

1-25-2021

Retention Starts with Preparation: Preparing Black and Latinx Teachers through Alternative Routes to Licensure

Iesha Jackson

University of Nevada, Las Vegas, iesha.jackson@unlv.edu

Doris L. Watson

University of Nevada, Las Vegas, doris.watson@unlv.edu

Follow this and additional works at: https://digitalscholarship.unlv.edu/co_educ_policy



Part of the [Adult and Continuing Education and Teaching Commons](#), [Higher Education Commons](#), and the [Race and Ethnicity Commons](#)

Repository Citation

Jackson, I., Watson, D. L. (2021). Retention Starts with Preparation: Preparing Black and Latinx Teachers through Alternative Routes to Licensure. *Policy Issues in Nevada Education*, 4(1), 1-8. Las Vegas (Nev.): University of Nevada, Las Vegas. College of Education.
https://digitalscholarship.unlv.edu/co_educ_policy/31

This Article is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Article in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Article has been accepted for inclusion in Policy Issues in Nevada Education by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

Retention Starts with Preparation: Preparing Black and Latinx Teachers through Alternative Routes to Licensure

Iesha Jackson, Ed.D.
University of Nevada, Las Vegas

Doris L. Watson, Ph.D.
University of Nevada, Las Vegas

Abstract

Problem. Critical to the support and success of students of color is support for Black and Latinx teachers. Yet, teacher preparation programs often neglect the culturally relevant perspectives and experiences of teachers of color. This can contribute to retention issues given challenging school climates that Black and Latinx teachers must navigate. **Purpose.** The purpose of this paper is to provide an overview of sound teacher recruitment, preparation, and retention practices nationally and draw alignment to the state of Nevada. We focus on alternative routes to licensure (ARL) because such programs are touted for increasing the number of teachers of color. **Recommendations.** Based on national and local evidence, we recommend augmenting Nevada's SB 511 which established the Teach Nevada Scholarship (TNVS) program. Our recommendations include advancing Grow Your Own models of ARL recruitment, collecting and evaluating data on issues specific to Black and Latinx ARL teachers, and providing specialized professional development and induction.

Introduction

Conversations about racial bias and discrimination in schools typically center on student experiences. Research using longitudinal data indicates students of color, particularly Black and Latinx students, are more likely than their White counterparts to receive an office referral, receive harsher punishment, and to be suspended or expelled from school (Aud et al., 2011; Skiba, et al., 2011; Smith & Harper, 2015; Yeager et al., 2017). In addition, students of color are also disproportionately represented in special education (Artiles, 2011); such realities combine to render students of color less likely to be college and career ready if they graduate from high school. The recent American College Test (ACT) Report on College and Career Readiness (2019) indicates only 11% of Black and 23% of Latinx students met three or more of the college readiness benchmarks (e.g., English, math, reading, science). The literature shows that Black and Latinx students who are able to navigate often toxic educational environments and persist to graduation are more likely to have received academic, emotional and social support from educators of color (Knight-Manuel et al., 2016). For example, although white teachers tend to have lower educational expectations for students of color (Tenenbaum & Ruck, 2007), the opposite is true for teachers of color. In addition to higher academic expectations, educators of color are also more likely to possess higher levels of multicultural

awareness, are more likely to engage in pedagogical and curricular choices that foster critical thinking that supports social change, as well as are more likely to play a significant role in student of color achievement (Bristol & Martin-Fernandez, 2019; Eddy, Easton-Brooks, 2011). Thus, critical to the support and success of students of color, specifically Black and Latinx, is the support of Black and Latinx teachers.

This paper will present national- and state-level data on teacher recruitment and retention trends. In addition, we will present a synthesis of the literature detailing factors that contribute to teacher attrition, with a particular focus on teachers of color (e.g., Black and Latinx). We will provide an overview of sound teacher recruitment, preparation, and retention practices nationally and draw alignment of practice to the state of Nevada. The paper concludes with recommendations that focus on addressing current issues surrounding Black and Latinx teachers.

