Thank you for your request to our REL Reference Desk regarding the demographics of the educator workforce. Researchers consider the type of methodology used and give priority to research reports that employ well described and thorough methods. The resources are also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

**Question:** *How do we ensure that the demographics of the educator workforce match the student population?*

1. **Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado.** *2014; Palaich, B., Reichardt, R., O'Brien, T., McDaniel, J., Wool, S. and McClelland, A.; Augenblick, Palaich and Associates; 88 pages.*
Source: General Internet Search Using Google
https://www.cde.state.co.us/cdeprof/2014minorityeducatorrecruitmentreport
According to the abstract: "This report discusses minority teacher recruitment, minority teacher retention, and policy recommendations to strengthen Colorado's recruitment and retention pipeline. The report uses state and national data to identify minority teacher recruitment and retention issues. It integrates individual experiences, described in interviews, with supporting information from broader literature. Barriers to increasing minority teacher representation in Colorado classrooms are identified and followed with discussions of effective local and national recruitment and retention strategies."

2. **The Challenge of Recruiting and Hiring Teachers of Color: Lessons from Six High Performing, High Poverty, Urban Schools.** *2015; Simon, N., Moore Johnson, S. and Reinhorn, S.; The Project in the Next Generation of Teachers; Harvard Graduate School of Education; 60 pages.*
Source: General Internet Search Using Google
http://isites.harvard.edu/fs/docs/icb.topic1231814.files/The%20Challenge%20of%20Recruiting%20and%20Hiring%20Teachers%20of%20Color.Diversity.%20July%202015.pdf
According to the abstract: "This paper contributes to what is known about how high-poverty schools whose students are succeeding academically conceive of and enact the process of recruiting and hiring teachers of color. The authors present the demographics of teachers in American public schools and discuss what research and practicing

educators suggest about why students might benefit from being taught by teachers of the same race. The authors then review the literature regarding the experiences of teachers of color in high-poverty schools, and explain how this work relates to recruitment. In the study methods and findings, the authors explain why the teachers and administrators in these schools reported that it was important to recruit teachers of color. Then they describe how the schools approached this work and how teachers of color experienced those efforts. Finally, the authors explain how recruiting and hiring teachers of color remained a challenge. The conclusion discusses the implications that this analysis has for policy, practice, and research" (p. 4-5).

3.    **Recruitment, Retention and the Minority Teacher Shortage.** *2011; Ingersoll, R. & May, H. Consortium for Policy Research in Education (CPRE) Research Report #RR-69, University of Pennsylvania; Center for Educational Research in the Interest of Underserved Students, University of California, Santa Cruz.*
Source: General Internet Search Using Google
http://files.eric.ed.gov/fulltext/ED526355.pdf
According to the abstract: "This study examines and compares the recruitment and retention of minority and White elementary and secondary teachers and attempts to empirically ground the debate over minority teacher shortages. The data we analyze are from the National Center for Education Statistics' nationally representative Schools and Staffing Survey and its longitudinal supplement, the Teacher Follow-up Survey. Our data analyses show that a gap continues to persist between the percentage of minority students and the percentage of minority teachers in the U.S. school system" (p. i).

## Search Process:

**Databases and websites searched: A list of all sources searched:**

*Institute of Education Sciences Resources (IES):* National Center for Education Research (NCER)

*IES-NCES Resources:* National Assessment of Educational Progress (NAEP); State Education Reforms (SER); K-12 Practitioners' Circle (K-12)

*Search Engines and Databases:* ERIC; Google, General Internet Search

*Disclaimer:*
*This Ask A REL response was developed by REL-NEI under Contract ED-IES-12-C-0009 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.*