Diverse Perspectives:

Findings and Strategies to Improve Teacher Diversity in Rochester, NY

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experience | quality | results

TABLE OF CONTENTS

*"I've already had students say**, 'I'm so glad I have a Black teacher!'** I'm also a senior adviser and one kid came on screen and said, 'Oh my God, you're Black. You're the second Black teacher I've had the entire time I've been in this school, and I've been here since 9th grade.'** I'm like a unicorn!**"*

—Teacher

PREFACE

In Fall 2018, the [Max and Marian Farash Charitable Foundation](#) commissioned a study to better understand the pipeline of teachers into K12 schools in Rochester, NY. Based on the [results of this research](#), the Farash Foundation convened a group of local stakeholders in K12 schools, higher education, and community organizations focused on education advocacy to design a teacher pipeline strategy around two priority areas: 1) formalizing and strengthening teacher preparation partnerships between K12 schools and IHEs, and 2) improving the diversity of the teacher workforce in Rochester. The strategy was launched in July 2019 and is comprised of four work groups aligned to the teacher pipeline: 1) Teacher Recruitment; 2) Clinical Experience; 3) New Teacher Excellence; and 4) Teacher Diversity. An Advisory Group comprised of members across work groups provides guidance on the overall strategy and monitors progress toward goals. The Advisory Group is also in the process of developing partnerships that can sustain the pipeline work over time.

The goals of the group's work together include:

- Identifying the most pressing problems in the teacher pipeline and developing promising solutions, ways to test them, and how to measure their success;
- Establishing formal partnerships between K12 and higher education with clear goals and commitments (e.g., to share and act on data);
- Creating necessary infrastructure to collect, share, review and analyze data to help improve Rochester's teacher pipeline;
- Collaborating to identify and advocate for policy changes needed to improve the teacher pipeline; and
- Improving stakeholders' facility at having difficult conversations about the obstacles to improving the teacher pipeline in Rochester that relate to diversity, equity and inclusion (DEI).

ABOUT US | [Education First](#) is a national, mission-driven strategy and policy organization with unique and deep expertise in education improvement. Our mission is to deliver exceptional ideas, experience-based solutions and results so all students—and particularly low-income students and students of color—are prepared for success in college, career and life. We work closely with policymakers, practitioners, funders and advocates to design and accelerate policies and plans that support strong systems, outstanding educators, engaged students and effective investments.

About *Diverse Perspectives*

This report highlights the experiences from teachers and teacher candidates of color as well as parents of children of color in Rochester and shares their insights on how to improve Rochester's teacher pipeline. The report:

- Shares insights from a sample of local stakeholders around topics pertaining to Rochester's teacher pipeline, from **recruitment to retention**
- Offers specific information about the **unique context of teaching and teachers in Rochester**
- Provides an opportunity to understand the perspectives of teacher candidates of color, teachers of color and parents of children of color in Rochester to **ensure their perspectives are heard and reflected in the collective work to strengthen Rochester's teacher pipeline**
- Offers **advice and ideas for students of color to enter and remain in the teaching profession in Rochester area schools**

Methodology

Education First, with the support of the Rochester Teacher Pipeline Advisory Group, facilitated individual interviews specifically with teachers of color and teacher candidates of color and focus groups with parents of children of color to better understand their perspectives on the recruitment and retention of teachers of color in Rochester. Interviews and focus groups were conducted in the summer and fall of 2020. Thirteen teachers and four teacher candidates, as well as 15 parents, participated in the interviews and focus groups.

Who is *Diverse Perspectives* for?

As noted above, the report focuses on experiences and strategies to improve the teacher pipeline from recruitment to retention. This report focuses specifically on Rochester, but the experiences and insights offered may be relevant to other regions as well. We believe this report is relevant to any organization or individual currently employing or training teachers and teacher candidates of color as well as policymakers and organizations interested in strategies to improve teacher diversity in their communities.

IMPORTANCE OF TEACHER DIVERSITY

More likely to be referred to gifted and talented programs.
More likely to graduate from high school.
More likely to see themselves as future teachers.

