

**Hispanics in the Teaching Profession:
Demographic Profile and Needed Research**

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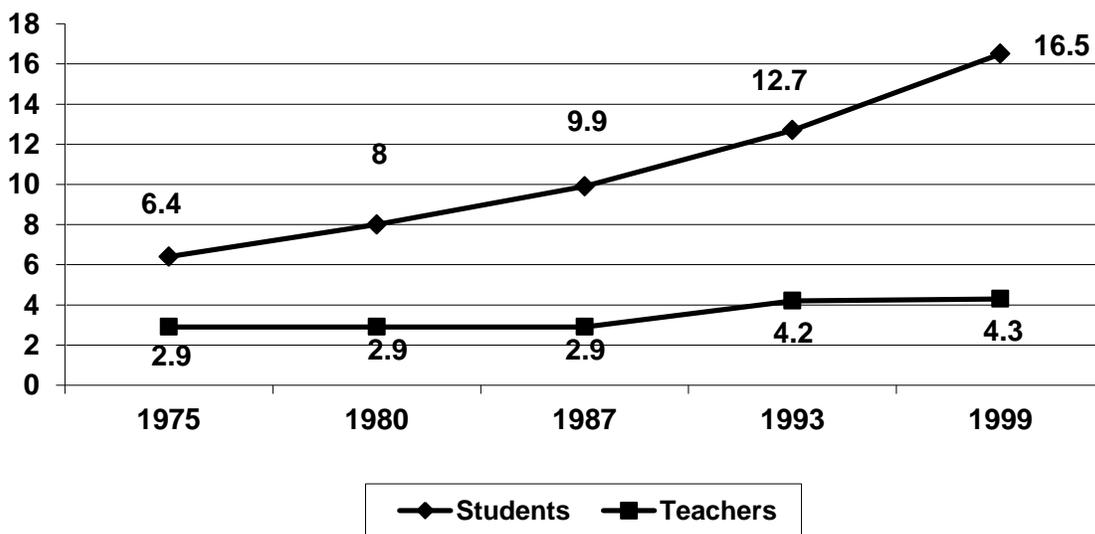
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**Hispanics in the Teaching Profession:
Demographic Profile and Needed Research**

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Over the past three decades, the number of Hispanic students in U.S. public elementary and secondary schools has increased steadily. During this time, the representation of Hispanics in the teaching force has failed to keep pace with Hispanic enrollments. These disparate trends are evident in Table 1. In 1975, Hispanics comprised 6.4 percent of all K-12 students enrolled in public schools (NCES, 1982). Twenty-four years later, their enrollment share had climbed to 16.5 percent, a growth of more than 250 percent (NCES, 2001). By contrast, the representation of Hispanics in the teaching profession, estimated at 2.9 percent in 1975, grew to only 4.3 percent by 1999 (NEA, 1977; NCES, 2005). These data suggest that the cultural and linguistic gap between Hispanic students and their teachers has widened considerably over time.

**Table 1
Percentage of Hispanic Students and Hispanic Teachers in Public Elementary
and Secondary Schools (1975 – 1999)**



Sources: NEA, 1977, 1982; NCES, 1982, 1996, 2001, 2005.

Why is the absence of Hispanic teachers a problem? Current thinking in cognitive science helps us answer this important question. We now know that learning is a process by which students give meaning to new ideas and experiences they encounter in schools. In this interpretive process, learners use their prior knowledge and beliefs, which they store in memory as mental structures (described variously by cognitive scientists as knowledge frameworks, schemata, mental models, and personal theories) to make sense of the new input (Brown & Campione, 1994; Glasersfeld, 1995; Piaget, 1977). Thus, students' preexisting knowledge, derived from their personal and cultural experiences, is what gives them access to learning. Good teaching, then, entails engaging students as active learners to expand or reconfigure their preexisting knowledge frameworks. Teachers do this by using students' everyday experiences and interests as a starting point in their teaching. Clearly, teachers who are familiar with students' linguistic and cultural backgrounds are better positioned to help their students build the necessary bridges to learning. This suggests that the absence of Hispanic teachers deprives Hispanic students of cultural and linguistic mediators who, if properly prepared to capitalize on their insiders' cultural knowledge, could increase Hispanic students' academic achievement significantly. It follows that increasing the number of well prepared Hispanic teachers has the potential for reducing the persistent Hispanic-White achievement gap.¹

