachers who are overwhelmingly White and overwhelmingly female. In contrast to an increasingly diverse student body, (the national average of students of color in public schools was 40% in 2001), the percentage of teachers of color was only 10 percent of the national teaching force. This percentage of ethnic and cultural diversity among teachers is "not expected to rise—unless action is taken on the state and national levels" (National Education Association National Collaborative on Diversity in the Teaching Force (NEA-NCDTF), 2004, p.5).

Because of the comparatively high levels of ethnic and cultural diversity present in the student population than is found in the national average, the shortage of ethnically and culturally diverse teachers in California classrooms is even more acute. According to a 1998 report prepared for the California Research Bureau "60 percent of California students [were] non-White, in contrast to only 20 percent of the State's teachers" (Bullard, p. 12). By 2006, the percentage of students of color in California classrooms had grown to almost 70 percent of the total student body (California Department of Education (CDE), 2006a), which was served by a teacher corps that was just over 72 percent White (CDE, 2006b).

A number of studies have shown that increasing the presence of ethnically and culturally diverse teachers in K-12 classrooms has a positive influence on the academic performance of students of color. Further, minority group teachers are thought to bring positive images of people of color to the classroom (NEA-NCDTF, 2004; Quiocho & Rios, 2000; Weiher, 2000).

There are compelling reasons to be especially concerned about the shortage of teacher diversity in the social science classroom. Proponents of "multicultural or culturally pluralistic curricula" link more broadly inclusive teaching practices that embrace a culturally pluralistic view to better student learning outcomes. They more specifically assert that increased teacher diversity will contribute to higher levels of "self-esteem among students whose racial, ethnic, or language heritage differs from that of the Anglo-European population" (Abdal-Haqq, 1994, p. 1). Especially when considered in the context of the history curricula currently taught in most U.S. public secondary schools, which falls considerably short of that goal, this argument is credible, indeed. It is further supported by the findings of sociologist James Loewen (1995), who concluded at the end of his two year review of "twelve leading high-school [history] textbooks", that this commonly used teaching resource contained "… an embarrassing amalgam of bland optimism, blind patriotism, and misinformation pure and simple" (p. 11). He asserts that these resources are saturated with nationalism and are constructed largely to "indoctrinate blind patriotism" and thus, "leave out anything that might reflect badly upon our national character" (Ibid). According to Loewen, the prevailing history curriculum that is taught in most secondary schools in the United States is tainted with "startling errors of omission and distortion", including – for example – consistently inaccurate representations as to the scope and significance of the contributions that the Native American peoples have made to our national heritage. Additionally, they promote a distorted revisionist view of the European settlers' aggressions toward those peoples that re-casts the Native Americans in the role of the aggressors, which was overwhelming the role actually carried out by the Europeans (Ibid). The portrayal of African Americans, and those of Asian or Hispanic heritage in this venue are generally just as tainted with Anglo-European bias. And this is invariably manifested in the consistent casting of that

dominant group in a much more favorable and virtuous historical light, as well as the placement of disproportionately greater value upon the contributions it has made to our shared historical experience, than any other.

It is hard to argue that the delivery of such culturally biased content is not especially harmful to those "whose racial, ethnic, or language heritage differs from that of the Anglo-European population" (Abdal-Haqq, 1994, p. 1). And partly in response to that, there is a growing list of proponents who believe that "multicultural education [does] not go far enough if [it focuses] on inclusion and [does] not incorporate a critical examination of the Anglo-European ideology that undergirds traditional public school education" (Ibid). And by reasonable extension of that argument: such an effort can only be further enhanced by bringing a greater level of cultural diversity and, thus, a broader range of cultural perspectives, to the population of teachers who deliver the history lessons in our secondary school classrooms.

Many of the barriers to success that exist for ethnic minorities within the specific context of the teacher licensure process have the same socio-political underpinnings as those that exist for such groups in the broader social context. Therefore, it is helpful to briefly consider how some of those issues in that broader context contribute to the lack of teacher diversity.

Teacher Diversity and Equity in Education

The origins of "entrenched multicultural education in mainstream American education" (Mattei, 1992, p. 67) can be found in the "ethnic revitalization movements of the 1960s" (Ibid, p. 65), more commonly referred to as the "Civil Rights Movement", which cast new light on the public schools' overall failure to adequately address ethnic issues (Ibid). In partial response to this movement, the American Association of Colleges for Teacher Education (AACTE) in 1972

adopted and published its "definitive statement" on the issue of multicultural education: *No One Model American* (Ibid), which, in part, takes the position (as cited in Mattei, 1992, p. 67) that:

> Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism . . . It affirms that major education institutions should strive to preserve and enhance cultural pluralism. To endorse cultural pluralism is to endorse the principle that there is no one model American … [and]… must become an integral part of the education process at every level [including] education for cultural pluralism [that] includes four major thrusts: (1) the teaching of values which support cultural diversity and individual uniqueness; (2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socioeconomic and political life; (3) the support of explorations in alternative and emerging life styles; and (4) the encouragement of multiculturalism, multilingualism, and multidialectism.

Mattei (1992) argues persuasively that the "definitional aspects" of such policy statements transcend mere "semantics", often serving the larger purpose of "justifying a particular kind of practice" (p. 67). He asserts that, viewed through that lens, the AACTE's statement falls considerably short of being "definitive". Further, he asserts that there was little evidence at the time this policy was adopted that a commitment to "multicultural education" could actually serve as a practical mechanism to "change the situation of disenfranchised persons … in the educational system". He contends that this policy may have actually "served more to [circumvent] this issue altogether". In short, in his view, this policy that – at least as it was iterated in the aforementioned document – has arguably, served as the conceptual foundation for one of the major tenets of teacher education pedagogy ever since, was much more of a sketch than a well-designed blueprint.

Somewhat ironically, there was a considerable lag between the AACTE's adoption of the aforementioned policy on multicultural education and any meaningful recognition of the

significance of greater levels of teacher diversity – the presumed benefits of which actually are founded on a substantial body of evidence – as a strategic approach to countering educational inequity.

As far back as 1940, teacher diversity was a somewhat contentious issue, but largely only within the frame of equity in employment. And especially after the federal government enacted the Civil Rights Act of 1964 (CRA), it was almost exclusively debated in the context of Title VII of the CRA, which prohibited employment discrimination on the basis of race, color, religion, sex, or national origin (Watras, 2006). It is almost impossible to accurately determine the exact point at which the debate over teacher diversity shifted more substantially away from the context of equity in employment practices to that of equity in education practices. However, the paucity of scholarship that considers teacher diversity in the latter context persisted until around 1990, which likely signals this as the earliest period (approximately) in which any meaningful contextual shift occurred with respect to this issue.

Teacher Diversity and Anti-Racist Education

There are growing numbers of proponents for "anti-racist" education, who now favor a reconstructive approach (Mattei, 2000), in which teachers act as "change agents" who challenge students' thinking about the prevailing social constructs that contribute so substantially to social inequity (Carr & Klassen, 1996, p. 127). In that context, Carr and Klassen consider the larger presence of an ethnically and culturally diverse group of teachers in schools as essential to the achievement of better "cultural compatibility" between the schools and the communities they serve.

Teacher Diversity and the Civil Rights Movement

Even amidst the debate over the relative merits of "multicultural education" versus "anti-racist education", the view that there is much to be gained from greater levels of teacher diversity appears – at least on the surface – to be largely uncontroversial (Lewis, Garrison-Wade, Scott, Douglas, and Middleton, 2004). Yet in spite of this apparently widely held view, the efforts to advance that goal have lacked the momentum necessary to overcome the political headwind created by the enduring backlash to the gains made by minority groups during the Civil Rights Movement of the 1960s. The zenith of this backlash was evident during Ronald Reagan's 1980 bid for the U.S. Presidency, when he earned a substantial amount of electoral support by demonizing the iconic, but largely mythical character of the "Chicago Welfare Queen", who became a proxy for the public's latent "in-group-out-group" (Yueh-Ting & Ottati, 2002) resentment toward the African American community as a whole[2]. More specifically, Hood and Parker (1991) contend that:

> During the 1980s, a number of political and judicial events combined to create a climate hostile to the educational interest of African-Americans and other minorities in the United States … [which] … resulted in a decline in the number of African-American students in higher education in general and in teacher education programs in particular. The Committee on the Status of Black Americans has found that the drop from 47 percent to 36 percent between 1977 and 1986 in the number of African Americans going to college is due to cuts in federal financial aid to college students (p. 1).