These are just some of the research-based benefits of having teachers of color, especially for students of color. [1] [2] Students of color reap these benefits when taught by teachers of color because the focus is on what they can do rather than who they are. Therefore, an effective educator workforce that advances educational equity is increasingly one that is also diverse.

Yet, it's no secret that as New York's student population has grown increasingly diverse, diversity within the teacher workforce has remained stagnant. While more than 50 percent of the state's students are students of color, 80 percent of teachers are white.[3] And in Rochester, while students of color represent nearly 90 percent of the student population, Rochester's teachers of color comprise just 20 percent of the teacher workforce. This disparity should implore all local education leaders to understand the root causes of this reality and determine what actions should be taken to address this opportunity gap.


90% Students of Color

versus

20% Teachers of Color

Source: Self-reported data from the Rochester City School District; NYSED data repository

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[1] Grissom, J., Rodriguez, L., and Kern, C. (2017). Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data.
[2] Gershenson, S., et al. (2018). The Long-Run Impacts of Same-Race Teachers.
[3] New York State Department of Education (2019). Educator Diversity Report.

Diversifying the teacher pipeline in Rochester requires all hands on deck. It requires education leaders in Rochester to think boldly and differently about teacher diversity efforts if these leaders seek to develop an educator workforce and pipeline as diverse as the students they serve. A single policy or programmatic change within one aspect of the teacher pipeline is unlikely to be effective on its own; rather, a multi-pronged approach is required to build and sustain the city's teacher diversity efforts. Stated differently, potential teachers of color fall through the cracks at multiple points along the teacher pipeline—from recruitment in PK12 educational settings and experiences in teacher preparation programs to retention once in the teacher workforce (see graphic below for key points along the teacher pipeline).

The Leaky Teacher Pipeline
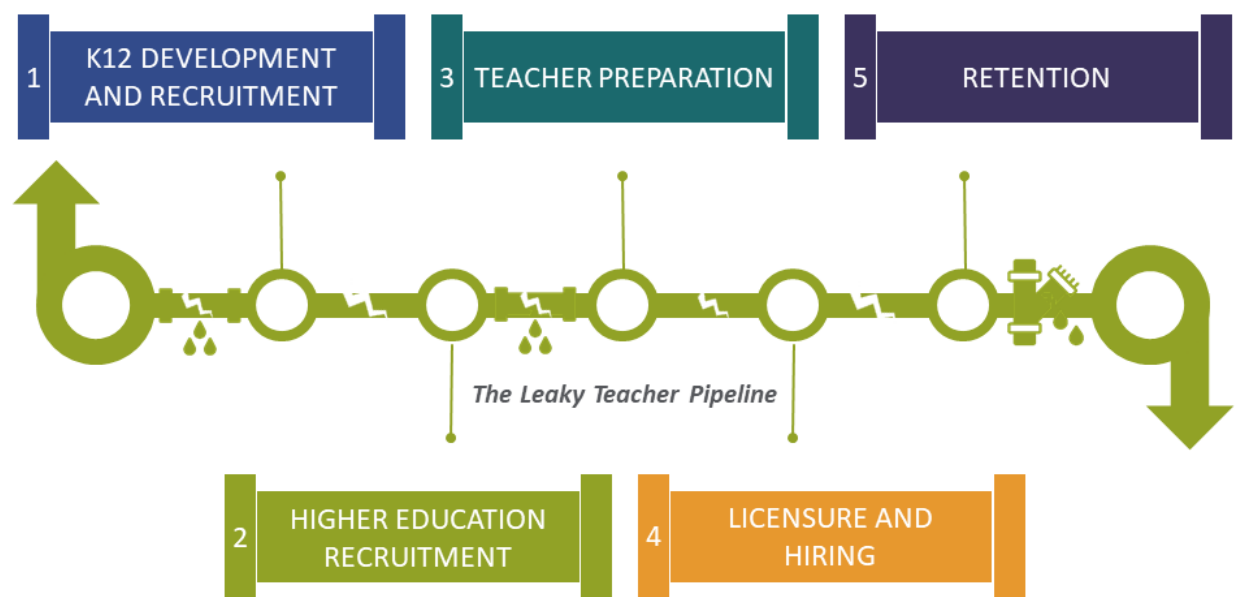
The report reflects the experiences and suggestions teachers, teacher candidates and parents have navigating the teacher pipeline—in their own words. These suggestions have already sparked meaningful discussions among the Rochester Teacher Pipeline Advisory Group and will continue to inform the Advisory Group's work in the coming years.