The overall purpose of this paper is to review the literature pertaining to the recruitment and preparation of Hispanic teachers for elementary and secondary public schools in the United States. The primary intent is to provide the staff of the Hispanic Association of Colleges and Universities (HACU) and a group of selected researchers and practitioners with

¹ This argument should not be interpreted to mean that Hispanic teachers should be paired only with Hispanic students. Instead, the teaching profession as a whole stands to gain from the infusion of expertise about Hispanic culture, language, perspectives, and experiences that Hispanic teachers would bring to it. Hispanic teachers serve as resources for other teachers as well as for Hispanic students.

relevant background information to assist in the task of building a research agenda that is focused on increasing the representation of Hispanics in the teaching force and improving their preparation for teaching. The paper is organized into five sections. The first section reviews the salient reasons for the under-representation of Hispanics in the teaching force. This is followed by a discussion of minority teacher recruitment policies developed during the 1990s and an exploration of the impact of those policies on the pool of Hispanic educators. The third section draws on data from the Schools and Staffing Survey (SASS) administered by the National Center for Education Statistics (NCES) during the 1999-2000 school year to paint an empirically accurate picture of Hispanic teachers in U.S. public schools. This data source offers the most comprehensive and up-to-date information about Hispanic teachers presently available. The analysis gives attention to selected characteristics of Hispanic teachers as well as their teaching experience, teaching location, preparation for teaching, and attitudes toward the profession. The fourth section provides highlights of the knowledge, skills, and dispositions Hispanic teachers need to be successful educators of all students, including students of Hispanic backgrounds. The final section offers a summary and recommendations for research.

Reasons for the Under-representation of Hispanics in the Teaching Profession

A metaphor used with frequency in the professional literature to explain the shortage of minority teachers, including Hispanics, is that of a leaky pipeline. From this perspective, the shortage of Hispanic teachers is attributed to a significant loss of Hispanic students as they make their way through the education system along the path to a teaching career. Below, I highlight several critical points along that pipeline.

High school completion. High school completion represents the first critical juncture in the teacher education pipeline. Loss of human potential at this juncture restricts the pool of

people who are eligible to become future teachers. Table 2 shows high school graduation rates for 18- through 24-year olds in 2000, by race/ethnicity (U.S. Department of Education, 2001). The table shows that the 64.6 percent completion rate for Hispanics in 2,000 was the lowest of all groups. This compares with 91.8 percent of White, 83.7 percent of Black, and 94.6 percent for Asian young adults. While the 2000 graduation rate for Hispanics was higher than the 56.2 rate of 1972, their completion rates have not improved significantly during the past three decades (U.S. Department of Education, 2001). Obviously, the massive leak in the educational pipeline at high school completion seriously reduces the number of Hispanic students who are eligible to go on to college, and ultimately into teacher education.

Table 2
2000 High School Completion Rates for 18- through 24-Year Olds, by Race/Ethnicity

Race/ethnicity	Rate
White (non-Hispanic)	91.8
Black (non-Hispanic)	83.7
Hispanic	64.1
Asian/Pacific Islander	94.6

Source: U.S. Department of Education, 2001

The reasons for the low school completion rate of Hispanic students are complex. They include inequitable funding for education, with schools in impoverished communities— settings in which Hispanic students are overrepresented—receiving less money than schools in more affluent communities (Kozol, 1991; Greenwald, Hedges, & Laine, 1996); the poor linguistic and cultural fit between schools and Hispanic communities (Villegas, 1991); and the limited preparation of teachers to work responsively with students who are different from the White, middle class, English speaking norm (Villegas & Lucas, 2002).

Transfer from two- to four-year colleges. The majority of Hispanics who complete high school and pursue a postsecondary education first enroll in two-year colleges (Fry, 2005; Nettles & Millett, 2004). Unfortunately, relatively few of those students ultimately transfer to

four-year colleges to pursue a bachelor's degree. For example, in a study of Hispanics in post-secondary education, Fry (2005) found that only about 45 percent of Hispanic two-year college students transferred to four-year institutions within six years of entry. It should be noted that Fry's analysis focused on traditional college students who began postsecondary work in an intensive manner shortly after completing high school. If one were to include nontraditional, older students who generally attend college on a part-time basis, the transfer rate for Hispanics would be much lower than that estimated by Fry. For instance, Nettle and Millet (2004) reported that only about 22 percent of all students who first enrolled in a public two-year college in 1989 transferred to a four-year institution within five years, with even lower rates for minorities, including Hispanics.