Other notable examples of public hostility expressed through the political process toward ethnic minorities include California's 1994 electoral embrace of the harshly anti-immigrant provisions of Proposition 187 (Yueh-Ting & Ottati, 2002). And within the last year, there has,

[2] Gifford, J. (2004). The Chicago Welfare Queen and Other American Myths About the U.S. Social Welfare System: How the Media Has Advanced A Conservative Agenda With a Lie. Unpublished Research Paper. Sonoma State University.

once again, been a national resurgence of anti-immigrant rhetoric in the arena of public debate (Davey, Ruethling, Friess, & Evans, 2006).

Among the practical implications for diversity recruitment of the earlier cited drop in college enrollment rates for ethnic minorities (Hood & Parker, 1991), is that it narrows considerably the field of candidates who are even eligible to initiate the licensure process. Thus, there is a proportional deficit of minority group candidates to draw from, even before any meaningful recruitment efforts can begin. Therefore, if this problem is to be effectively addressed, it will take both an extraordinary commitment and an extraordinary effort to offset the deleterious affects from those conditions alone. Yet, within the context of the prevailing political climate, it is indeed difficult to transform the favorable view expressed by the literati toward the goal of greater teacher diversity to the broader and more active expression of that view in the form of political will. Consistent with that, the 2004 NEA-NCDTF report on teacher diversity found that "the imperative for diversity is often marginalized rather than accepted as central to the quality equation in teaching" (p.3)

In response to its "participants … widespread concern about these demographic disparities and their negative impact on the quality of education for all children" (p. 4) which emerged as the guiding force behind the formation of the NEA-NCDTF (2004), this organization identified as its "primary mission … infus[ing] the issues of teacher diversity and cultural competence into the education policy debate, at both state and national levels, with the same vigor and frequency as the issue of teacher quality" (Ibid). This is a laudable goal. However, at least thus far, the NEA-NCDTF's efforts toward that end apparently have not succeeded in igniting the spark of public debate on this issue. Even if it someday does, there is little to guarantee that debate will

inspire the political will needed to stimulate a policy formation process that will actually bring about any meaningful change.

The problem of teacher diversity has reached near crisis proportions (NEA-NCDTF, 2004) and can no longer be left so substantially to the fate of the public's prevailing political whims. Therefore, it falls to those both in the education system and those not who recognize the "imperative" of teacher diversity and are committed to seeing this problem addressed to deliver the emphatic message to policymakers that this issue calls for immediate and vigorous action.

Review of the Literature

Review of the Previous Research

Summary of the major themes.

A review of the existent scholarship reveals multiple and correlated issues that are categorized and briefly explained in this section.

1. "Two opposing forces enlarge the demographic gap" considers the literature that discusses the demographic shifts that are creating the disparity between the student body and the teaching force,

2. "Explaining the need for teacher diversity" considers the literature that establishes the important benefits derived from a diverse teaching force and the deleterious effects of an insufficiently diverse teaching force for all of the students that it serves.

3. "The special significance of teacher diversity in the context of social science curriculum" considers the literature that explains why teacher diversity is especially meaningful in the context of social science curricula.

4. “Broad challenges to teacher of color recruitment” considers the literature that identifies the broad socio-political issues that render many ethnic minorities ineligible for teaching.

5. “Structural barriers to teacher of color recruitment directly linked to the licensure process” considers the literature that focuses on the barriers to ethnic minorities that are embedded in the structure of the licensure process.

6. “Cultural barriers that discourage candidates of color from seeking teacher licensure” considers the literature that explores the socio-cultural perspectives that discourage ethnic minorites from seeking teaching careers.

7. “Alternative pathways to teacher licensure” considers the literature that discusses non-traditional licensure program options that are sanctioned by the CTC.

8. “Magnet programs for minority teacher candidates: a discussion of the successful models” considers the literature that discusses successful models and programs that have been designed specifically as “magnets” to attract and recruit ethnic minorities into the teacher licensure process.

9. “The politics of equity in education” considers the literature that discusses the dynamic political forces that shape ”equity in education” and other relevant education policies.

Two opposing forces enlarge the demographic gap.

Within the last couple of decades, “there has been a simultaneous decline in the number of African-American, Hispanic, Asian, and Native American teachers in our nation's schools and an increase in the number of students among these same groups of people of color” (Grant, 1999, p. 83). Indeed, there are a significant number of studies that address the relative demographic shifts between the teaching force and the student body it serves that have emerged on both a national and state level. The National Education Association’s National Collaborative on

Diversity in the Teaching Force (NEA-NCDTF, 2004) has produced one of the most comprehensive of those recent studies, which concluded “diversity is often marginalized rather than accepted as central to the quality equation in teaching” (Ibid, p. 3). This may, in part, explain its finding that, while in 2001-2002 “60% of public school students were White, 17% Black, 17% Hispanic, 4% Asian/Pacific Islander, and 1% American Indian/Alaska Native”, “… 90% of public school teachers were White”. Even more alarming, “some 40% of public schools had no teachers of color” at all. Furthermore, from the standpoint of both where they teach and where they are prepared to teach, “teachers of color largely are geographically isolated from each other and from their White colleagues” (Ibid, p. 5).

But the results of that study, which were based on national averages, understate the disparity between the California student body and its teaching force, which was measured as of the close of the last academic year as comprised of nearly 70 percent students of color who were being served by a teaching force that was almost 73 percent White (CDE, 2006a).

In addition, the disparity between the demographic composition of the California student body, which is drifting rapidly toward ever-higher levels of ethnic and cultural diversity, and the mostly static level of such diversity present in our teaching force, is expected to increase somewhat dramatically in the near term (Bullard, 1998).

Explaining the need for teacher diversity.

In the face of this striking demographic disparity, “many researchers and organizations emphasize a need for California’s teachers to be more ethnically diverse” (Ibid, p. 12). But there is a less compelling body of evidence to support the assertion that students will achieve better learning outcomes as a direct result of such increased teacher diversity (Gordon, 2000), because this is somewhat difficult to actually measure for. However, Weiher (2000) asserts that – at least in the context of a “racially” mixed campus – there is, indeed, a measurable improvement in the

standardized test scores of African American students enrolled at school sites where there is a more representative presence of African American teachers. But he acknowledges that there are also a variety of possible alternative explanations for that finding. However, the arguments that recommend the aggressive pursuit of that goal are persuasive, nonetheless. Indeed, Quiocho and Rios (2000) argue strongly that a more representative minority teacher presence is called for in our schools, in part, because such institutions play a large role in the enculturation process and act as "agents of social reproduction, preparing students for the roles they will assume in the broader society" (Ibid, p. 486.)

Carr and Klassen (1996) argue that teachers should actually be responsible not for "multicultural education", but for "anti-racist education", which includes instilling "critical thinking skills and openly [discussing] tensions and contradictions in society as well as {validating] the needs, concerns and experiences of students, whatever their background" (p. 127). In this context, teachers of color benefit all students by improving cultural compatibility, "de-mystifying" the hidden curriculum, guiding the development of attitudes about minority groups, giving an authentic voice to lived experiences, "connecting with students", and "connecting with communities". Lewis, et al. (2004) go so far as to assert that "the educational community has come to a **consensus**[3] in recommending that more African Americans are needed to deliver 'culturally relevant pedagogy' to a more ethnically diverse student population" (p. 99).

Teacher diversity in the context of social science curriculum.

Loewen's (1995) work provides substantial evidence that the prevailing history curriculum that is now taught in most secondary schools in the United States is overwhelmingly biased toward the Anglo-European perspective. This has important implications for students of color, because proponents of "multicultural or culturally pluralistic curricula" link such an

[3] Emboldening of this text was not present in the source document. It was added here for emphasis.

Anglo-European centered approach to a somewhat hostile learning environment and impaired learning outcomes for " students whose racial, ethnic, or language heritage differs from that of the Anglo-European population" (Abdal-Haqq, 1994, p. 1). Moreover, in the view of some, "multicultural education [does] not go far enough if [it focuses] on inclusion and [does] not incorporate a critical examination of the Anglo-European ideology that undergirds traditional public school education", thus a broader range of cultural perspectives is especially meaningful to this learning venue (Ibid).