KEY INSIGHTS AND FINDINGS

The report summarizes our key insights and findings from our conversations with stakeholders and concludes with their suggestions to improve the pipeline and advice to education leaders.

INTEREST IN TEACHING

- Interest in teaching is driven by a **strong desire to impact the local Rochester community, do meaningful work and debunk the stereotypes** about who Rochester's students are and what they are capable of
- Teachers and candidates report **being inspired by the educators in their lives** to become teachers, particularly their parents and other teachers of color
- K12 students in general are **not being encouraged to become teachers**

TEACHER PREPARATION EXPERIENCES

- Teachers and candidates report **deeply isolating experiences** in local teacher preparation programs (TPPs), often **due to the lack of racial and ethnic diversity**
- **Support systems like advising are key** for teacher candidates of color, especially those from low-income backgrounds and first-generation college students who **may have additional family and personal commitments**
- The **student teaching experience is not being used as a strategic opportunity** to pair student teachers of color with mentor teachers and school placements that will allow candidates to truly grow
- **Suburban student teaching experiences exacerbate candidates' feelings of racial isolation**

LICENSURE AND HIRING

- Because **New York State certification is costly, it is a deterrent to entering the teaching profession**, even after completing a teacher preparation program
- Furthermore, **candidates do not feel supported by their teacher preparation programs in passing the exams**, particularly after they graduate
- Teachers and candidates report that **informal networking via word-of-mouth is how many teachers get teaching jobs**
- The **Rochester City School District hiring process is variable and unclear.** Some teachers reported being hired on the spot at recruitment events (e.g., career day events hosted by TPPs), but others received no communication when applying online through the standard application system

TEACHING EXPERIENCES

- Teachers report that it's a **joy serving Rochester students and families**, but that they feel a lot of **job insecurity as a result of repeated layoffs**
- The presence of **other teachers of color in a school building is a key part of support systems** and networks for teachers of color
- The **mentoring and induction support teachers receive at RCSD is useful**, but they would like to see ongoing professional learning opportunities that **help them better meet the needs of their students**

K12 schools in Rochester undoubtedly face a [myriad of challenges](). The Rochester City School District has had four superintendents in just two years, and a budget deficit has resulted in more than 600 teaching and support staff layoffs since 2019. Despite this, teachers of color and teacher candidates of color express deep commitments to their community and see these challenges as an opportunity to tell a different story about who Rochester students are and what they are capable of. The desire to create a different narrative was consistently articulated by teachers and teacher candidates. One teacher candidate shared:

"**I wanted to be at RCSD.** I wanted to be where I knew the people. The biggest misconception is that it's all about the deficit mindset, like the kids need so much because they've been through so much. Not all kids have behavior issues or come from broken homes. **I've met so many great minds and children willing to learn regardless of what they've been through.** Is there need? Absolutely, but there's need everywhere, though. It's not the way they think it is."

These sentiments were made stronger by the fact that many teachers see themselves in the students and families the city schools serve. Another teacher shared:

"It's always black males. Always. If it's something negative, we're at the top. If it's something positive, we're at the bottom. If it's test scores, it's at the bottom. If it's discipline, it's at the top. I got tired of reading that. We need more black males in schools for them to identify with and to have role models."