National Issues and Trends Impacting Black and Latinx Teachers

Issues concerning critical teacher shortages can be viewed like a coin with two distinct sides: recruitment and attrition. Between 2008 and 2013 enrollment in traditional teacher education programs decreased by 30%, and for the same period, the number of teacher education graduates fell by 17%

nationally (US DOE, Title II Report, nd). White teachers make up approximately 80% of that workforce nationally, while Black and Latinx teachers make up only 7% and 9% respectively (US DOE NCES, 2019). Data from the National Teacher Attrition and Mobility Report (2017) found a 60% increase in teacher attrition between 1991 and 2005, with a current national attrition rate of approximately 14.2%.

Teacher education programs are comprised of majority White teacher candidates (75%) and White faculty (80%), who are more likely to be over the age of 62 and twice as likely to be female than faculty as a whole (AACTE, 2018). Thus, the curriculum most often tends to neglect culturally relevant perspectives and experiences of teachers of color; “within a context that privileges Whiteness, teacher candidates of color have reported feeling invisible, silenced, and isolated” (Amos, 2010; Haddix, 2010 as cited in Kohli, 2019, p. 40). Once in the classroom, teachers of color experiences in the educational environment continue to be racially charged. Kohli (2019) notes that teachers of color are racially marginalized across and throughout the teacher pipeline in ways that serve to impact their attrition and subsequently prevents their success, growth, and retention.

School climates for Black and Latinx teachers include their reports of being asked to serve as the racial expert, experiencing racial microaggressions and bias (Endo 2015; Kohli, 2018; Starck et al., 2020), receiving evaluations that are based on racially biased definitions of teacher quality, (Rogers-Ard et al., 2011) and unfavorable stereotyping from co-workers, administrators, parents, and/or students that can make their work environment uncomfortable if not hostile (Amos, 2016; Philip et al., 2017; Woodson & Pabon, 2016). In addition to external factors that can negatively impact these teachers, researchers acknowledge that Black and Latinx teachers are not immune from replicating damaging teaching practices they experienced as students once certified and placed in classrooms (Jackson & Knight-Manuel, 2018). These realities contribute to Black and Latinx teachers being problematically isolated in schools, feared by colleagues (Bristol, 2018), experiencing racial battle fatigue (Pizarro & Kohli, 2018), and for some, pushed out of the profession (Dixson et al., 2019).

Scope of the Issue in Nevada

Although data available for the state of Nevada via the NSHE Institutional Research Office indicate there has been an overall increase in enrollment in teacher education programs between 2012 (n = 3,160) and 2017 (n = 4,106), Black teachers only comprise 5% of the teacher licensure program completers in Nevada while Latinx teachers account for 19% (Hays et al., 2018). The Nevada Teacher Workforce Report (2018) notes that between 2012 and 2017, approximately 19.8% of the teacher workforce had left the profession. The same report notes that Nevada is only meeting approximately 58% of its current teacher workforce needs; thus, teacher attrition is a critical component to addressing teacher shortages. In Nevada, as of 2017, the state retained 73% to 80% of teachers after 1 year and 60% to 73% after 5 years (Hays et al., 2018).

To address issues of recruitment and retention, policymakers, researchers, and educators have turned attention to increasing the number of teachers of color, specifically by expanding alternative routes to licensure (ARL). In 2015, SB 511 in Nevada established the Teach Nevada Scholarship (TNVS) program which provided grants to teacher educator programs to recruit and support ARL teacher candidates with an academic scholarship. TNVS focused priority on racial/ethnic minorities, low income, and veterans or spouses of veterans, and required all award recipients to teach for five years in the state of Nevada. Data available for the state of Nevada via the NSHE Institutional Research Office shows ARL enrollments have increased by 59% (from approximately 330 in 2015 to 519 in 2017). For the same time period, Latinx ARL enrollment increased by 200% (from 34 to 102), Black ARL enrollment decreased by 22% (from 49 to 38), and White ARL enrollment increased by 56% (from 176 to 275). Of importance to note is representation in ARL programs for Black and Latinx folks is in sharp contrast to their representation in Nevada. While Black teacher candidates comprised 7% of all ARL teacher candidates in 2017, Black residents comprise 10.3% of Nevada’s population (U.S. Census Bureau QuickFacts, n.d.). Latinx residents comprise 29.2% of Nevada’s population and 19.6% of ARL teacher candidates. In contrast, White residents represent 48.2% of the state population and 53% of ARL teacher candidates. It is also important to note that no existing