Broad challenges to teacher of color recruitment.

In addition to the drop in "minority" group college enrollments rates discussed earlier, two other factors that are somewhat universal, but that serve to diminish the pool of potential teacher candidates of color must be acknowledged at the outset. The first of those factors is the current disparity between ethnicities in high-school dropout rates. African Americans top the list with roughly three times the dropout rate of their "White"-American counterparts, with Native Americans and Hispanic-American students dropping out at roughly two and one-half times and Pacific Islanders at approximately twice the rate of their White counterparts. Students of Asian and Filipino heritage are the only specifically identified demographic groups that have lower dropouts rates, by a small margin, than White students (CDE, 2006d).

The second factor that diminishes further the pool of eligible minority candidates can be found in the disparity between the percentages of students who advance from high school in pursuit of a post-secondary education. The most recent statistics show that, of California public high school graduates, Asian/Pacific Islanders, with Filipino students trailing those two groups by only a small margin, are most often college bound at about one and one-half times the rate of White students. Thereafter, White, Hispanic, and African American students advance to post-secondary education programs at very nearly the same rate. However, African American,

students of Hispanic descent, and Native American students are somewhat more likely to begin their post-secondary educations at a California community college, rather than at a four-year university, than are their White counterparts. It is also noteworthy that, thereafter, the pool of minority candidates is diminished even further by the inter-ethnic differences in the rates at which each respective demographic group entering post-secondary education programs actually finishes that process with a bachelors' degree. With the notable exception of students of Asian and Filipino descent and Pacific Islanders, minority students are somewhat less likely to finish a four-year degree program than their White counterparts (California Postsecondary Education Commission (CPEC), 2005).

Structural barriers to teacher of color recruitment directly linked to the licensure process.

There is a variety of scholarship that gives preponderant consideration to some of the structural barriers at the pre-service level to teacher licensure that are most acutely felt by minority group and economically disadvantaged teaching candidates. Quiocho and Rios (2000) are joined by a variety of other researchers who cite "a perceived lack of financial support" as one of the largest among them.

Perhaps the most commonly cited barrier to the teaching profession at the pre-service level for minority group candidates is the widely used "teacher test", on which those candidates have consistently produced lower scores than have their White cohorts. Watras (2006) asserts that, beginning in 1977, and growing steadily thereafter, "teacher tests took on importance as politicians confronted the movement for accountability in education" (p. 125) and consistent with this, some forty-four states in the U.S. now have a mandated "teacher test" embedded in the licensure process (Ibid); California being one of the states among them. Watson (2006) claims, however, that the evidence suggests that, from its earliest adoption, this selection method was

known to be biased against African American candidates. He defends this claim with the following:

> To some extent, the popularity of teacher tests derived from the fact that they excluded groups of people. Ben D. Wood, a student of Edward Lee Thorndike, developed the tests that became the National Teachers Exam (NTE). Writing about Wood's efforts to sell his test to southern school superintendents, Scott Baker claimed that Wood took advantage of a decision by a federal appeals court in June 1940 that ruled in favor of the NAACP's campaign to equalize the salaries of black and white teachers. Baker noted that, although Wood told northern school districts that the tests would provide an objective means to determine which teacher deserved higher pay because of their abilities, he showed southern school people that the average score of African American teachers was in the lower fifth percentile. White teachers scored considerably better. As a result, Baker asserted, when southern schools adopted the tests, they could maintain the separate salary scales for different racial groups and claim the pay was determined by test scores, not by prejudice. The courts approved this practice because no school official [actually] made the particular personnel decisions about the appropriate salary, and the tests appeared to be objective (p.125).

Flippo (2003a) suggests that the practical implications of the growing reliance upon and importance attached to "teacher tests" as a requirement for advancement at the pre-service level are virtually the same today for minority candidates as they were when Mr. Wood was out peddling his tests to southern school superintendents in the 1940s. She further contends that, with little evidence to support the claim that performance on these tests has any relationship to teaching ability or effectiveness, "the only true accomplishment of these testing programs has been to gradually cancel out the minority teaching force in the United States" (p. 42).

Burant, Quiocho, and Rios (2002) illustrate another somewhat common problem for students of color in many credential programs: the isolation those students may feel as a result of being one of a very few or perhaps the only student of color in among a large group of predominantly White cohorts. They describe the additional experience associated with such circumstances as a source of deep conflicts for many students of color, which they contend are

difficult to reconcile against the context of a "teacher credential program that asserts it teaches for social justice and prepares new teachers to honor the cultural capital of their students" (p. 8).

Burant, et al. (2002) cite a long list of common problems more acutely felt by minority group candidates at the pre-service level:

> Inadequate advising for college and lack of college preparation courses, inadequate advising once in college, standardized assessments (for college entrance, for teaching credential), only hear about "diversity" in multicultural education classes, often feel unprepared to deal with urban, diverse classrooms, lack opportunities to discuss unequal education experiences, don't experience a culturally responsive teacher education program, [other] students' biased comments go unchallenged, perception of bias' of faculty, lack of explicit discussion of field based expectations, relationship with mentor teachers (p. 11).

And this list, although extensive, is by no means all-inclusive.

Cultural barriers that discourage candidates of color from seeking teacher licensure.

In addition to the structural barriers that contribute to this problem, there are wide-ranging impediments to the teacher diversity recruitment process that have socio-cultural origins. As evidence of this, Asian Americans, who complete four-year degrees at comparatively higher rates than their White cohorts, demonstrate comparatively lower levels of interest in teaching careers (Gordon, 2000).

Suresh Appavoo, an assistant professor at Dominican University of California, believes that the choice of teaching as a career path is often discouraged because it is a socio-economic disincentive for many minority groups (personal communication, April 3, 2007[4]). This view is largely supported by Gordon's work (2000), which asserts – among other things – that "the choice to enter a profession, any profession, is influenced long before college by the perceptions

[4] From Personal Interview of April 3, 2007, Conducted in Person with Dr. Suresh Appavoo, Assistant Professor of Education and Director-Diversity Initiatives for the School of Business, Education and Leadership, Dominican University of California, which was centered around an informal discussion of Dr. Appavoo's view of some of the cultural barriers to minority teacher recruitment.

and attitudes held within the families, communities and schools from which students emerge" (p. 2) and further that "few working-class youth obtain their identities or images of career choice through contact with employed individuals within their communities" (Ibid). While she additionally found that "most young people are deluded by media images of unattainable success" (Ibid), which suggests that inadequate pay is a contributing factor, it is usually not the dominant consideration for students of color who reject teaching as a career path (Ibid). Rather, Gordon contends that:

> The images of teachers and the teaching profession as developed and sustained within various American cultural and economic communities are as much a contribution to any shortage of teachers of color as are the structural impediments so frequently cited. If individuals have had negative educational experiences, and/or if they did not receive support or respect for their views while in school, they will have difficulty entertaining plans for a life-long occupation requiring their active participation and success in schooling. If parents or community members believed they were invalidated or misrepresented during their schooling they will not recommend teaching to their kin. If there is an assumption that participation in the perpetuation of public schooling not only undercuts one's cultural foundations but also removes one from the community, teaching will not be the vocation of choice (p. 4).

Alternative pathways to teacher licensure.

Notwithstanding the substantial barriers to initiating and completing formal participation in the teacher licensure process that may confront minority group students, Shulock, Moore, and Solomon (2003) are somewhat unique in their promotion of the California community college system as perhaps the best source from which to recruit and begin to prepare minority teacher candidates. Generally, however, alternate *post-baccalaureate* pathways to teacher licensure are limited to internships, which often take longer to complete than traditional teacher licensure programs and are only available to individuals who have already met a substantial number of the licensure requirements. Furthermore, those pursuing licensure through an internship pathway must have received a specific offer of employment from "agencies [that] are unable to

sufficiently recruit fully credentialed teachers" for the respective position offered. Thus, this is not an option that will attract large numbers of minority candidates to the teaching profession. It is limited further by its availability mostly to teacher candidates seeking certification in high demand subject areas, such as math and science. Additionally, this alternative licensure process offers the financial resources available to interns for their paid service as its only clear advantage over the traditional pathway, which requires each candidate to spend approximately six months as an uncompensated "student-teacher" (CTC, 2006; G. Grant, personal communication, January 25, 2007[5]). Although removing the financial barriers to licensure makes the process somewhat less daunting, it does little to eliminate the other previously discussed structural challenges to licensure for minority students.

