Navigating the Educational Landscape: BIPOC Student Experiences in a Teacher Pathway

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UC BIPOC Teacher Pathway

Main Goal: Diversify the educator workforce. Initial funding through Ohio Department of Education Dean's Compact.

Expected Results: Diversified teaching workforces not only improve outcomes for BIPOC students but improve outcomes for students of all races.

Driving Force: Recruit, retain, and graduate more BIPOC teachers.

Grow-Your-Own Partnership

- Between UC, local school districts, and IHE's
- Started in 2021-22 (Year 1)
- Students added in 2022-23 (Year 2)
- Focusing on expansion in Year 3
- Continue to add new students each year

Where we started

- Recruit and support BIPOC students to the UC Middle Childhood Education program with dual licensure (Intervention Specialist-mild to moderate PK-12) scaling into other licensure programs in subsequent years.
- Students aided via the creation of social, cultural, and academic support systems among all partner institutions that are necessary to increase the pool of BIPOC candidates interested in the educator profession.
- Focus on Recruitment, Cultural Competence and Self-Reflection of Bias, Support, and Sustainability and Scalability

Recruitment

Outcome: Recruit BIPOC students to the UC Middle Childhood Education program with dual licensure in Special Education (Intervention Specialist - mild to moderate PK-12)

Strategies:

- Support career education activities focused on attracting BIPOC students to the IHE Teacher Prep Program
- Collaborate with HCESC
- Mentor BIPOC students considering teaching careers

Outputs:

- Holistic Admissions Process - No ACT, SAT, or Praxis
- Developed PD for Teachers and Staff from K-12 and UC
- Host HS students on UC's campus
- Support FAFSA night at multiple partner HS's
- Create Future Educator Clubs at each partner HS
- Create Dual Credit (CCP) education courses at partner HS's

Cultural Competence and Self-Reflection of Bias

Outcome: Faculty and staff in PK-12 and IHE understand implications for culturally sustainable pedagogy and can implement new instructional practices using training materials

Year 1

5-6 staff from each of 3 partner HS's participated in 25 hours of PD on Culturally Responsive Teaching – One Degree Shift offered through HCESC

Year 2

- Common Read - Professional Book Club. *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
  - Teachers implemented new practices with support
- Introduction to Education CCP - dual credit TAG course with social justice themes

Support

Outcome: Support BIPOC students to the UC Middle Childhood Education program with dual licensure in Special Ed Intervention (mild to moderate PK-12)

Outputs:

- Scholarships, book purchases, fees
- Summer bridge program
- First year orientation course improvements
- Peer and faculty mentorship
- Monthly social/lunch gatherings focusing on academic and personal success and well-being
- Internal and External Advisory Teams created

Sustainability and Scalability

Outcome: Initial model co-created with scalability and input from BIPOC faculty, staff, and students and available for dissemination.

Outputs:

- Add additional partnerships and collaborations
- Schoolwide professional development refined
- Additional BIPOC students are recruited to UC
- Local two-year colleges invited to join the project with the goal of integrating BIPOC graduates into year 3 of the Middle Childhood Program
- Model extended to additional UC preparation programs (ECE, Secondary, SPED)
- Seek additional funding

Strong High School Partnerships

Expectations

- Create Diversity Leadership Teams in Buildings
- Appoint a Building Liaison to serve as main point of contact with the UC Team
- Create a Future Educator Club (or similar) at each HS
- Create recruitment events at each HS and/or travel to UC's campus
- Provide Career Education, FAFSA, and Higher Ed financial info
- Create and teach dual credit TAG course(s) supported by UC via CCP credits and bilateral agreements

All of our partners have diversity, equity, and inclusion initiatives with goals of creating a climate of inclusion excellence

Where we are at now– Expansion (2023-2025)

Goal: Continue building foundation while expanding reach

- Added Special Education and Secondary Education as licensure areas
- Expanding partnerships with school districts and 2-year colleges
  - Establish collaborations with Cincinnati State and UC-Blue Ash
  - Articulation agreements with Cincinnati State
- Creating an Urban Education Leadership Ed.D. Professional Practice Community
  - Recruit teachers and administrators from partner districts

Where we are at – Expansion (2023-2025)

Goal: Continue building foundation while expanding reach

- UC BIPOC Educator Alumni Network
- Working towards 2 CCP courses at every partner high school
- Removing barriers related to CCP
  - Approved Innovative Program Waiver (ODHE & ODEW) for North College Hill HS. Template for new waiver applications
  - Bilateral agreements with other schools
- Currently 20 students are in the pathway. Hoping to add >10 new students for next year.

Student Introductions

Aaliyah Worsham

Ricci Mays

Zyair Anderson

Why do you want to become a Teacher?

Describe your recruitment

Why UC?

Why the UC BIPOC Teacher Pathway?

What have been the best features or supports offered by the UC BIPOC Teacher Pathway?

What could improve your experience?
What supports are missing or need improvements?

What has been the hardest part(s) of acclimating to UC?
The best part(s)?

Students have reported that the monthly lunches are a great time to share a safe space, socialize, and grow our community.

How do you feel about this shared time? Do you have other suggestions on other ways this might be accomplished?

Questions from the audience participants?

Final thoughts?

What wisdom would you share with people building or starting their version of the UC BIPOC Teacher Pathway?