legislation in Nevada explicitly provides for preparation or induction (i.e., support and mentoring of novice teachers in the first years of their career) of Black and Latinx teachers. This absence arguably contributes to and sustains cultures of schooling that are inequitable for Black and Latinx people whether teachers of record or K-12 students.

Strategies for Recruiting and Retaining Black and Latinx Teachers

To address the inattention of the recruitment of teachers of color as well as to aid in their retention, Nevada policymakers can build on existing legislation aimed at improving the preparation of teachers as a whole, and teachers of color, in particular. For example, AB 276, effective as of July 1, 2019, created the Nevada State Teacher Recruitment and Retention Advisory Task Force which is charged with evaluating and making recommendations to attract and retain teachers. By disaggregating quantitative and qualitative data to include issues specific to Black and Latinx ARL teachers, the Task Force could provide more informed recommendations for increasing the diversity of Nevada's teacher workforce. We discuss some steps the Task Force can take below.

Recruitment: Scholarships and Grow Your Own Programs. Through a grant titled *Teacher Opportunity Corps I and II (TOC I & II)*, the New York State Department of Education provides funding to teacher licensure programs offered by eligible institutions. The purpose of this grant is:

To enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at risk of truancy, academic failure, or dropping out of school; and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers (New York State Education Department, 2019b).

Similar to Nevada's TNVS, TOC I & II prioritizes recruiting and certifying African American, Hispanic, Indigenous, and Alaskan Native teachers. However, unlike approaches commonly found in Nevada, Teachers College focuses exclusively on preparing graduate students by providing internships, seminars, dedicated workspace, and professional development opportunities developed for TOC I & II pre-service teachers (Teachers College Columbia University, 2020). Currently,

dedicated workspaces, internship experiences and professional development designed for TNVS are not hallmarks of Nevada's approach. Adding such support could strengthen the preparation of TNVS recipients.

Another approach gaining empirical support is the "Grow Your Own" (GYO) model that recruits community members into teacher preparation programs. Several states including California, Hawai'i, and Illinois have established GYO programs with the premise of recruiting teacher candidates who understand how to navigate the racial injustices students of color face in K-12 schools (Rogers-Ard et al., 2019). While often distinguished from ARL, GYO programs typically provide options for career changers or for individuals with bachelor's degrees to obtain a teaching license. Effective models seek to prepare teachers in "environments that foster academic identity development, cultural relevancy, language- and race-conscious pedagogies, and critical perspectives that disrupt institutional hierarchies and dehumanizing discourses, policies, and practices" (Valenzuela, 2017, p. 5). In an evaluation of Washington state's GYO program, Garcia and colleagues (2019) note that strong university-district partnerships were essential to their program's success at preparing bilingual educators. They recommend other states take a multifaceted approach to recruiting and preparing teachers through GYO alternative route programs and "a systems approach that engages a range of stakeholders working at all levels of the system...with the goal of developing a universal understanding of the target candidates and desired outcomes" (p. 76). Missouri's Department of Elementary and Secondary Education lists among positive outcomes of GYO initiatives: a sense of community pride, robust relationships between teachers and students, an improved perception of the teaching profession, and fostering former students' aspirations to give back to their community and teach in the areas in which they live (Missouri Department of Elementary and Secondary Education, 2016).

While undergraduate initiatives exist, there is little to no explicit attention given to GYO programs at the graduate level in Nevada's current legislative approaches. Based on the proven and potential success of these programs, a recommendation is to prioritize the recruitment and preparation of ARL teachers from Nevada through TNVS.