Strong linkages between two- and four-year colleges are essential if Hispanic students enrolled in community colleges are ultimately to become teachers. Unfortunately, articulation agreements between two- and four-year institutions, particularly those pertaining to teacher education students, are weak at best. As a result, the transfer rate to four-year institutions for Hispanic students who want to pursue a teaching career is regrettably low, further constraining the pool of potential educators from this group (Villegas and Clewell 1998). The rising cost of education at four-year institutions as well as cutbacks in federal financing of postsecondary education that began in the early 1980s are additional factors that may negatively impact the transfer rate for all groups.

Enrollment in programs of teacher education. Since the early 1970s, teacher education programs have experienced considerable difficulties attracting minority students enrolled in four-year colleges, including Hispanics. As professional options outside the field of education widened for people of color in the United States, minority undergraduates defected in large numbers to other professional fields. Between 1976 and 1989, for instance,

the total number of bachelor's degree in education awarded to Hispanics dropped by 19 percent. During the same period, however, Hispanic bachelor's degrees rose in business by 183 percent, in engineering by 192 percent, and in the health professions by 53 percent (Carter & Wilson, 1992). While Hispanic undergraduates have shown more interest in the field of education recently, they are still less likely to earn a bachelor's degree in this field than other groups, as indicated by the comparison of the national average for all groups (U.S. Department of Education, 2003).

College completion. Even when programs of teacher education are successful in recruiting college students of Hispanic backgrounds, the low college completion rate of Hispanics significantly constrains the pool of candidates for the teaching profession. For example, among beginning postsecondary Hispanic students who started at public four-year institutions, only 32.3 percent completed a bachelor's degree during the 1995-96 academic year (Horn & Berger, 2004). According to Fry (2005), Hispanic undergraduates are only half as likely as their White peers on campuses to finish a bachelor's degree. Thus, while Hispanic enrollments in colleges and universities have been on the rise since 1980, they are falling further behind Whites in their pursuit of a bachelor's degree.

Meeting requirements for certification. Increases in testing requirements associated with teaching certification have also served as a barrier for many minorities who aspire to become teachers. Because the passing rates of minorities on these tests—including Hispanics—are lower than the rates of White candidates, the teacher testing movement has resulted in the exclusion of disproportionately large numbers of Hispanics from teaching (Memory, Coleman, & Watkins, 2003).

When the shortage of Hispanic teachers is seen as a pipeline problem, it is obvious that nothing less than a comprehensive and coordinated initiative to expand the number of

Hispanic students in the pipeline and to stop the leak of human potential at the identified critical points can possibly increase the ranks of Hispanic teachers in any significant way.

Minority Teacher Recruitment Policies of the 1990s and Their Impact
on the Pool of Hispanic Teachers

The shortage of minority teachers, including Hispanics, gained national attention toward the end of the 1980s, when the growing cultural gap between teachers and their students became blatantly clear (Villegas & Lucas, 2004). In response to the problem, a number of school districts, colleges and universities, and state departments of education began implementing minority recruitment policies in the early 1990s. Such policies and programs, which continue to the present, seek to expand the pool of potential minority teachers by focusing recruitment efforts on non-traditional candidates and by offering new recruits support services specifically designed to increase their completion of high school, their enrollment and retention in college, their completion of teacher education programs and the requirements associated with a teaching certificate, and their placement in teaching positions. A brief description of the salient recruitment strategies follows. These include early recruitment programs, tightening articulation agreements between two- and four-year colleges, launching career-ladder programs for paraprofessionals, and creating carefully designed alternate routes to certification.

Early recruitment programs. One way of expanding the pool of potential Hispanic teachers is to identify likely candidates before their senior year in high school—possibly as early as the middle grades—and involve them in intervention programs designed both to foster the young people’s interest in teaching and to enhance their preparation for college. These early recruitment programs, which entail collaborative efforts between institutions of higher education and neighboring school districts, offer a long-range solution to the Hispanic teacher shortage. Such programs use a variety of strategies to cultivate students’ interest in

teaching, including Future Educators Clubs, introductory teacher education courses that offer college credit to high school juniors and seniors, mentor teachers and invited speakers who provide students with information about the teaching profession and inspire them to become part of it, summer programs that give students intensive teaching experiences as well as academic support, and work study programs in which minority students in the upper high school years tutor young children in community programs (Zapata, 1998).