Magnet programs for minority teacher candidates: successful models.

Based on a study of seventy-three California teacher preparation programs offered by both state and private universities, McLevie (1994) created a simple strategy model for California teacher education programs that he asserts will improve both the recruitment and retention of ethnically and culturally diverse teacher candidates at the pre-service level. This model relies on the four separate components of: 1) enhanced financial support; 2) consistent personal support through regular peer and mentor counseling opportunities; 3) outreach to and recruitment of "re-entry candidates", and; 4) the formation of "Future Educator Clubs", designed to attract minority candidates at targeted high schools throughout the state. But the efficacy of this model as a means to that end has not been clearly demonstrated. However, it is possible that

[5] From Personal Interview Conducted by Telephone with Dr. Grace Grant, Single Subject Credential Program Department Chair, Dominican University of California. San Rafael, which focused largely on Dr. Grant's expertise on California teacher licensure and personal knowledge about the challenge's it creates for pre-service teachers.

a more extensive review of other available data sources relevant to this topic will reveal specific programs designed for this purpose that have actually shown substantive gains in this regard.

The politics of equity in education.

In addition to the prevailing political climate previously discussed, which serves to substantially undermine efforts to increase teacher diversity in our system of public education, Stead (2006) asserts that education policy has long been "infused with conflicting political and economic agendas that constitute evidence of social strain and … the tension between unity and diversity" (p. 1). Nonetheless, she asserts that the teacher diversity problem is indeed urgent, compelling, and calls for immediate action, as is underscored by her declaration that "we need to collect the evidence now that will convince the policy makers who fund teacher education programs of the essential merits of a diversified teaching force" (p. 2).

How This Study Will Extend the Existing Body of Research

To the extent possible, this study narrows its focus from the broader issue of the cause and effects of the persistent shortages in diversity present in the California teaching corps overall primarily to consideration of those issues in the more limited context those candidates seeking a license to teach in the single subject area of social science. Within that narrower context, it takes a more comprehensive view of the issues arising from, as well as those that contribute to the shortfall in teacher diversity in that subject area.

While some of the remedies to the teacher diversity problem proposed by this study will likely appear as relevant to candidates seeking one type of teaching license as they are to any others, those remedies were derived – in largest part – through an analysis of a variety of confluent issues, which was undertaken squarely within the context of the licensure process as it applies to the subject area of social science, as well as in full consideration of those additional

peripheral issues, which exert more or less influence on the process, such as prevailing market conditions, that are unique to that subject area.

Methods

This study relies on a multi-level approach to identifying the most significant barriers present at the pre-service level that serve to discourage minority candidates from initiating or completing the process for licensure to teach in the subject area of social science, as well as to formulate prescriptive strategies to correct those problems. Unlike most of the existing research in this regard, it relies on a mixed methodology to achieve those goals, which, in brief, include the following:

1. An extensive literature review: Most of the scholarship that was selected for inclusion in this review was initially chosen through the application of progressively finer "screens" or filtering criteria. The first filter applied was that the subject of any literary source considered should have as its general descriptive category either "minority teachers" or "teacher diversity". The abstract of each of the articles that met that first requirement was then reviewed and those deemed most promising to return information that was most relevant to this study were selected from that larger group. In some cases, sources cited by the authors of the literature already in use were also subsequently included in the literature reviewed, as were additional sources that were recommended by some of the experts in the field with whom I consulted.

2. An analysis of both existing statistical data and scholarship relevant to this topic: This has also included a review and analysis of available narratives about the personal experiences of minority teachers/teaching candidates.

3. An examination of existing sections of the education code that create direct and indirect impediments to increased levels of teacher diversity: This included an analysis of the historical and political context of that policymaking process using data gathered via one-on-one

interviews with policymakers and others directly involved in, or recognized to be an experts on the topic of, its development and implementation.

4. An identification of successful teacher induction programs that demonstrate the capacity – and thus some promise – to serve as models for the development of more accessible pathways to licensure for minority teaching candidates in the State of California.

Results

The findings of this study are largely consistent with the assumptions that were present at its outset. There is, indeed, a shortage of teachers of color in California classrooms, which has its origins in the persistence of broadly present structural and institutional racism and *classism* or socio-economic bias. This problem is compounded by socio-cultural influences that discourage students of color from participating in the teaching profession. Yet multiple data sources suggest that there are a wide range of important benefits for all students, especially students of color, linked to increasing teacher diversity, just as there are negative implications linked to its absence. Despite that widely held view, there is little currently being done to remedy this problem.

Discussion

Summary of Major Findings

1. There is a large and growing disparity between the level of ethnic and cultural diversity in the State of California's teaching force and the student body that it serves.

2. Mutliple sources of evidence suggest that there is a critical need for greater teacher diversity. This will (a) help to close the "achievement gap" in our public schools, (b) bring more positive images of people of color to all students, (c) provide more equitable representation for students within school bureaucracies, and (d) increase "cultural compatability" between California schools and the communities they serve. These are but a few of many desirable outcomes that are linked to greater teacher diversity.

3. Teacher diversity can be especially meaningful in the context of social science curricula.

4. There are broad socio-political conditions that create barrers to post-secondary education for many students of color that render many such students ineligible for entry into the teacher licensure process.

5. There are additional barriers to teacher of color recruitment that are directly linked to the licensure process. These include, but are by no means limited to (a) perceived and actual lack of financial support, (b) the biases present in teacher tests, and (c) teacher education programs that are perceived as environments hostile to students of color.

6. As a result of many socio-cultural influences, students of color demonstrate comparatively lower levels of interest in teaching as a profession than do their White cohorts.

7. Alternative pathways to teacher licensure that currently exist provide little, if any, increase in the overall levels of teacher diversity in the State of California and are especially ineffective in producing substantial gains in diversity in the subject area of social science.

8. Magnet programs meant to attract larger numbers of minority teacher candidates, where they do exist, have failed to demonstrate their efficacy as a means to this end..

9. The politics of equity in education is complex and strongly influenced by conflicting goals and interests. Despite an abundance of rhetoric that speaks favorably of the goal of teacher diversity, the broad "political will" needed to adequately address the problem is insufficient to the task at this time.

The Limitations of this Study

The goal of transforming the existing California teaching corps into a body that reflects significantly greater ethnic and cultural diversity is most ideally met by expanding the notion of diversity to include ethnicity as one of many individual characteristics that combine to give the most significant shape to the cultural perspectives that are uniquely our own. Often we are less a product of our ethnicity than of our gender, our age, our socio-economic history, whether we have children or do not, our sexual preference, our marital status, our educational experience, our religious preferences, our political ideology and countless other influences. Ideally, then, as we attempt to bring more diversity among those who serve as educators in California, we will create learning environments that are served by increasing numbers of teachers of color, as well as those who bring diversity in its many other, often less visibly apparent forms to California classrooms.

As a practical matter, however, most research does not lend itself well to the task of viewing the populations that it hopes to better understand through a finely nuanced lens. In the

context of this study, which seeks – in part – to understand what factors discourage or bar minority students from obtaining a teaching license, this is illustrated by the absence of any discernable means to determine to what extent undocumented or undisclosed variables may have created barriers to the teacher licensure process for some significant portion of those students. Nor is there any reasonable means of determining to what extent such factors as the presence or absence of dependent children, marital status, nor what levels of external support may have been available to nor whether their were significant external demands upon those students, even though any of those factors has the potential to exert a significant level of discouraging influence upon the final outcome.

This study is, therefore, constrained by the categorical limitations, as well as the nature and scope, of the data that was accessible from the sources cited in the reference section of this paper. Among the most significant practical implications of that: This study places more emphasis on ethnicity as a determinant of diversity than any other distinguishing characteristic.

