



## Diversity, Equity and Inclusion

A Collection of Resources Related to DEI in Education

Tools for Teacher Preparation Leaders

Description of the Tool/Article	Recommendations for Using this Resource	(Titles are) Linked to the Tool	Source
<p><b>(Article)</b>                      Many, reportedly under-prepared new teachers are hired in high-poverty schools where student needs are high and rates of attrition are even higher. Read about Denver public schools as they are funding and piloting a program aimed at training new teachers in the buildings where they are most likely to be assigned: the city's high-poverty schools. Stanford University education professor Linda Darling-Hammond calls the idea "brilliant" and reports the key is to train teachers in high-poverty schools that are emulating the best practices.</p>	<p><b>TEP and their district partners</b> may read this article as they consider how they can work together, sharing the cost and training of high quality teachers in a manner which results in lower attrition rates and higher P-12 student achievement outcomes.</p>	<p>New Teachers Are Often Assigned to High-Poverty Schools. Why Not Train Them There?</p>	<p>Education Week</p>
<p><b>(Article)</b>                      Assistant professor in the college of education at Rowan University, Jennifer Rich talks, about how she works to prepare her (mostly white women) pre-service students to contemplate their long-held beliefs as she exposes them to concepts and ideas about society that they have never considered. She indicates that teachers need to learn the histories that shape communities that are different from theirs and she further indicates that white teachers and white students need to begin to be cognizant of</p>	<p><b>Teacher educators as well as professional developers (etc.) who work with educators</b> might use this article as a ‘springboard’ for discussions related to ‘white privilege’ and the reality that over 80% of teachers in America currently are white woman; unlike the demographics of P-12 students in their classes. What does this <i>mean</i>?</p>	<p>How I Talk to My White Preservice Teachers About Diversity</p>	<p>“</p>

<p>their own privilege as they then decide what to do with it.</p>			
<p><b>(Report)</b> The US Department of Ed. has updated its survey regarding teachers in the US and most-recently administered the new version, now called, National Teacher and Principal Survey. This report outlines the most recent outcomes defining who our teachers are (age, ethnicity, etc.) and other trending facts related to their practices, etc. Four interesting characteristic-highlights are clearly identified.</p>	<p><b>TEPs and others interested in understanding facts about the current US teacher population</b> might read this report to gain further insight about ‘who’ they might look to recruit and to additionally ascertain details about the market into which their graduates will be entering.</p>	<p>“The Nation's Teaching Force Is Still Mostly White and Female,” August 15, 2017.</p>	<p>“</p>
<p><b>(Article)</b> Allison Riddle, a mentor supervisor and the 2014 Utah Teacher of the Year shares about her experience as a white, female teacher of diverse students. She states, “Although White teachers may feel they are being respectful, avoiding conversations about race serves to further marginalize students of color. No matter how uncomfortable they may feel, teachers of all experience levels and yes, all races, must have the courage to openly discuss race when finding ways to improve the academic and social skills of individual students.”</p>	<p><b>(Any young adult/adult audience)</b> This article might be an excellent catalyst for discussions regarding acknowledging and addressing student/teacher race in classrooms and the potential impacts of both on learning outcomes and student success.</p>	<p>"When White Teachers Avoid Conversations About Race, We Marginalize Students of Color," (Teacher-Leader Voices) Feb. 26, 2018.</p>	<p>“</p>
<p><b>(Article)</b> Christina Berchini, an assistant professor in the department of English at the University of Wisconsin Eau Claire espoused about her experience growing</p>	<p><b>(Any young adult/adult audience)</b> This article might be an excellent catalyst for discussions regarding acknowledging and addressing student/teacher race in classrooms and the potential impacts of both on learning</p>	<p>“Why Are All the Teachers White?,” April 28, 2015.</p>	<p>“</p>

<p>up as a white child and the ways white, dominant culture impact day-to-day life in the US and its schools. As a researcher studying white teachers, Dr. Berchini indicates, “The quest for more teachers of color involves a lot more than asking schools, programs of teacher education, and teachers to uncover personal biases. Becoming aware of your own personal biases requires, also, becoming aware of <i>how and why school served you well</i>. An examination of your relationship with your educational experiences, however long gone, might reveal unspoken insights into who schools invite back to become teachers, and who they continue to cast aside.”</p>	<p>outcomes and student success.</p>		
<p><b>(Article)</b> In this article, Justin Minkel, a 1st and 2nd grade teacher at Jones Elementary in Springdale, Ark., offers five, actionable pieces of advice to white teachers teaching culturally diverse students.</p>	<p><b>Teacher educators as well as professional developers (etc.) who work with educators</b> might use this article to initiate the sharing of strategies that can be employed by white (or, any) teachers working with racially diverse population of K-12 students.</p>	<p>“How Can White Teachers Do Right by Students of Color?,” August 15, 2018.</p>	<p>“</p>
<p><b>(Book)</b> In this New York Times bestseller, Ijeoma Oluo explores the complex reality of today's racial landscape--from white privilege and police brutality to systemic discrimination and the Black Lives Matter movement--offering straightforward clarity that readers need to contribute to the dismantling of the racial divide.</p>	<p><b>Any young adult/adult audience)</b></p>	<p><b>So You Want to Talk About Race</b></p>	

<p><b>(Article)</b>  Author, LaShawn Routé Chatmon, the founding executive director of the National Equity Project spotlights five action steps for educators seeking to advance educational equity. In closing, she states, “Ultimately, all learning is social and emotional. Learning is mediated by relationships that sit in a sociopolitical, racialized context—for all children, not just those who are black, brown, or poor. We must be willing to locate the problem we are trying to solve not in our students, but also in our collective response to the current context and conditions of their learning.”</p>	<p><b>Teacher educators as well as professional developers (etc.) who work with educators</b> might use this article as they ways to advance educational equity.</p>	<p>5 Steps for Liberating Public Education From Its Deep Racial Bias</p>	<p>“</p>
<p><b>(‘Call to Action’/Report/Article)</b>  By accessing (downloading) the Aspen Institute’s recent Call to Action readers will access examples of evidence-based practices and policies to help educators learn how to apply a racial equity lens to ensure that equity and SEL are mutually reinforcing.</p>	<p><b>(Any young adult/adult audience)</b></p>	<p><a href="#">Aspen Institute’s recent Call to Action</a></p>	