To prepare the students for college, early recruitment programs—also known as teacher cadet programs when their goal is to recruit pre-college students specifically into teacher education—first administer a battery of tests to identify participants’ academic needs and then provide tutorial assistance throughout the school year, usually during after-school hours and/or on Saturdays, to address problem areas. Summer enrichment programs, also designed to expand students’ academic preparation, supplement the services offered during the school year.

While teacher cadet programs have the potential to augment the pool of Hispanics for teaching, they are long-term efforts that take at least five to eight years to produce results. Equally important, while such programs have been shown to increase the number of Hispanic college entrants, they do not necessarily guarantee that college recruits will actually seek admission into teacher education or that those who are admitted continue in this field through graduation (Clewell, Darke, Davis-Googe, Forcier, & Manes, 2000).

Articulation agreements between two- and four-year colleges. Community college students constitute another pool from which teacher education programs at four-year colleges can recruit Hispanic candidates (Hudson, Foster, Irvine, Holmes & Villegas, 2002). As mentioned above, the majority of Hispanic postsecondary students first enroll in community colleges. Teacher education programs that aim to increase their Hispanic enrollments can

greatly advance this goal by establishing partnerships with two-year colleges. To effectively tap the pool of minority students in community colleges, considerable programmatic coordination is needed between the four-year college and its partner two-year college. Typically, transfer programs require some curriculum development at the community college to ensure that the students will meet requirements for admission into teacher education at the four-year institution (Hudson et al, 2002).

According to Anderson and Goertz (1995), several factors facilitate the success of two- and four-year college transfer programs for future teachers. These include strong leadership and commitment to preparing teachers at both institutions, careful selection of program participants at the two-year college to ensure that they will meet admission requirements at the partner four-year institution in general and its teacher education program in particular, and support services designed to meet participants' academic needs and facilitate their integration into the teacher education program at the four-year institution once the transfer occurs.

Career ladder programs for paraprofessionals. Paraprofessionals employed in local school districts constitute another untapped source of Hispanic candidates for teacher education (Genzuk & Baca, 1998; Hidalgo & Huling-Austin, 1993; Villegas & Clewell, 1998). Colleges and universities that have succeeded in attracting paraprofessionals into teacher education develop programs to address the needs of this population, while building on its strengths. In these "career ladder" programs, paraprofessionals continue their salaried positions while enrolling in courses each semester toward the completion of requirements for teaching certification and, in most cases, a bachelor's degree as well. To make such programs more accessible to paraprofessionals, some of the courses might be taught on site at partner schools districts or community agencies. Such programs offer a variety of support services,

including tuition assistance, to enable participants to make it through graduation and certification (Clewel & Villegas, 2001; Villegas & Clewel, 1998). They also work out a strategy to allow paraprofessionals, most of whom bear considerable financial responsibilities for their families, to continue receiving an income during the student teaching period. Career ladder programs have been found to take three years or longer to produce teachers. Their success hinges on the ability of the programs to restructure the student teaching experience so that paraprofessionals can fulfill their student teaching requirement without losing salary or benefits during this time (Villegas & Clewel, 1998).

School districts employing paraprofessionals targeted for program participation are well positioned to play a central role in their recruitment by publicizing the program and identifying promising candidates for participation. If districts see paraprofessionals as a strong population from which to draw future teachers, they are likely to provide tangible support for the program, such as giving participants release time to attend important program-related activities and offering space for courses to be taught on site (Clewel & Villegas, 2001).

Alternative routes to certification. Programs that offer an alternative route to certification have been used to recruit into teaching people of minority backgrounds who already hold bachelor's degrees in fields other than education—including mid-career changers and retired personnel. According to Newmann (1994), alternative route programs were originally adopted by states in the 1980s to address teacher shortages in inner city schools and rural areas as well as in selected subjects—such as mathematics and science—and in particular fields—such as bilingual education and special education. To fill vacant positions in times of teacher shortages, school districts and states customarily issued emergency teaching certificates that allowed people without preparation in pedagogy to work as teachers

for a period of time, usually up to three years. Alternative route programs were intended to replace this dubious practice by giving applicants with academic preparation in the target subject matter intense training in pedagogy and internship experiences in classrooms before allowing them to assume the responsibilities of a teacher, as well as providing them with mentoring and in-class support during their initial year of teaching.