Gaps in the Literature

The body of available scholarship on the issue of teacher diversity is vast. However, overall, consideration of this topic so far has been surprisingly limited in scope. With respect to the benefits that it offers to the students that it will serve, the available literature has focused primarily upon the issues of “passive representation”. Weiher (2000) defines that as “the extent to which public bureaucracies reflect the ethnic and racial compositions of relevant populations” (p. 886). Alternatively, its focus has been largely on the extent to which a minority teacher presence narrows the “achievement gap” of students to the scores on standardized tests that ostensibly measure students’ “skills” only in math and English language arts. Conversely,

student achievement is mostly evaluated “across the curriculum”, rather than with any particular subject area focus.

On the matter of barriers to the licensure process, the individual studies generally either focus on the socio-cultural factors that diminish the level of interest in pursuing teaching as a profession for minority groups *or* consider purely structural barriers to the licensure process that create uniquely daunting challenges for those groups. Rarely do they bring both of those perspectives together, nor do they consider the intersection of those two components. And those that focus primarily on the structural barriers usually limit the scope of their consideration to predominantly financial issues or the “teacher tests” that are so often a condition of licensure.

Given the very real possibility that minority teacher candidates face a myriad of challenges on the path to licensure, many of which are “hidden” from some researchers or are otherwise overlooked by much of the existing research, the complexity of this problem is very likely understated with this approach. This, in turn, results in an inadequate understanding of the problem, thereby providing an insufficient basis around which to construct effective prescriptive strategies for its remediation.

Implications for Future Research

The implications of inadequate levels of teacher diversity may be much different in specific subject areas than they are when considered “across the curriculum”. And, as previously discussed, except in “high demand” subject areas, such as the somewhat more “culturally neutral” subjects like math and science, alternative pathways to licensure are often unavailable, making the shortage of culturally diverse teachers even more acute in those subject areas that are likely to be most profoundly affected by that shortage. Therefore, there are compelling reasons to examine this issue more vigorously in the more specific context of those individual subject areas.

Overall Significance of the Literature

The existing literature on the topic of teacher diversity reveals the dichotomy that exists between the task of identifying a problem and that of solving that problem. It is clear, for example, that there has long been a growing body of evidence to support the need for teacher diversity, an apparently widely held view that teacher diversity is "imperative" to preserve – even enhance – the beneficial outcomes of our system of education, and to recommend the more aggressive pursuit of that goal. Yet almost two decades have now passed since the shifting context of this debate first cast substantial light on this problem and – even though the discussion of this topic has grown ever louder and more urgent in tone – it has failed to produce much in the way of meaningful results. Therefore, what is viewed by many to be a problem is now becoming a crisis. And – especially given the time it takes to move new candidates through the licensure process – it is clear from the available literature on this topic that we must act aggressively and we must act quickly to keep that crisis from getting considerably worse than it is currently and will inevitably soon become. It is, therefore, incumbent upon educators at all levels to find the political will to see that this most urgent need is soon met, even if the public cannot.

Conclusions

Data retrieved from multiple sources provide consistent evidence to support the conclusion that the problem of teacher diversity has many significant implications for our education system and the students that it serves. None of these are desirable and many of these may have profound affects upon the quality of the educational experience for those students, as well as the outcomes from that. And at least some of these affects may be intensified in the context of social science learning venues. Yet the challenges that must be overcome to increase the numbers of minority group teachers in this subject area are daunting; complex and multi-faceted. The barriers to teacher diversity exist at every level and span a broad range of domains; firmly rooted in many different realms, including the practical, the political, and the socio-cultural. The problem, therefore, will persist and perhaps even grow much worse unless a dedicated and immediate effort is made to reverse this trend.

Part Two: Two Divergent Paths Emerge

As I moved into what I expected would be the final phase of seeking answers to the questions that motivated this research effort, two dominant and divergent paths began to emerge. The first of those (discussed more fully in the section that follows titled: "A Pathway to Greater Understanding: Socio-Cultural Perspectives") was a growing awareness that this effort would likely be enhanced by adding an additional dimension to my understanding of this topic through a more extensive exploration of the socio-cultural perspectives offered through the personal narratives of students, as well as pre- and in-service teachers of color.

The other – and more significant – path first came into view early in this process. The growing body of evidence that I continued to find in the scholarship that addressed this topic made it increasingly clear that the goal of increasing the level of diversity in the California teaching force is not just laudable. It has important implications for the learning outcomes of all of the students that it serves and is especially meaningful to the goal of narrowing the "achievement gap" between ethnic groups. Yet the significance of this variable to the learning environment is rarely given any substantial consideration.

A Political Pathway – Destination: Sacramento

The level of teacher diversity at all schools – whether more dominantly homogeneous or heterogeneous – plays a critical and often broadly consequential role in shaping those learning communities. Those schools with comparatively higher levels of teacher diversity are more likely than schools with more homogeneous teaching staffs to outperform their cohorts on standardized tests. Arguably of even more significance: Schools with more heterogeneous teaching staffs are much less likely to find a significant difference between ethnicities in the scores earned on standardized tests. Conversely, schools with more homogeneous teaching staffs

are more likely to find persistent and comparatively larger gaps between students of color and their more privileged cohorts in achievement levels attained.

In short: The scholarship now available on this topic provides persuasive evidence that increasing the level of diversity among California's teachers will so broadly benefit the quality of its education system that achieving that goal should be viewed as nothing short of a mandate. Therefore, I have chosen to personally pursue a political agenda that will seek to promote teacher diversity across the curriculum in California.

It will take considerable time and effort to successfully transform what has, thus far, been a purely academic task into a political reality. Even if met with ideal conditions, it will likely take a year or more to fully complete this process. Therefore, to accommodate the timely completion of this paper, except for the discussion that follows of the issues deemed most significant to the development of a preliminary strategic plan for this purpose, this undertaking will be separated henceforth from any other efforts associated with the completion of this document.

Preliminary Considerations for Strategic Planning and Proposal Development

An analysis was performed of those issues deemed most dominant to – and that would thus serve as the framework for – the subsequent development of a strategic plan for the emerging political component of this project. From that, it was evident that, although there are many impediments to achieving the goal of teacher diversity, some of those are more easily addressed than others. As a practical matter, to achieve that goal, *realistic* consideration must be given to how to most effectively remove, work around, or otherwise minimize the effects of those impediments.

With that in mind, there appears to be little that can timely gained – at least insofar as making any worthwhile improvements in the number of ethnically and culturally diverse teacher candidates is concerned –by attempting to publicly challenge well-entrenched political resistance to programs that may be viewed by a politically meaningful segment of the public as disproportionately beneficial to "minority groups". Nor, strictly for the purposes of increasing teacher diversity, is it practical to attempt to mount an effort to sway public opinion so substantially that it will demand the restoration of the financial aid programs dismantled by the Reagan administration that caused a precipitous drop in the number of college-bound African American high school graduates, as Hood and Parker describe in their 1991 study.

At this juncture, the most promising means to the end of improving teacher diversity in California appears to be the development and implementation of statewide policies and programs through the legislative process that will create a uniform system to develop California community colleges as a "feeder source" for students of color into teacher preparation programs. Therefore, this will be the primary initial focus of my efforts to achieve this goal. The additional considerations that contributed to this decision are summarized in the following:

1. In California, college-bound high school graduates of color – most notably African Americans and those of Hispanic and Native American descent – are more likely to begin their post-secondary education at a California community college than a four-year university than are their White cohorts (CPEC, 2005). Thus, community colleges have comparatively higher levels of ethnic diversity among their student bodies than do most four-year universities and may, therefore, hold considerable promise as venues well suited to the task of moving students of color into the teacher preparation pipeline.

2. During the first two years of post-secondary study, California community colleges – which generally have "transfer-track" programs, designed to provide students seeking four-year degrees with a seamless transition from the community college system to a public university, at the beginning of their third years of study – can match most of the benefits offered by a four-year university. Significantly, they also provide their students with the means to bring the cost of a four-year degree down to about half of what it would likely cost through traditional four-year programs. Often, they are more conveniently located, too; eliminating for many students the additional and often prohibitive costs of room and board that are more likely to be a factor in traditional four-year programs. As a result, many students find it advantageous to use their first two years of post-secondary study at a community college as a "springboard" to the completion of their four-year degrees. Given that students of color often cite both the expense of meeting the teacher certification requirements and a perceived lack of financial support as barriers to teacher licensure, the alternate path offered by community colleges to a four-year degree provides a means to achieve the same end at a substantially lower cost.