Retention: Professional Development and Induction. As noted above, in addition to the need for innovative recruitment and preparation strategies for Black and Latinx teachers, Jackson and colleagues (2019) also posit the importance of induction as a function of professional development for new teachers and emphasize the potential for induction to support retention. Added to the significance of continued support for all new teachers is the need to provide specialized professional development for teachers of color. Studies of critical professional development and culturally responsive communities of practices for early career teachers of color demonstrate the positive impact of these approaches. Critical professional development positions teachers as socio-politically conscious educators who seek teaching as a means of transforming society, i.e., facilitate creation of learning spaces and opportunities that enhance teachers' abilities to teach for social change (Kohli et al, 2020). Kohli and co-authors provide an example of the impact of a "racial affinity critical professional development space" called the Institute for Teachers of Color Committed to Racial Justice (ITOC) (p. 1). According to the authors, ITOC "is structured to attend to the impact of racism that teachers of color experience through models of self- and community-care, to address their racial and ideological isolation by facilitating a sense of collectivity, and to provide opportunities for culturally sustaining professional growth" (p. 3). An essential characteristic of culturally sustaining pedagogy is building teaching and learning experiences around the cultures, identities, and communities represented in the learning environment (Martell & Stevens, 2019). According to Kohli and colleagues (2020), ITOC participants share their experiences during the professional development and the lasting effects of the time they spent transforming their curriculum and pedagogy, to center the cultural assets of people of color, with the support of like-minded peers; this was not an opportunity afforded to most of them in their schools. Inspired by her attendance at ITOC, Pour-Khorshid (2018) collaborated with a small group of teachers of color to establish healing, empowerment, love, liberation and action (H.E.L.L.A) in the Bay area of California. H.E.L.L.A. educators met to share stories and writing of their experiences in schools which allowed for honest, vulnerable reflection that led to healing and empowerment for participants. Pour-Khorshid echoes Kohli's

call for racial affinity professional development as a means of supporting and sustaining teachers of color. Such spaces can be viewed as culturally responsive communities of practice which "provide spaces for teachers to engage in critical dialogue... [and] affirm in community their sociocultural consciousness of the school, geographic community, and classroom context" (Gist et al., 2014, p. 20).

First-hand Accounts from Nevada Teachers. As authors of this policy paper, we have been engaged in efforts to improve preparation and increase retention for Black and Latinx teachers in the state of Nevada. Through funding from the Branch Alliance for Educator Diversity, we have been able to pilot approaches aligned with the research above and conduct interviews with three in-service teachers of color who are current or graduated students from our secondary ARL program. Our project included five group meetings which functioned like a culturally responsive community of practice for one Black male teacher (Kenneth), one Latinx male teacher (Laurents), and one Afro-Latina teacher (Honey) who were all Teach Nevada Scholarship recipients. Our approach included providing material resources such as classroom supplies, validating teachers' feelings of frustration/commitment/concern for students through shared experiences, and creating space for developing meaningful relationships with like-minded educators. In a statement that summarizes the need for such a space, Honey, a high school science teacher, discussed her experiences as a teacher of record thus far:

What do I need? I just need acceptance; accept me for who I am, let me do my thing, stay in your place, know your role, and don't worry about me, right? If my administrators are not worried about what I'm doing, then [other teachers] shouldn't be worried about what I'm doing. I just feel like the labels weigh on you year after year after year. They make you question what you're doing. It's hard to be at a job where you don't have any connections with anyone, where everyone is different than you.

Our community, also known as *the Collective*, was constructed to be a place where Honey, Kenneth, and Laurents could be accepted for who they are and develop skills to thrive in schools where they do not always feel accepted. Based on their time in

our community and the induction supports therein, all three teachers shared how they benefited from the experience. For example, Kenneth stated, “This has been so good for my spirit and not just that, but just everything I want to do as an educator. And it’s great to see that there are like-minded spirits out there... I get replenishment. I get encouragement.” In this way, our work is an example of the transformative potential of critical professional development (Kohli, 2019). Critical professional development focuses on building communities that help teachers develop transformative teaching practices through cooperative dialogue, unity within the PD (professional development) space, and feeling as though all members’ holistic needs are being met. This happens in the context of, not at the expense of, confronting inequitable conditions of schooling (p. 41).