Have existing minority teacher recruitment programs, such as those described above, succeeded in increasing the representation of Hispanics in the ranks of public school teachers? Another look at Table 1 (on page 1) suggests some progress has been made toward this end. From 1975 through 1987, Hispanics consistently accounted for approximately 2.9 percent of the teaching force nationwide. By 1993, the proportion of teachers who were Hispanic had risen to 4.2 percent. Six years later it was 4.3 percent.²

Patterns of Hispanic enrollment in schools, colleges, and departments of education during the 1990s are encouraging (AACTE, 1990; 1999). As shown in Table 2, between 1989 and 1995, the number of Hispanics preparing to become teachers increased from 13,533 (accounting for 2.7 percent of total enrollments) to 24,429 (or 4.7 percent of total enrollments). Unfortunately, the American Association of Colleges for Teacher Education (AACTE) has not reported comparable enrollment data for more recent years. Thus, it is impossible to determine whether the favorable enrollment trend noted in Table 2 has continued.

The data in Table 3 are also encouraging. As shown, the percentage of Hispanics with degrees in teaching grew from 1987 to 1998 at the bachelor's level, although no growth was evident at the master's level (Patterson Research Institute, 2001).

² The most reliable data on teacher race/ethnicity are collected by NCES through the use of SASS. While NCES last administered SASS in 2005, those data are not yet available for analysis, nor has NCES reported those results yet.

Table 2
Percent Distribution of Total Enrollment in Schools, Colleges, and Departments of Education by Race/Ethnicity, 1989 and 1995

Race/Ethnicity	Year	
	1989	1995
White (non-Hispanic)	86.5	80.5
Black/African American	6.8	9.0
Hispanic	2.7	4.7
Asian/Pacific Islander	0.9	1.7
American Indian/ Alaska Native	0.5	0.7
Other	2.7	2.4

Sources: AACTE 1990, 1999

Table 3
Percent Distribution of Bachelor's and Master's Degrees in Teaching, by Race/Ethnicity, 1987 and 1998

Race/Ethnicity	Degree			
	Bachelor's		Master's	
	1987	1998	1987	1998
White (non-Hispanic)	89.5	83.0	88.0	80.0
Black/African American	4.9	7.0	7.0	8.0
Hispanic	2.5	6.0	3.0	3.0
Asian/Pacific Islander	2.6	2.0	1.5	1.0
American Indian/ Alaska Native	0.5	1.0	0.5	<1.0
Other	--	1.0	--	>7.0

Source: Patterson Research Institute, 2001

If the overall goal is to increase the representation of Hispanics in teaching, the data summarized above all point in the right direction. If the goal is specifically to establish parity between Hispanic teachers and students in terms of their representation in public elementary and secondary schools, the data are terribly disappointing. The fact is that, given the projected growth of Hispanic K-12 students in this country, it is unlikely that the proportion of Hispanic teachers will come even close to approximating the proportion of Hispanic students in the foreseeable future.

Profile of Hispanic Teachers

This section of the paper provides an empirical profile of Hispanic teachers in U.S. public schools using the most current data available. The analysis draws on SASS data collected by NCES during the 1999-2000 school year. Attention is given to factors in the following six areas: (1) **demographic characteristics** (gender and age); (2) **teaching experience** (number of years completed as full time teachers); (3) **where they teach and teaching level** (geographic area, community type, percentage of minority students in schools, elementary/secondary level); (4) **preparation for teaching** (degrees held, percentage certified in main field, type of certificate held in main field); (5) **teacher pay** (during the school year); and (6) **attitude toward the profession**.

Selected Demographic Characteristics

The low representation of Hispanics in the ranks of teaching was discussed in the initial two sections of this paper. To get a fuller picture of the extent to which Hispanics are under-represented, it is helpful to examine trends in the racial/ethnic distribution of the teacher population overall. Table 4 summarizes the relevant information for public school teachers for selected years from 1987 to 1999. A detailed look at the table shows that the

representation of minority teachers as a group increased slightly over this 12-year period, going from a low of 13.1 percent in 1987 to a high of 15.5 percent in 1999. While the share of Black (non-Hispanic) teachers dropped over time, the proportional representation of American Indian/Alaskan Native, Asian/Pacific Island, and Hispanics trended upward. Among Hispanics, the major growth occurred from 1987 to 1993. Since then, Hispanic representation in the teaching force has not grown. This finding suggests that minority teacher recruitment programs and policies launched in the early 1990s did not have the desired impact on Hispanics during the latter part of that decade.