3. In contrast to many four-year universities, there are no admission requirements imposed by California community colleges. Therefore, the overwhelming advantage built in to the admissions process at most four-year universities that is enjoyed by White applicants from affluent homes is not similarly present at community colleges. Moreover, virtually all of the devices employed to measure and evaluate academic achievement as a means of determining eligibility for admission to most four-year universities, which can discourage students of color and linguistic minority students from seeking admission, are not a requirement of, nor barrier to, admission at California community colleges.

4. The core components of this proposal, as I intend for it to be introduced in the California State Legislature, will create a streamlined, widely available, and uniform system of cooperative pathways to teacher preparation programs at all California community college campuses, in partnership with California's public universities. The substantial body of evidence that demonstrates the benefits of increasing teacher diversity, especially for less-advantaged students, should diminish the level of controversy attached to such a measure and enhance its political viability.

5. Additional components of the proposal would call for the provision of specialized academic counseling services and outreach. It would also require the development and system-wide implementation of a uniform, pre-approved, structured course of study at all California community colleges for this purpose. Community colleges and public universities should be required to work collaboratively to develop a system that will effectively support a "seamless transition" to a public university. Students successfully completing a two-year pathway program at any California community college should be guaranteed transfer eligibility to a public university and, upon successful completion of a prescribed course of study at that university should be guaranteed admission to its affiliated teacher preparation program to complete any remaining coursework and Credential program requirements.

6. Ideally, this program would also have a mechanism to provide financial support to economically disadvantaged teaching candidates.

7. Such a similarly structured measure has already been successfully deployed elsewhere, lending substantial credibility to the likely efficacy of such a measure for the State of California. Arizona's "Two Plus Two" program (Arizona State Legislature, 2005), supplemented by its program – developed in partnership with the National Center for Teacher Education – "The

Teacher Education Career Pathway Model", (Ostos, R. A., Raffin, D., & Brite, J., 2006), which strives to provide seamless pathways "that transition the student from high school to teaching certificate" (Ibid, p. 1) offers a successful model for a similarly structured system of community college based teacher induction pathways first to public universities and, subsequently, to teacher preparation programs.

8. Similar collaborative efforts already exist in California. Less ambitious in scope than Arizona's programs, but apparently with similar goals in mind, a handful of California community colleges have now forged teacher pathway partnerships of their own with nearby public universities. However, these partnerships are not widely, nor uniformly present throughout the state and – while more may exist – a substantial effort to find every program similarly available at any of the community colleges located in California only turned up three such programs out of the nearly one hundred twenty campuses located throughout the state[6]. Further, direct telephone and in-person inquiries, as well as messages transmitted by email and/or conveyed by way of telephone messages to outreach representatives, counselors, and even instructors at the Napa Valley College campus between January and June 2007, seeking information about the availability of programs there – or that its representatives might be aware exist anywhere else in the California community college system – for students interested in pursuing teacher certification were met with no helpful advice whatsoever. Furthermore, of the programs that apparently *do* exist within the state, as a whole, some – and perhaps even all of those – appear to have only a very narrow focus on recruiting and developing teacher candidates specifically for "high demand" credential categories.

[6] This information was gathered by way of an extensive Internet search, spanning a cumulative total of over six hours, that produced only a handful of returns that led to information about California community college programs designed for those interested in pursuing teaching as a career.

9. To make any meaningful progress toward a more diverse teaching force in California, we must reach a more diverse audience. The need for more expansive outreach, including a deliberate effort to provide more assessable pathways to teacher training programs in California is clearly evident. As a practical matter, none (among the narrow field) of alternative pathways to teacher licensure available in California now appear to offer much promise of facilitating any meaningful progress toward this goal. They are accessible to only a very small segment of the population; limited in focus and intent, unpredictably available and difficult to find, and – for many – impractically located. Therefore, to facilitate the broad availability of teacher pathway programs at California community colleges, to ensure the seamless transition between each phase along the teacher preparation pathway, and to offer the same opportunities to prospective teachers from Southwestern College as there are available to the teacher hopeful that attends College of the Siskiyous, these programs must be universally available at all of California's community colleges.

10. The probability of finding a legislative sponsor for this measure will be greatly enhanced by the participation in its promotion of politically influential interest groups. Already, the President of the Black Caucus of the California Democratic Party, to whom a preliminary version of this proposal has been presented, has tentatively offered that group's support in backing such a measure. The support of other groups with similar interests will be sought in connection with this effort, as well.

A Pathway to Greater Understanding: Socio-Cultural Perspectives

It would be imprudent to mount an effort to affect the policy-making process as a means to remedy the teacher of color shortage without a clearer understanding of the socio-cultural

origins that contribute to low levels of participation in teaching among people of color. Gordon (2000) articulates this well in the following:

> Policies and programs in the past that have focused on structural and institutional barriers remain impotent without an understanding of the importance of history, culture, community attitudes, and expectations in shaping career choice, including the decision to embrace or eschew the teaching profession (p.4)

Within that context, and as discussed earlier in this paper, there is much to recommend an effort to better understand why students of color demonstrate consistently lower levels of interest in teaching careers than their White cohorts (Gordon, 2000), as that comparative lack of interest creates one of the most significant barriers to minority teacher recruitment. This is widely believed to be rooted in the socio-cultural backgrounds of these students, and, indeed, Gordon asserts that "the images of professionalism and related cultural values of communities of color can undermine the aspirations of students of color who wish to enter teaching as a career" (Ibid, p.3). Yet the experiences of African American students are as distinctly different from those of Latino, Native American, and Asian students as they are from one another.

Nonetheless, one characteristic cuts across all of those communities: The cultural values and attitudes they hold that contribute most substantially to the diminished interest in teaching among the young adults from those communities are well entrenched. Therefore, attempts to affect broad changes in the views rooted in those origins appear to be among the least promising means of attracting significantly more students of color to teaching in the near term. However, of those students for whom this is one of a combination of discouraging influences, as may often be the case, it may not be the overriding reason they reject teaching as a career. Where this is the case, removing other barriers from the pathway to teaching may be sufficient to move them to it. Yet few conventional data sources exist that might offer any meaningful insight in that regard,

leaving the personal narratives of teachers and students of color as one of the most promising portals to this important perspective.

Of the limited numbers that focus on the socio-cultural origins of the teacher of color shortage currently available, Gordon's (2000) work, *The Color of Teaching*, is one of the most extensive. It relies most substantially on the personal narrative as its data source; offering perspectives from the African American, Native American, Latino and Asian communities. Those perspectives exposed a number of common elements, broadly present in many of the experiences described in these narratives, regardless of the informant's ethnicity. According to Gordon (2000), among those most commonly cited by the informants included in her study are such issues as: a) low rates of pay and the related concern that there is a disproportionately low rate of return (as to salaries paid) for the educational requirements of teaching preparation compared to that of other professions; b) a belief that teachers are not generally afforded much prestige, nor are they treated with much respect, or are otherwise poorly treated by society-at-large, and; c) the persistent absence of teachers from those communities to serve as role models for students of color, the increased presence of which might heighten the visibility of teaching as a career choice within those students' respective cultural paradigms.

The African American Perspective

Before Brown vs. Board of Education, African Americans, who continue to live with the baggage that is the legacy of slavery and in a society plagued by overt, systemic and institutional racism, were abundantly represented in the teaching profession. Their participation, however, was limited almost exclusively to segregated Black schools. With integration, "thousands of Black teachers lost their jobs [and] the Black community lost leaders and children lost their role

models and guides" (Ibid, p.19). This created an enormous gap in African American participation in the teaching profession that continues today.

Resistance to teaching careers among African American youth, especially with the loss of Black teachers to serve as role models, appears to be rooted most substantially in the perception among the African American community that teaching is not a well-respected profession, nor is it well paying, and that schools are fundamentally racist institutions (Ibid).