Recruitment and Retention: Strategies for Improving ARL for Black and Latinx Students

In addition to providing induction support via critical professional development, we asked our students for their recommendations for improving our ARL program. Below, we summarize key insights from Honey, Kenneth, and Laurents that all underscore the importance of building and sustaining supportive communities during preparation.

Better attend to the needs of ARL students working as full-time substitute teachers. As a long-term substitute, Honey was not working directly with a mentor teacher at her school. She notes:

I thought there was a disconnect [between the practicum and the university] and it could just be because [the field experience coordinator] is responsible for taking the students who don’t have placement and putting them in their placement. And that’s fine. But I feel like the teachers who were already in their own classroom, they didn’t need to fulfill the [practicum] with someone else, we’re kind of like thrown under and forgotten about...it would’ve made sense that our science department chair would have been my mentor.

Provide a content area support earlier in the program. In addition to the recommendation to ensure mentored support for long-term substitutes, Honey also recommended having a community of practice

related to her content area, science, at the beginning of the program and as she entered the field as a teacher of record:

I would have liked to be a part of the group of students who were part of science already in their classrooms. I think there should have been some sort of a like, okay, ‘Congratulations. You’re part of UNLV’s ARL program. These are the three classes that you’re going to take. Here is a list of other teachers who are also teaching science. Here are their schools that they’re working in.’ I feel like the relationships that I got I had to wait for [until] I took [a science method] class.

Provide a designated advisor to help navigate the requirements and expectations for licensure.

Kenneth spoke to this recommendation as he notes:

It would have been nice to have an advisor from the jump. I went to [one program staff member] for everything. And bless her heart, she had whatever small section of bandwidth set aside for me. And I know I’m not the only one who’s done it...She was just so open and so welcoming about it that, you know, she took that on. I’m really grateful to her for it, but it wasn’t her job to be my advisor.

While the recommendations here are applicable to all students navigating the ARL program, it is important to note that issues of program support are exacerbated for Black and Latinx teacher candidates who are also seeking affirmation regarding their feelings of isolation that are connected to their racial identities. Specialized professional development during and after coursework could provide such support.

Provide social and emotional support for the teachers. Laurents discussed his experiences attending counseling services at UNLV and related this experience to a specific recommendation for the ARL program:

[We should have] a place for us to go to just discuss like what’s going on in our classrooms if we’re teaching or coursework....Somewhere you could go, especially with those students who decide to teach right after the first semester. I think that would be beneficial

just so we know that we're not the only ones...a place where we can just come together and be like, 'Yo, is your classroom on fire too? Cause mine's on fire.

And, how are you dealing with it?'

Similarly, Honey notes how she struggled to teach the standards in her first year. Honey is currently teaching in a charter school though she has previous experience in CCSD. She reflected on the different access to curriculum and the need that exists for resources, and thus how additional support during induction would have been of benefit:

So if UNLV could have a system like [Curriculum Engine] or teachers maybe in conjunction with the bank of [lesson plans]...it's a really wonderful resource that would be helpful. For the teachers who are in CCSD, I think having UNLV teachers understand what Curriculum Engine is would have also been helpful.

Our professional development community sought to provide such a space for Honey, Kenneth, and Laurents.

Growing our own – Recruitment. As one of Clark County School District's New Educator of The Year award recipients during the 2019-20 school year, Kenneth is the kind of teacher any program should be working to recruit; his story of enrollment into our program is one of encouragement from his social network more than university outreach, which highlights a need for innovative approaches to recruitment alongside programs to prepare and retain teachers of color. Kenneth spoke to this recommendation as he notes:

The three of us...we're active in our communities...we try to actually make sure that we are giving back somehow....If you're looking to actually level up and grab other people that come from different backgrounds and have other things that they can give, then you're going to want to broaden your net and actually cast it out [to] the whole community.