Shared identity between students and their teachers is impactful. In fact, teachers and parents alike communicated the importance of the deep connections they made with teachers of color in their formative years— often as early as elementary school. For some, these connections also heavily influenced their own decision to become a teacher. Others shared their experiences as children and grandchildren of educators. As one teacher put it:

"**I personally was inspired by a 5th grade teacher, the first African-American teacher that I had.** She understood me and I understood her. She worked overtime to help us. She took us home if we missed the bus. [Our relationship] grew into a friendship as I grew into an adult. **I call her my aunt. I wanted to have that relationship with students; it was beautiful.**"

What becomes clear from these stories is that teachers are valuable in inspiring the next generation of students to become teachers. Unfortunately, many stakeholders expressed concern that students in general are not being encouraged to become teachers. A teacher candidate shared:

"We have to make students and college students believe they can teach effectively...**I don't know if anyone says 'You would be a good teacher.' I don't know if there is any encouragement or outreach for these students that outline the steps to take.**"

Those looking to recruit students into the profession must leverage current teachers, especially teachers of color, to get students interested in teaching.

"**Attending [my teacher preparation program] and being around all white people was a culture shock. I had never been the only Black woman in the room.** It's not that people weren't kind—I had never been so submerged in white culture and such a white environment."

Another consistent theme from the interviews was the deeply isolating experiences teacher candidates feel in their teacher preparation programs due to the lack of racial and ethnic diversity. Candidates across multiple teacher preparation programs, described being the "only" or "one of a few" people of color—sometimes for the first time ever in their lives. In fact, a 2018 analysis of the percentage of teachers of color at five local teacher preparation programs showed flat and/or declining enrollment of teacher candidates of color over six school years.

As a result, support systems like strong advising and mentorship are critical elements of a candidate of color's teacher preparation experience. This was especially pronounced for candidates who identified as coming from a low-income background and/or as a first-generation college student. One new teacher shared:

"**Resources, guidance and advisement were not easily accessible for students of color in the program. Students of color consistently had to advocate for themselves** regarding flexibility as adult learners…like field experience options and financial resources. I would recommend that information and options be offered to all students."

One teacher candidate who was enrolled in but did not graduate from a TPP said:

"**The main reason why I didn't finish [the TPP] fully was because my counselor…had me in three different majors at one time, and they were confused about the teacher science education program**. And once I found out, I just picked the major where I had the greatest amount of credits. My **high school mentor** helped me figure out I was taking three different majors at once."

Interviewees also shared that the student teaching experience is not being used as a strategic opportunity to pair student teachers of color with mentor teachers and school placements that will allow them to truly grow as new teachers.

Percentage of Non-White Teacher Candidates at Five Local Universities, 2012-2019
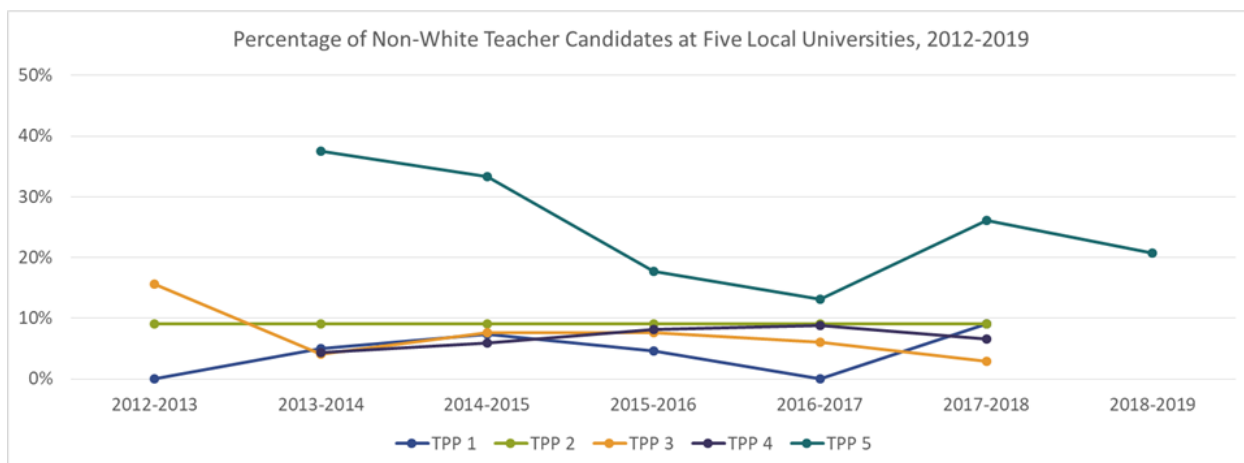
One new teacher described their experience as a participant in a "matching game."