The Latino Perspective

The history of Latino participation in the teaching profession has many striking parallels to that of African Americans. Significantly, the contentious issue of bilingual education contributed substantially to a system that served to effectively segregate many Latino students from their White counterparts long after the implications of Brown vs. the Board of Education were felt by the African American community. Substantive efforts to more fully integrate Latino students in public schools throughout the United States did not begin until the 1970s. Until that time, however, Latino teachers were common, but most highly concentrated in classrooms serving Latino students. As integration efforts began in earnest, scores of Latino teachers lost their jobs. As with the African American teachers similarly displaced by system-wide integration, this created a gap in Latino participation in the teaching profession that continues today (Ibid).

Resistance to teaching careers among Latino youth appears to be rooted most substantially in the loss of Latino teachers to serve as role models and parental concern that "the socialization received at school will take [their children] away from their traditional values, customs, and community (Ibid, p.37), which serves to discourage many Latino students from pursuing post-secondary education to the extent required by most states for teacher licensure.

The Native American Perspective

In the larger context of the "still evident historical legacy of conquest and attempted genocide" (Ibid, p.50), the Native American perspective of our education system has long been tainted by its experience with once-prevalent government policies, first implemented in the late nineteenth century, calling for a system of education specific to Native American children that forced their separation from those communities. In connection with those policies, Native American children were moved, en masse, to government-run boarding schools that both physically isolated those children from their families and communities and sought to cleave away their cultures by forcing them to abandon their native languages and their traditional values. Additionally, even today, Native American culture offers a vastly different worldview than that offered in most public schools in the United States, creating conflicts of understanding for many Native America children that are not easily resolved (Ibid).

The Asian Perspective

According to Gordon (2000) the Asian perspective of teaching as a profession is among the most difficult to accurately capture, largely because the categorical identification of "Asian" within the United States casts a very wide net. There is a vastly diverse population among Asians with respect to ethnicity, as well as country of origin, and as further distinguished by internal cleavages linked to linguistic differences, religious preference, and socio-political history. However, at the risk of over-generalizing, it is, perhaps, most accurately reflected in the words of one informant, who believes that "in the Asian *American* community, teachers are not seen as prestigious. Asian parents want status for kids. Asians now say that teaching is not good enough" (Ibid, p.60).

Cross Cultural Implications

Although they feature different circumstances and events, the historical perspectives and experiences of all four groups identified here have contributed substantially to a deeply entrenched mistrust of, perhaps even disdain for, the education system in the United States. It is difficult, indeed, to see the virtue in dedicating one's life to a profession that is so closely associated with an institution viewed through such a lens. Because some of that mistrust appears to be consistently linked to the virtual absence of teachers of color in many public schools, to serve as role models and advocates for students from those communities, an increased presence of teachers of color in those classrooms may help to build greater trust and respect for our system of education in the communities they serve. Therefore, the need to pursue efforts to bring that about appears all the more compelling.

Afterword

While the discussion of this topic, as it is presented in this paper, ends here, the journey that it has inspired is far from over. In many ways, it has just begun. There is much yet to be done, but the implications of even modest increases in teacher diversity in California classrooms are the proverbial “brass ring” to this effort; perched tantalizing within view, but just outside of our current reach. The hope that setting that trend in motion – thereby increasing the future presence of teachers of color to serve as role models for future students of color – will provide the needed momentum to continue the trend for generations to come, adds substantial incentive to see it through to a successful conclusion. Even more compelling, however, are the implications attached to leaving to others the task of acting to bring about this change, then hoping someone will step up to that plate. With that in mind, for me, the choice couldn’t be clearer.

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Appendices

Appendix A: Explanation of Key Terms

As used in this paper, the terms **credentialing**, **certification**, and **licensure** have the same meaning and are used interchangeably.

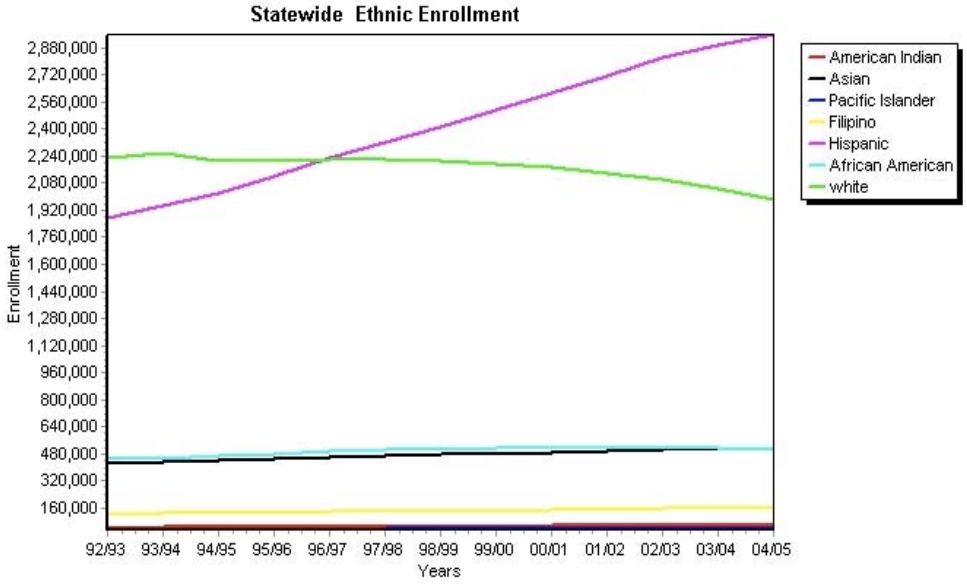
"**Diversity**" is broadly used in this paper to describe the significant presence – within a larger group, the majority of whom are members of the dominant culture -- of individuals who are members of other than the dominant culture. As a practical matter, this study places more emphasis on ethnicity as a determinant of diversity than any other distinguishing characteristic, therefore, references herein to "diversity" can be considered loosely equivalent in meaning to the term "ethnic diversity".

Appendix B: California Statewide Enrollment by Ethnicity: 1997-2006[7]

Enrollment by Ethnicity in Public Schools									
Year	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple / No Response	Total
2005-06	50,758	517,163	40,363	165,571	3,003,521	494,957	1,915,449	124,321	**6,312,103**
	0.8%	8.2%	0.6%	2.6%	47.6%	7.8%	30.3%	2%	**100%**
2004-05	51,823	510,449	39,634	163,156	2,961,067	505,308	1,981,432	109,214	**6,322,083**
	0.8%	8.1%	0.6%	2.6%	46.8%	8%	31.3%	1.7%	**100%**
2003-04	52,706	504,534	39,744	160,400	2,897,806	510,691	2,046,285	86,247	**6,298,413**
	0.8%	8%	0.6%	2.5%	46%	8.1%	32.5%	1.4%	**100%**
2002-03	53,898	502,676	41,446	156,549	2,819,504	515,805	2,106,042	48,483	**6,244,403**
	0.9%	8.1%	0.7%	2.5%	45.2%	8.3%	33.7%	0.8%	**100%**
2001-02	53,314	495,313	40,401	150,360	2,717,602	512,996	2,138,085	39,304	**6,147,375**
	0.9%	8.1%	0.7%	2.4%	44.2%	8.3%	34.8%	0.6%	**100%**
2000-01	51,926	484,220	38,651	144,759	2,613,480	510,779	2,171,861	35,219	**6,050,895**
	0.9%	8%	0.6%	2.4%	43.2%	8.4%	35.9%	0.6%	**100%**
1999-00	50,750	479,073	37,995	141,045	2,513,453	509,637	2,195,706	23,953	**5,951,612**
	0.9%	8%	0.6%	2.4%	42.2%	8.6%	36.9%	0.4%	**100%**
1998-99	50,029	479,073	36,636	139,007	2,412,059	507,506	2,210,494	15,512	**5,844,111**
	0.9%	8.1%	0.6%	2.4%	41.3%	8.7%	37.8%	0.3%	**100%**
1997-98	49,328	466,399	34,649	137,126	2,319,072	501,303	2,219,426	--	**5,727,303**
	0.9%	8.1%	0.6%	2.4%	40.5%	8.8%	38.8%	--	**100%**

[7] Source: California Department of Education (CDE), accessed 04-April-06: <http://www.ed-data.k12.ca.us/profile.asp?Tab=2&level=04&reportnumber=16#teachersbyethnicity>

Appendix C: California Trends in Statewide Enrollment by Ethnicity[8]

