RECOMMENDATIONS

Engage Current Students To Be Our Future Teachers

“Some of it is just telling our kids, when they show leadership when they do a great job supporting each other, ‘you’re going to be a great math teacher someday. I hope when you graduate you’ll come and take my job.’ We have to get all of our teachers to see that in students more.”
- ROSARIO JOHNSON

“If you’re going to college and your family is struggling, you’re not going to go into teaching; you’re going to go to law school or corporate America. Pay is a factor across the board, but especially for first generation college students. I think a teaching high school in Providence, one that gives college credits in teaching courses, so they’re getting some of those for free, is a way to move our students into teaching — to have more teachers of color, more bilingual teachers.”
- JUANITA MONTES DE OCA

Communicate Existing Programs

“‘Yes, becoming a teacher is expensive but the big problem isn’t just access all the time. It’s promulgation. How are we getting students to know what you can get your loans forgiven after a certain number of years? How can you get preferential placement? Or, that we would provide support for XYZ costs? HID has a program where if you’re a first time homebuyer and your a teacher, firefighter, or policeman and want to live in the neighborhood you work in, they’ll pay for half your house. No one ever told me that. In general, we need do a better job of communicating these kinds of programs.’
- JONATHON ACOSTA

Provide New Pathways to Certification

“I want to see some kind of incentive program. High school students coming to majoring in education and committing to teach in Providence and we support their education. If they do become teachers, there’s no mentorship or support. For minority teachers in schools, so we should have cohorts — 2, 3, 4 teachers of color starting at the same school together, supporting each other.”
- ERLIN ROGEL

THE PARTICIPANTS:

Jonathon Acosta
Blackstone Valley Prep, Central Falls
Dean of Culture
Years working in education: 5

Sol Hernandez
West Kingston Elementary, South Kingstown
Dual Language Immersion Kindergarten
Years working in education: 22

Rosario Johnson
Roger Williams Middle School, Providence
Intervention Math for ELs and Principal Resident
Years working in education: 26

Juanita Montes de Oca
Roger Williams Middle School, Providence
8th Grade Social Studies & Current Events, Student Government Association Advisor, Grade Chair, Instructional Leadership Team
Years working in education: 4

Erlin Rogel
Gilbert Stuart Middle School, Providence
6th Grade ESL English and Science
Years working in education: 1

PREPARED BY:

Sam Saltz
Urban Education Fellow
Brown University

6 March, 2015.
THE IMPORTANCE OF HIGH-QUALITY TEACHERS OF COLOR

For STUDENTS OF COLOR:

A wide body of research suggests that effective teachers of color provide academic, social, and emotional benefits to students of color.5

“I think that, being Latina, understanding where we [my students and I] all live, and really putting a lot of effort into the teaching business makes a difference - because you have that. Because, in my class, there are different kinds of experiences. I take pride in being a Latina, and I take pride in being a teacher because I’m Hispanic, so sometimes this is offered like an opportunity because I know what it’s like to live in this country, and being a Latina, it’s important to offer the same opportunities. Because I know what it’s like to be a minority student, and to be a Latina, to have barriers to opportunity. Being a Latina, being a minority student, it’s important to offer the same opportunities, because I know what it’s like to be a minority student, and to be a Latina, to have barriers to opportunity. Being a Latina, being a minority student, it’s important to offer the same opportunities, because I know what it’s like to be a minority student, and to be a Latina, to have barriers to opportunity.

JUANITA MONTES DE OCA

ERIN ROGEL

ROSARIO JOHNSON

SOL HERNANDEZ

For ALL STUDENTS:

Learning from a diversity of perspectives and experiences, including those provided by teachers of color, benefits students in all schools.8

“I think that, for students in an almost ideal school to have a teacher that looks different, from everybody else brings them the opportunity to be more open-minded, open to multiple perspectives and ways of thinking so that they see there’s more than what they are used to seeing. I bring culture, my culture, into the classroom.”

JONATHON ACOSTA

“I expect a lot because I know what it’s like to be a minority student in this country. I know what it’s like to be a female because I’m Hispanic, so sometimes this is offered like an opportunity because I know what it’s like to live in this country, and really putting a lot of effort into the teaching business makes a difference - because you have that. Because, in my class, there are different kinds of experiences. I take pride in being a Latina, and I take pride in being a teacher because I’m Hispanic, so sometimes this is offered like an opportunity because I know what it’s like to be a minority student, and to be a Latina, to have barriers to opportunity. Being a Latina, being a minority student, it’s important to offer the same opportunities, because I know what it’s like to be a minority student, and to be a Latina, to have barriers to opportunity. Being a Latina, being a minority student, it’s important to offer the same opportunities, because I know what it’s like to be a minority student, and to be a Latina, to have barriers to opportunity.

JUANITA MONTES DE OCA

ERIN ROGEL

ROSARIO JOHNSON

SOL HERNANDEZ

JONATHON ACOSTA

Since 2004, Latino student enrollment has increased by over 1/3 in Rhode Island

Of the less than 5% teachers of color in RI’s teaching force, only 2% are Latino

“...to assume that because I’m a Latino male I’m going to get up there and kids are going to start learning more or automatically “get it” is silly. I would love for there to be a greater number of male teachers, a greater number of Latino teachers, of African American teachers, of Asian teachers, but more doesn’t mean better. So, how do we get better AND more?”

JONATHON ACOSTA

Rhode Island has reported a teacher shortage area in ESL and/or Bilingual education since 1992

36% % of Rhode Island’s 2014-2015 emergency certificates in ESL and Bilingual education

“Rhode Island needs to learn from other states, other teachers, the benefit of bilingualism. Every school should be a place where we strive to celebrate exactly who we are. If the school is going to be bilingual, bicultural, we need more teachers who can do that.”

SOL HERNANDEZ

RI PUBLIC SCHOOL DEMOGRAPHICS

5% LATINO TEACHER CANDIDATES

13% TEACHER CANDIDATES OF COLOR

RI STUDENTS OF COLOR

RI TEACHERS OF COLOR

RI STUDENTS OF COLOR

RI TEACHERS OF COLOR

5% of Rhode Island’s 2014-2015 emergency certificates in ESL and Bilingual education