"[I did student teaching in] Brockport and in the city [of Rochester], actually. Both experiences were good. I had master teachers who were very knowledgeable who were able to share things I really needed...**There is a coordinator at [TPP] that handles student teacher placement and it is really a matching game for her. I think that's how I ended up in Brockport without a true [special education] match.** Because I didn't have an alternative, that's where I ended up being, but it didn't really meet the needs I had (but I didn't know I had the needs at that time)."

Even in situations where the placement may be a successful pairing, there are communication channels missing that could be used to link those student teachers with building leaders and/or available opportunities within Rochester city schools.

"The pipeline between the colleges and the schools...even though we go there, **there's no liaison in between—no one I can go to and say, 'I have a phenomenal teacher. If there's a vacancy, here's someone who'd be great.' That's the part RCSD can do better with.** The way student teachers come in, it's not a fluid process...it would be nice if RCSD had someone overseeing student teachers and identifying great recruits. [That's] hard for the principal and hard for the teacher."

Lastly, the current diversity of the teacher workforce also impacts teacher candidates' student teaching experiences. Interviewees shared that suburban student teaching placements exacerbate feelings of racial isolation that already exist within the campus experience.

"I have stories for you! There was one other person of color teacher in Fairport. I am the other. There may be others that are support teachers, but not the main teachers. I'm almost positive I was the only person of color in the faculty room in Pittsford, and then one other in Greece that was half Korean/half white, and one reading support teacher that was African American...**I'm pretty sure I'm the only non-white experience [students] ever had in their entire school career.**"

For the candidates of color who completed one of Rochester's local teacher preparation programs, they wanted more support from their programs in passing licensure exams, particularly post-graduation. The interviews revealed a mismatch between the certification support TPPs provide and the demand from their current and graduating candidates.

"I wish [my TPP] forced us more to sign up for the test. I was never forced to. It was 'Oh you've got five years.' I'm that student that needs to be pushed. There's no one to push you. After you graduate it's over. You have five years. You have to really fine-tune a plan of action. It's tough."

For teachers who have yet to be certified, the cost of New York State certification is a deterrent, even after completing a TPP.

"I know the certification is really important, but I think they should have another avenue because life [itself] is a good teacher…**I don't have my certification and in order to finish it, I'd have to pay I don't know how many thousands of dollars and I'm trying to think whether that's money well spent.**"

These may also represent deterrents to the paraprofessionals employed by the city

school district, more than 80 percent of whom identify as people of color, and half of whom have more than 10 years of experience in Rochester classrooms.

When it comes to getting hired to teach in Rochester, the pipeline has a significant leak. Some teachers reported being offered positions on the spot at RCSD recruitment events (e.g., career day events hosted by TPPs). However, others received no communication when applying online through the standard application system unless they met school or district leaders (e.g., by word of mouth) who have the authority to influence hiring decisions. Both district and charter school teachers report that informal networking via word-of-mouth is how many teachers get jobs.
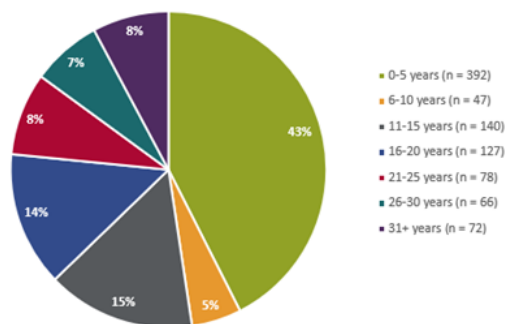
"[The RCSD hiring] process was terrible. I got hired because of volunteering. In the program at [my TPP], I met teachers who introduced me to principals. **I submitted my application to RCSD. I never got a call back.** I would hear that principals are looking for teachers, but never got a call, not anything. **My experience was word of mouth. Another principal gave my principal my number.**"

