Branch Alliance for Educator Diversity

OUR VISION

Highly effective diverse educators for all learners

Branch Alliance for Educator Diversity (BranchED) leads and supports a national network of Educator Preparation Programs at Minority Serving Institutions (MSIs) to achieve sustainable programmatic transformation leading to improved outcomes for candidates and, by extension, all of their PK-12 students.
UNDERSTANDING MSIs

Minority Serving Institutions (MSIs), by federal designation, are those colleges and universities that serve a significant percentage of undergraduates in a given racial/ethnic category.

There are 253 MSIs that provide traditional and 100 MSIs that provide alternative route educator preparation programs.
Minority Serving Institutions in Texas

2nd Highest Concentration Among the States

• Texas is home to the largest number of minority serving institutions of any state in the country, except California
  • There are 63 MSIs in Texas
    • AANAPISIs, HBCUs, HSIs, PBI, ANNAPISI/HSI, HBCU/HSI
    • Public and private
    • Four-year and Two-year
    • Undergraduate and graduate programs
  • 1/3 of the state’s postsecondary institutions are MSIs
  • San Antonio has the highest concentration of MSIs of any city in the state, with 10 HSIs and 1 HBCU
CRITICAL ROLE OF MSI ED-PREP

MSIs have a rich history of preparing highly effective diverse educators who persist in the teaching profession.

Data suggest that over a third of African American, Asian Americans, and American Indian/Alaskan Natives receive their education degrees from MSIs.

Over half of Hispanics receive their education degrees from MSIs. Notably, HSIs alone account for 44% of all education degrees conferred to Hispanics.
CRITICAL ROLE OF MSI ED-PREP

MSI educator preparation programs prepare a disproportionate percentage of diverse educators—even though they represent just 13 percent of programs in the country.

<table>
<thead>
<tr>
<th>2014-15 Data</th>
<th>Enrolled</th>
<th>Grads with BA in Education</th>
<th>Grads with MA in Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of teacher candidates</td>
<td>16%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>African American</td>
<td>23%</td>
<td>32%</td>
<td>20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38%</td>
<td>38%</td>
<td>46%</td>
</tr>
<tr>
<td>American Indian</td>
<td>30%</td>
<td>37%</td>
<td>29%</td>
</tr>
<tr>
<td>Asian American</td>
<td>30%</td>
<td>35%</td>
<td>27%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>43%</td>
<td>11%</td>
<td>61%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>9%</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>
IMPACT of MSI ED-PREP GRADUATES

Diverse educators currently teaching in America’s public schools are more likely to have been trained at an MSI, than a non-MSI institution.

Teachers of color graduating from MSIs are more likely to serve as heads of their department than their counterparts trained at non-MSIs.

A review of teacher preparation report cards in Delaware, Louisiana, North Carolina, and Tennessee reveal trends that MSI graduate performance was at or above the state averages in performance evaluations; and surveys of recent MSI graduates were positive with few identified areas for improvement.
Promising Practices
Research and Experience Reveal

SAVE THE DATE:
BranchED’s Framework for the Quality Preparation of Diverse Educators will be released March 1st.

Recruitment
- Non-traditional Selection
- Targeted Recruitment
- Meaningful Relationships
- Equity/Social Justice Curriculum

Preparation
- Financial, Social, and Academic Support
- Racially Literate Faculty
- Multicultural/Social Justice Curriculum
- Flexibility in Scheduling and Location

Retention
- Humanistic Commitment
- Realities of Urban Contexts
- Induction Support
- 3-5 yr. Commitments
Changing Ed-Prep for a Changing America

Prominent groups acknowledge the critical role of MSIs

“To increase the number of highly qualified minority teachers—and particularly Black, Hispanic and American Indian teachers—entering the profession, the U.S. Education Department and the state departments of education should invest in and support high-quality teacher education programs at historically Black colleges and universities (HBCUs), the nation’s Hispanic-serving institutions (HSIs), tribal colleges and universities (TCUs) and public colleges and universities serving large numbers of minority students.”

Albert Shanker Institute, 2015

“Minority Serving Institutions educate 20 percent of college and university students and do the lion’s share of the work in educating low-income and first-generation students as well as students of color. These institutions have a special role to play in the education of future teachers and the diversification of the nation’s teaching force.”

Penn Center for Minority Serving Institutions, 2016
Changing Ed-Prep for a Changing America

Prominent groups acknowledge the critical role of MSIs

“Invest in and support high-quality teacher preparation programs at historically black colleges and universities and public colleges and universities serving large numbers of minority students”

Education Commission of the States, September 2016

“States and districts work with historically black colleges and universities (HBCUs) and Hispanic-serving Institutions (HSIs) to ensure diversity in the teaching profession.”

TeachStrong, 2016

“Make MSIs models of high quality teacher preparation”

Education Reform Now, 2017
Branch Alliance
for Educator Diversity

P.O. Box 92405
Austin, Texas 78709-2405
info@educatordiversity.org
(800) 519-0249
www.educatordiversity.org