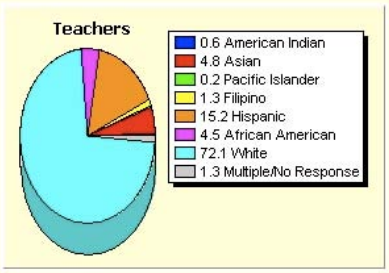


Appendix D: California Teacher Ethnicity: 2005-2006[9]

Teachers by Ethnicity
State of California, 2005-06

	Number of Teachers	Percent of Total
American Indian	1,826	0.6%
Asian	14,740	4.8%
Pacific Islander	719	0.2%
Filipino	3,960	1.3%
Hispanic	46,830	15.2%
African American	14,000	4.5%
White	221,822	72.1%
Multiple/No Response	3,967	1.3%
Total	**307,864**	**100%**

Source: California Department of Education, Educational Demographics Office (CBEDS, paif05 8/18/06)



8 Source: California Department of Education (CDE), accessed 04-April-06: <http://www.ed-data.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile%2Easp%3Flevel%3D04%26reportNumber%3D16>

9 Source: California Department of Education (CDE), accessed 04-April-06: <http://www.ed-data.k12.ca.us/profile.asp?Tab=2&level=04&reportnumber=16#teachersbyethnicity>

Appendix E: California Commission on Teacher Credentialing Requirements for Single Subject Teaching Licensure for Teachers Prepared in California[10]

State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

SINGLE SUBJECT TEACHING CREDENTIAL
Requirements for Teachers Prepared in California

The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K–12, or in classes organized primarily for adult).

The statutory subjects available for Single Subject Teaching Credentials are as follows:

Agriculture
Art
Biological Sciences (Specialized)
Business
Chemistry (Specialized)
English
Foundational-Level Mathematics
Geosciences (Specialized)
Health Science
Home Economics
Industrial and Technology Education
Languages other than English (specify)
Mathematics
Music
Physical Education
Physics (Specialized)
Science: Biological Sciences
Science: Chemistry
Science: Geosciences
Science: Physics
Social Science

This leaflet provides information to individuals seeking to enroll in a single subject teacher preparation program. Currently, individuals may only enroll in a Commission-approved SB 2042 teacher preparation program. For those individuals who are enrolled in and completing a Ryan teacher preparation program, please contact your college or university for Ryan program requirements.

All candidates who complete their teacher preparation through a Commission-approved program in California must be formally recommended for the credential by the college or university where the program was completed. Programs will vary slightly from college to college, but all programs will include specific requirements established by the Commission. An overview of requirements is provided below.

Requirements for the Preliminary Credential

The preliminary credential is issued for a maximum of **five years**. If requirements for the professional clear credential are not completed before the expiration of the preliminary, the holder will be unable to teach in California's public schools with that credential until those requirements are met and the document is renewed.

Applicants must satisfy **all** of the following requirements for the Five-Year Preliminary Teaching Credential:

1. Complete a baccalaureate or higher degree, except in professional education, from a regionally-accredited college or university
2. Pass the California Basic Educational Skills Test (CBEST) (For more information, contact the CBEST Program, National Evaluation Systems, Inc., P.O. Box 340880, Sacramento, CA. 94834-0880, (916) 928-4001, or toll free (800) 262-5080 or visit their website at www.cbest.nesinc.com.)
3. Verify subject matter competence by **one** of the following three methods:
   a. achieve a passing score on the appropriate subject-matter examination(s). Information, including passing scores and registration, can be found in Verifying Subject-Matter Competence by Examination leaflet CL-674S.
   b. complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program

(continued)

[10] Source: California Commission on Teacher Credentialing (CTC), accessed 04-Apr-07: <http://www.ctc.ca.gov/credentials/leaflets/cl560c.pdf>

c. for Specialized Science subjects only, individuals may take and pass the appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing. Requirements and procedures may be found in Coded Correspondence 03-0010.

4. Complete a single subject teacher preparation program including successful student teaching, and obtain a formal recommendation for the credential by the California college or university where the program was completed

Private School Experience

Individuals who have three or more years teaching experience in a private school should refer to the information leaflet titled *Single Subject and Multiple Subject Teaching Credentials – Requirements for Teachers with Private School Experience* (CL-834) for information on additional ways to qualify.

Requirements for the Professional Clear Credential

Individuals who complete a professional teacher preparation program and receive a five-year preliminary credential must earn a professional clear credential by completing one of the following three options:

Option 1

Complete a Commission-approved Professional Teacher Induction Program through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special populations, computer technology, and teaching English learners.

Individuals applying for the professional clear credential under Option 1 must submit their application through their approved Induction Program sponsor.

Option 2

Complete a fifth year of study completed at a California college or university with a Commission-approved teacher preparation program, securing that institution's formal recommendation for the professional clear credential. The following must also be verified with the application for the professional clear credential:

- advanced course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; and the use of tobacco
- advanced course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom
- advanced course work in computer technology including the use of computers in educational settings
- advanced course work in teaching English learners (effective July 1, 2005)

Option 2 is only available to holders of SB 2042 preliminary credentials issued prior to August 30, 2004. Holders of SB 2042 preliminary credentials issued on or after August 30, 2004 must complete Option 1.

Individuals applying for the professional clear credential under Option 2 must contact their California college or university and obtain a formal recommendation. If an individual opts to complete the fifth year, and the advanced study course work, the course work must be completed **after** the issuance date of the Five-Year Preliminary Single Subject Teaching Credential.

Option 3

Teachers who are certified by the National Board for Professional Teaching Standards will be issued a Professional Clear Teaching Credential in the subject area in which they have received national certification. (See Table 1) This includes those who obtained National Board Certification after their California Preliminary Single Subject Teaching Credential was issued.

Individuals applying for the professional clear credential under Option 3 may apply directly to the Commission for a professional clear teaching credential by submitting all of the following directly to the Commission office.

1. Photocopy of National Board Certification
2. Completed application (form 41-4, revised 7/05 or later), and, if not previously submitted to the Commission, a completed LiveScan receipt (form 41-LS). Out-of-state residents have the option of submitting two fingerprint cards (FD-258) in lieu of a LiveScan receipt. If submitting fingerprint cards, current fingerprint processing fees must accompany the application packet.

(continued)

Table 1

National Board for Professional Teaching Standards Certification

National Board Certification	California Certification
Early and Middle Childhood Certificate in Art, or Early Adolescence through Young Adulthood Certificate in Art	Professional Clear Single Subject Teaching Credential in Art
Early Adolescence Certificate in English Language Arts, or Adolescence and Young Adulthood Certificate in English Language Arts	Professional Clear Single Subject Teaching Credential in English
Early Adolescence through Young Adulthood Certificate in Career and Technical Education	Professional Clear Single Subject Teaching Credential in Industrial and Technology Education
Early Adolescence through Young Adulthood Certificate in World Languages Other Than English	Professional Clear Single Subject Teaching Credential in Languages Other Than English (specify language)
Early Adolescence Certificate in Mathematics, or Adolescence and Young Adulthood Certificate in Mathematics	Professional Clear Single Subject Teaching Credential in Mathematics
Early and Middle Childhood Certificate in Music, or Early Adolescence through Young Adulthood Certificate in Music	Professional Clear Single Subject Teaching Credential in Music
Early and Middle Childhood Certificate in Physical Education, or Early Adolescence through Young Adulthood Certificate in Physical Education	Professional Clear Single Subject Teaching Credential in Physical Education
Early Adolescence Certificate in Science, or Adolescence and Young Adulthood Certificate in Science	Professional Clear Single Subject Teaching Credential* Science: Biological Sciences Science: Chemistry Science: Geosciences Science: Physics
Early Adolescence Certificate in Social Studies-History, or Adolescence and Young Adulthood Certificate in Social Science-History	Professional Clear Single Subject Teaching Credential in Social Science

*Teachers holding National Board for Professional Teaching Standards Certification in the area of Science will be issued the specific California science authorization based upon an out-of-state credential or official transcripts from a regionally-accredited college or university

Reference: California Education Code, Sections 44251, 44252, 44259, 44280, 44281, 44283, 44310, and 44335; and Title 5, California Code of Regulations, Sections 80413 and 80424