Though roughly **one in every five** of RCSD teachers is a teacher of color, roughly

80%

of **922** paraprofessionals are people of color

RCSD Paraprofessionals by Tenure, SY18-19 and SY19-20
n = 922

- 0-5 years (n = 392)
- 6-10 years (n = 47)
- 11-15 years (n = 140)
- 16-20 years (n = 127)
- 21-25 years (n = 78)
- 26-30 years (n = 66)
- 31+ years (n = 72)

Source: Self-reported data from Rochester City School District analyzed by Education First

While some may view teaching in Rochester city schools as a challenge, teachers report that it is an absolute joy serving Rochester students and families. A teacher shared:

"I am satisfied with my job in RCSD as a bilingual third grade teacher. **I connected with [the school's] effective principal, who provided strategies for pedagogy, data, management, and parental outreach and engagement, and has her teachers' backs.**"

And while teachers do love their jobs, some reported a sense of job insecurity as a result of repeated layoffs in RCSD over the last year.

"**I love my students and my resource position. The unpredictability for where I will be teaching next year is stressful.** Sometimes there is unclear communication from admins and Central Office. The students and parents are wonderful!"

Similar to their experiences in earlier parts of the teacher pipeline, the presence of other people of color, particularly other teachers of color, is a key part of support systems and network for teachers of color. Teachers of color used "family" and familial terms to describe relationships with their colleagues of color and former teachers of color throughout the interviews. One teacher who recently transferred to a less diverse school in pursuit of a teaching opportunity more aligned to her licensure area shared:

"**[My more diverse school] felt more like a family.** Especially today, so many things are emotionally charged so for me as a Black woman, there's a piece of me that doesn't want to say anything even if I think it's my duty. **It's super important to have a place where you're comfortable and don't have to feel off-put.**"

Another special education teacher said:

"**There are two other African-American [special education] teachers in the building. I** think they have the most experience and **I feel like they feel more comfortable with me than others.** I'm glad to be a resource for them. **I could see how having more than one person of color in the building, especially in the same discipline, could be helpful.**"

Most importantly, teachers of color shared the importance of providing rigorous and thoughtful instruction and pedagogy to their students. While they perceive the mentoring and induction support new teachers receive to be useful, they would like to see ongoing professional learning opportunities that help them better meet the needs of their students—and in all subjects.

"**I'm lucky that you can work around curriculum in Spanish and make it important for [students], relate it to them.** How am I going to make math significant to them and their culture? You can, but you have to look at it from a different perspective. It will be better for the students, making the curriculum more significant for the students as well."

*"Let it be known you're looking for teachers of color. I believe that will help people who think they're not going to be picked **because they are people of color.**"*

—Teacher

STRATEGIES AND ADVICE TO LEADERS

Teachers, teacher candidates and parents suggested five strategies to diversify and "plug" Rochester's leaky teacher pipeline. These five strategies address multiple points along the teacher pipeline where Rochester currently loses teacher candidates and teachers.

1. Engage the Rochester community in teacher recruitment

2. Encourage middle and high school students to become teachers

3. Provide financial incentives and hire recruiters to support candidates of color at key points throughout the teacher pipeline

4. Provide mentorship to ensure that every teacher candidate of color can become an outstanding classroom teacher

5. Facilitate and strengthen connections between teachers of color and develop teacher career pathways

1. Engage the Rochester community in teacher recruitment

Parents, teachers and teacher candidates all expressed the importance of engaging them on an ongoing basis to identify barriers to and strategies for diversifying the teaching force. As part of this engagement, they want to see more attempts to source teachers from the local community, including incenting new teachers to live and teach in the City of Rochester.