Recruit and retain more professors of color. Although currently there are only two professors of color who teach in the ARL program at UNLV, all three teachers spoke to the power and validation of having a professor of color during their preparation program. All three noted, with great emotion,

what it has been like to have professors that look like them, who can substantiate experiences they have had, and who can validate and see them, too, as smart, not just see them Kenneth notes as, "the diversity of their department." Both professors were repeatedly noted as being instrumental to the teachers sense of racial identity and thus, contributed to their ability to navigate the mostly White spaces of their schools. As noted earlier, the ability to close the educational gap rests on supporting retention and recruitment of teachers of color. Likewise, the presence of faculty of color are of equal importance.

Conclusion

Through our work, we hope to emphasize the importance of preparing to retain Black and Latinx teachers certified through alternative routes. We suggest that this is not solely the responsibility of teacher education programs. Additionally, there is a need to legislatively prepare for successful recruitment, education, and support of Black and Latinx teachers. This need implies increased partnerships between legislators and state approved ARL programs. With a few modifications to existing practices, we believe Nevada can become a leader in preparing and retaining Black and Latinx teachers through alternative routes to licensure.

The evidence-based practices reviewed in this paper along with the experiential knowledge from current Nevada teachers certified through an ARL program can inform revisions to and implementation of existing Nevada state legislation. For example, under the auspices of the Nevada State Teacher Recruitment and Retention Advisory Task Force, and using the recommendations and examples noted here, innovative programs that bridge preparation with recruitment and retention are one means of beginning such an endeavor.

In addition, *the Collective* can be developed and piloted at varying stages of the teacher pipeline, (e.g., pre-service through induction), and can provide a counterspace that affords teachers of color a place whereby they can unpack experiences in the classroom, strategize how best to retain and support each other, and identify and actualize home grown recruitment.

