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NIC Webinars

This webinar series was developed to provide insight into the path of inquiry that has guided the NIC's process by providing an opportunity for each NIC institution to share an overview of their experiences as participants in the NIC process, as well as how their participation has shaped—and changed—the recruitment and retention practice at their own institution.

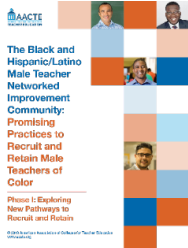
[Diversifying the Teacher Pipeline at CSU-Fullerton and Northeastern Illinois University: Lessons From AACTE's NIC](#)

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[Webinar: Diversifying the Teacher Pipeline at Florida Atlantic University and the University of St. Thomas: Lessons From AACTE's NIC](#)

[Webinar: Diversifying the Teacher Pipeline at MidAmerica Nazarene, Western Kentucky, and UConn: Lessons From AACTE's NIC](#)

Black and Hispanic/Latino Male Teachers Initiative Networked Improvement Community



In February 2019, AACTE released its report on how to increase and support the number of Black and Hispanic/Latino male candidates in teacher preparation programs. The report documents promising practices and significant challenges that schools, colleges, and departments of education around the country may face as they prepare professionals for increasingly diverse and complex educational environments. The publication is the first phase focused on “Exploring New Pathways to Recruit and Retain” Black and Hispanic/Latino educators.

This report is available now to members and [can be accessed here](#).

The Black & Hispanic/Latino Male Teachers Initiative Networked Improvement Community is AACTE’s first Networked Improvement Community, or NIC. NICs are learning communities that use improvement science to seek and test solutions within systems to address a shared problem of practice. NICs are distinguished by **four common characteristics** as identified by the Carnegie Foundation for the Advancement of Teaching:

- Focused on a well-defined common aim
- Guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relevant to it
- Disciplined by the rigor of improvement science
- Coordinated to accelerate the development, testing and refinement of interventions, in practice, across varied educational contexts

Learn more about NICs from the [Carnegie Foundation’s web site](#).

The goal of this initiative is to help institutions by identifying successful strategies to increase the number of Black and Hispanic/Latino men receiving initial teaching certification through educator preparation programs.

In 2014, AACTE invited member institutions to submit applications to join the initiative, which was then known as the **Changing the Demographic Makeup of the Teaching Workforce** NIC. In response, more than 80 member institutions applied to participate. Following a rigorous review by the AACTE Committee on Professional Preparation and Accountability, the following institutions were selected and developed dedicated teams to engage in this critical work:

- Boston University
- California State University Fullerton
- Florida Atlantic University
- MidAmerica Nazarene University
- Northeastern Illinois University

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- [University of Arkansas at Little Rock](#)

 - [University of Connecticut](#)

 - [University of Saint Thomas](#)

 - [Western Kentucky University](#)

 - [William Paterson University of New Jersey](#)

Nearly 80% of PK-12 teachers are White, middle-class women. The PK-12 student population is much more diverse; about half of students are non-White. While there has been an increase in the number of minority male teachers in the workforce, the proportion of minority students increased more rapidly. This growth has also not been equally distributed across different types of schools. More than 40% of U.S. public schools have no teachers of color at all.

As the profession moves to reorient itself more closely around the needs of the education workforce, there is significant need to develop programs' capacity to meet schools' needs. This NIC supports research and improvement to meet the demographic imperative of increasing the recruitment and retention of Black and Hispanic/Latino Males for the teaching workforce.

The NIC completed its improvement science cycles in December 2016 and released its [initial report](#) in 2019. AACTE is currently developing a second phase of the paper to share participants' findings over time. The paper is anticipated for release during 2020.

For more information about the initiative, read the [original charter \(2014\)](#) and explore the media resources below.

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