> "I know that **anyone who is trying to fix or help or improve things has to understand the complexity of Rochester's background and continuation of the issues right now.**"
> —Teacher Candidate

> "I definitely see that **kids are coming to me because they can trust and relate to me a little bit more. Because I come from the same community they come from.**"
> —Teacher

> "One thing that I can visibly see in this district is that **when it comes to relationships and establishing true genuine relationships, a lot of that falls on the para or the TA.** I think that's because the majority of the paras and TAs are Black and brown. I think [RCSD should be] putting a substantial amount of energy into promoting what you already have. **I think this is a key component of swaying lack of diversity on the teacher level.**"
> —Parent

2. Encourage middle and high school students to become teachers

Stakeholders suggested that recruitment into the teaching profession begin as early as middle school. Parents report that it would be powerful for future generations of students of color to have their children as teachers. These early pathways into education are often referred to as "Grow Your Own" (GYO) programs. To push this idea further, stakeholders suggested developing liaisons between K12 schools and teacher preparation programs at both institutions to bridge the gap between K12 and higher education transition points.

> "**I think the process should start early** to make entering the education field appealing—it's stamped in teachers' heads that there's no money, kids are bad, etc."
> —Teacher

> "**There is a Teaching and Learning Institute (TLI) at East High School. That needs to be expanded to other schools.** It's really a terrific program. The people that run it are terrific people. The more these programs get instituted, it's really important to grow. **We should be growing our own. That's a big deal, I think**, to getting more people of color in teaching."
> —Parent

> "**I would want more mentoring and support for candidates entering programs**, and [programs] working closely with high school students interested in working in education."
> —Teacher Candidate

3. Provide financial incentives and hire targeted recruiters focused on diverse candidates at key points throughout the teacher pipeline

Potential teachers and their families need to better understand the financial incentives available to them. Financial incentives such as dual credit, scholarships, grants as well as loan forgiveness and tuition discounts could help alleviate the financial barriers to entering and remaining in the profession. Paraprofessionals and other adults who already mentor, coach and support youth comprise a potential candidate pool with a high return on investment.

> "[One idea is] **pipeline programs with incentives between the colleges**—if you go through the program and teach in RCSD, we'll forgive this much of your loan. **Or if you teach in RCSD, these programs at the colleges are open at a reduced price, or certification becomes available with time off to go do it.**"
>
> —Parent

> "I worked in corporate America many years, and there were a lot of challenges and they paid us for those challenges. **But the hardest thing I've ever done is teaching. It is by far the hardest thing I've ever done. But if you look at the pay, it doesn't reflect that**...[there are] other ways to help compensate that aren't direct compensation."
>
> —Teacher

> "**We also can get some of the paras into the teaching field, that's where there's diversity and maybe if they had additional support, they would take that next step.** And they already know and love our kids. Work with the local colleges to offer necessary and useful supports."
>
> —Parent

4. Provide mentorship to ensure that every teacher candidate of color can become an outstanding classroom teacher

Within K12 and TPPs, there are opportunities to increase access to a high-quality mentor. TPPs must identify and remove barriers to hiring and retaining faculty of color as well as recruiting teacher candidates of color. In K12 schools, there are opportunities to strengthen and improve access to resources like mentor teachers of color for student teachers and new teachers of color.

> "**It's impossible to recruit candidates of color if you don't have faculty of color who are there to make it clear that [the TPP experience] will be a [psychologically] safe one.**"
>
> —Teacher Candidate

> "**Even when a student changes into the educational program in college, attach a mentor to them to help them through the process.** A lot of times the New York State certification process changes so much that it's hard to keep up with. It's important that colleges stay ahead of that. Sometimes in my program they were confused on the certification stuff themselves."
>
> —Teacher

Teachers and teacher candidates also expressed a desire for a more rigorous clinical experience in addition to providing stronger advisement and more diverse representation among TPP faculty. This is twofold: candidates want 1) a more formal student teaching placement process that accounts for quality on both sides, and 2) opportunities as teacher candidates to engage in student teaching and observations earlier in ther preparation experience.