References

- Aud S., KewalRamani A., & Frohlich L. (2011). *America's Youth: Transitions to Adulthood*. National Center for Education Statistics, Washington, DC, NCES 2012-026.
- Bristol, T. J. (2018). To be alone or in a group: An exploration into how the school-based experiences differ for Black male teachers across one urban school district. *Urban Education, 53*(3), 334-354.
- Bristol, T. J., & Martin-Fernandez, J. (2019). The added value of Latinx and Black teachers for Latinx and Black students: Implications for policy. *Policy Insights from the Behavioral and Brain Sciences, 6*(2), 147-153.
- Dixon, D., Griffin, A., & Teoh, M. (2019). *If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover*. Education Trust.
- Eddy, C. M., & Easton-Brooks, D. (2011). Ethnic matching, school placement, and mathematics achievement of African American students from kindergarten through fifth grade. *Urban Education, 46*(6), 1280-1299.
- Garcia, A., Manuel, A., & Buly, M. R. (2019). Washington state policy spotlight: A multifaceted approach to Grow Your Own pathways. *Teacher Education Quarterly, 46*(1), 69-78.
- Gist, C. D., Flores, B. B., & Claeys, L. (2014). A competing theory of change: Critical teacher development. In C. E. Sleeter, L. I. Neal, & K. K. Kumashiro (Eds.), *Diversifying the Teacher Workforce: Preparing and Retaining Highly Effective Teachers* (pp. 19-31). Routledge.
- Gregory, J. F. (1995). The crime of punishment: Racial and gender disparities in the use of corporal punishment in US public schools. *Journal of Negro Education, 64*, 454-462.
- Hays, D. G., Borek, M., Metcalf, K. K. (2018). *The Nevada Teacher Workforce Report*. 1-32. The Nevada Consortium on the Teacher Pipeline. Retrieved from https://digitalscholarship.unlv.edu/co_educ_fac_articles/25
- Jackson, I., & Knight-Manuel, M. G. (2018). "Color does not equal consciousness": Educators of color learning to enact a sociopolitical consciousness. *Journal of Teacher Education, 70*(1), 65-78.
- Jackson, I., Paretto, L., Quinn, L., Bickmore, D. L., & Borek, M. (2019). Retaining Nevada's teachers: Issues and solutions. College of Education: Policy Issues in Nevada Schools. *Policy Issues in Nevada Education, 3*, 1-10.
- Knight-Manuel, M. G., Marciano, J. E., Wilson, M., Jackson, I., Vernikoff, L. Zuckerman, K. G., & Watson, V. W. (2019). "It's all possible" urban educators' perspectives on creating a culturally relevant, schoolwide, college-going culture for Black and Latino male students. *Urban Education, 54*(1), 35-64.
- Kohli, R. (2019). Lessons for teacher education: The role of critical professional development in teacher of color retention. *Journal of Teacher Education, 70*(1), 39-50.
- Kohli, R. (2018). Behind school doors: The impact of hostile racial climates on urban teachers of color. *Urban Education, 53*(3), 307-333.
- Kohli, R., Pizarro, M., Garcia, L. G., Kelly, L., Espinoza, M., & Cordova, J. (2020). Critical professional development and the racial justice leadership possibilities of teachers of colour in K-12 schools. *Professional Development in Education, 1*-13.
- Martell, C. C., & Stevens, K. M. (2019). Culturally sustaining social studies teachers: Understanding models of practice. *Teaching and Teacher Education, 86*, 102897.
- Missouri Department of Elementary and Secondary Education. (2016). *Grow your own: A resource guide to creating your own teacher pipeline*. Missouri Department of Elementary and Secondary Education Office of Educator Quality.
- New York State Education Department. (2019a). *My Brother's Keeper Teacher Opportunity Corps II*. Retrieved from <http://www.nysed.gov/mbk/my-brothers-keeper-teacher-opportunity-corps-ii>
- New York State Education Department. (2019b). *Teacher Opportunity Corps I*. Retrieved from <http://www.nysed.gov/postsecondary-services/teacher-opportunity-corps-i>
- NSHE Institutional Research Office, (nd). *Institutional Research Dashboards*. <https://ir.nevada.edu/>
- Philip, T. M., Rocha, J., & Olivares-Pasillas, M. C. (2017). Supporting teachers of color as they negotiate classroom pedagogies of race: A study of a teacher's struggle with "friendly-fire" racism. *Teacher Education Quarterly, 44*(1), 59-79.
- Pizarro, M., & Kohli, R. (2018). "I stopped sleeping": Teachers of color and the impact of racial battle fatigue. *Urban Education, 55*(7), 967-991.
- Pour-Khorshid, F. (2018). Cultivating sacred spaces: A racial affinity group approach to support critical educators of color. *Teaching Education, 29*(4), 318-329.
- Rogers-Ard, R., Knaus, C., Bianco, M., Brandehoff, R., & Gist, C. D. (2019). The grow your own collective: A critical race movement to transform education. *Teacher Education Quarterly, 46*(1), 23-34.
- Skiba, R. J., Horner, R. H., Chung, C. G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African

- American and Latino disproportionality in school discipline. *School Psychology Review*, 40, 85–107.
- Smith, E. J., & Harper, S. R. (2015). *Disproportionate impact of K-12 school suspension and expulsion on Black students in southern states*. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.
- Starck, J. G., Riddle, T., Sinclair, S., & Warikoo, N. (2020). Teachers are people too: Examining the racial bias of teachers compared to other American adults. *Educational Researcher*, 49(4), 273-284.
- Teachers College Columbia University. (2020). *Teacher Opportunity Corps (TOC II)*. Retrieved from <https://www.tc.columbia.edu/teacher-opportunity-corps/program-components/>
- U.S. Census Bureau (n.d.) *QuickFacts*. Retrieved from <https://www.census.gov/quickfacts/lasvegascitynevada>.
- U.S. Department of Education, National Center for Education Statistics. (2019). *Digest of Education Statistics, 2018* (NCES 2020-009).
- Valenzuela, A. (2017). *Grow your own educator programs: A review of the literature with an emphasis on equity-based approaches*. Equity Assistance Center Region II, Intercultural Development Research Association.
- Yeager D. S., Purdie-Vaughns V., Hooper S. Y., Cohen G. L. (2017). Loss of institutional trust among racial and ethnic minority adolescents: A consequence of procedural injustice and a cause of life-span outcomes. *Child Development*, 88, 658–676.