"My suggestion is **figure out ways to get them into a classroom more often than they do.** Waiting until the last semester to have that experience does not do the candidate or system justice of what it will be like to be a teacher."

—Teacher

"**Student teaching is good, but [candidates] need more than that.** For the whole time they are in school, they should be in student teaching to help them prepare."

—Teacher

"We have to do observation hours before we get to student teaching, **but if they can work with some teachers or principals where they can get the same teacher in the same building for their observation and teaching, I think that could be a helpful scenario for teacher candidates.** That gives them a strong connection with a couple admins, school buildings, and might make them more willing and wanting to work in that building, if not the district as a whole."

—Teacher

5. Facilitate and strengthen connections between teachers of color and develop teacher career pathways

Teachers of color report working within a complex context in Rochester schools. This includes feeling responsible for building relationships with all students of color in a school as one of a few teachers of color, regardless of whether they teach them. It also includes navigating a professional development environment that does not always meet the needs of their students. Teachers want spaces with other teachers of color to connect and feel supported (e.g., affinity groups) and leadership pathways that allow them to expand their reach while remaining in the classroom.

"**Provide essential development to help teachers be equipped to meet student needs,** and also recognize teachers that are being successful by **allowing for advancement opportunities, or salary benefits.**"

—Teacher

"I was at one of the Black Lives Matter rallies for students. **A teacher of color spoke there about the micro-aggressions she deals with daily.** If we could change that, it could be a place people want to go."

—Parent

"**I love what I'm doing now. I do feel like I want to do more and be able to affect more kids.** In the future…I would either become a professor to train teachers to understand what they're getting themselves into, or an administrator to help people who have already become teachers be better at their job."

—Teacher

"It's not necessarily [a teacher's] job to be a mom or a social worker, **but when you're part of a community for people, you do something that needs to be done for the community.** *That's something that's cultural. That's something that's understood in our culture. Unfortunately, our kids don't get enough of that. I think that's a valued piece that is missing—**a base of teachers that when children see them, they see themselves and feel understood.**"*

—Parent

CONCLUSION

To best serve Rochester's students, education leaders must strengthen and diversify the city's teacher pipeline. As such, it is fully incumbent on local education leaders to continue listening to the experiences of those who best understand the opportunities and challenges of teaching in Rochester. The teachers of color and teacher candidates of color we spoke with value their roles as teachers, and especially appreciate the impact they are able to make on their community. Parents in Rochester want their children to become teachers.

Diversifying the teacher pipeline can be difficult work. But there is no need to go at it alone. As a community, all stakeholders must come together in partnership to help make more students' dreams of becoming a teacher in Rochester a reality. Across the country, districts and teacher preparation programs—in partnership with community-based leaders and organizations—have considered opportunities and challenges, asked tough questions, evaluated data and made smart improvements in service of a more diverse and effective teacher pipeline. Doing so will ensure the next generation of students have teachers who look like them, nurture their potential, reflect their experiences and help them achieve their aspirations.

We hope this report can provide a helpful first step by sharing the perspectives of teachers and teacher candidates of color as well as parents of children of color. We look forward to growing our Citywide Teacher Pipeline partnership and doing the necessary work to ensure that all children in Rochester can look at a teacher and see themselves.

"I'll say this from my side, this conversation changed the game for me in terms of understanding the deeply rooted institutional nature of this problem."

—K12 School Principal

ACKNOWLEDGMENTS

Rochester Teacher Pipeline Advisory Group Member Organizations

Eugenio Maria de Hostos Charter School

Monroe Community College

Monroe 2—Orleans BOCES

Nazareth College

New York Charter Schools Network

Renaissance Academy Charter School of the Arts

Roberts Wesleyan College

ROC the Future

Rochester Academy Charter School

Rochester City School District

St. John Fisher College

SUNY Geneseo

SUNY Brockport

Uncommon Schools Rochester Prep

Vertus High School

Warner School of Education—University of Rochester

Young Women's College Prep

Contact Us

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