Table 4
Distribution of U.S. Public School Teachers by Race/Ethnicity (1987 – 1999) (%)

Race/Ethnicity	Year			
	1987-88	1990-91	1993-94	1999-2000
Am. Ind./Alaska Native	1.0	0.8	0.8	2.5
Asian/Pacific Islander	0.9	1.0	1.1	2.6
Black (Non-Hispanic)	8.2	8.2	7.4	6.1
White (Non-Hispanic)	86.9	86.6	86.5	84.5
Hispanic	2.9	3.4	4.2	4.3

Source: NCES, 1996, 2001, 2005

Information about Hispanic teachers on two other demographic variables—sex and age—can provide a more textured understanding of the shortage of educators from this group. Although there is an overall shortage of Hispanic teachers in American public schools, the shortage of Hispanic males is even more marked. Table 6 shows that in 1999, Hispanic men made up less than one-third (32 percent) of all Hispanic teachers. The gender distribution of Hispanic teachers is comparable to that of non-Hispanic educators, however. That is, the entire teaching profession is experiencing difficulties recruiting males of all racial/ethnic

backgrounds into teaching. Since teaching has traditionally been a female-dominated profession, with women making up the overwhelming majority of all teachers (Urban 2000), the poor representation of Hispanic males noted in Table 5 is not surprising.

Table 5
Distribution of Hispanic and Non-Hispanic Public School Teachers by Gender
(1999-2000)

Gender	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Male	32.0	32.9
Female	68.0	67.1

Source: NCES, 2005

Knowing the age distribution of the Hispanic teacher population also gives important insight into the future supply of educators from this group. This information is found in Table 6, which compares the age distribution of Hispanic and non-Hispanic educators in 1999. As gleaned from the table, a slightly higher percentage of Hispanic teachers (18.7 percent) were under 30 years of age compared to their non-Hispanic peers (15.6 percent). Similarly, proportionately more Hispanic teachers (26.3 percent) were in the 30-39 age category compared to non-Hispanic teachers (21.9 percent). That is, while 45 percent of Hispanic educators were under 40 years of age, only 37.5 percent of their non-Hispanic peers were so. By contrast, proportionately more non-Hispanic teachers were 50 years and over (29.8 percent) compared to their Hispanic counterparts (22.7 percent). These findings suggest that recent recruitment efforts have attracted younger Hispanics into the teaching profession relative to other racial/ethnic groups. It is encouraging to learn that young Hispanics are entering the teaching profession. If the recruitment of young Hispanic teachers persists into the future and the new recruits are successfully retained in teaching for their entire careers or even a major portion of their careers, the existing linguistic and cultural gap between Hispanic students and their teachers could be reduced in the years ahead. However, because the trend

toward increasing enrollments of Hispanic students in elementary and secondary schools is expected to continue well into the future, much more work in the area of recruitment will be needed just to keep the linguistic and cultural gap discussed above at its current level.

Table 6
Age Distribution of the Hispanic and Non-Hispanic Teacher Populations
(1999-2000), (%)

Age Group	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Under 30 years	18.7	15.6
30 – 39 years	26.3	21.9
40 – 49 years	32.3	32.6
50 years and over	22.7	29.8

Source: NCES, 2005

Teaching Experience

Information about the teaching experience of Hispanic and non-Hispanic teachers is summarized in Table 7. Specifically, the table reports the percentage of teachers from each group with various levels of teaching experience—up to five full years of teaching, between 6 and 20 years, and more than 20 years. As shown, Hispanic teachers were over-represented in the least-experienced category relative to their non-Hispanic peers. Nearly two-fifths of all Hispanic teachers (38.1 percent) had no more than five years of teaching experience compared to a significantly lower 28.1 percent for non-Hispanics. Significant differences between the two groups were also noted in the most experienced category (over 20 years), which claimed only 19.1 percent of all Hispanic teachers but a much larger 29.1 percent of all non-Hispanic educators. That is, as a group, Hispanic teachers were significantly less experienced than teachers from all other groups combined. This finding is consistent with the data reported in Table 6 attesting to the relative youth of Hispanic teachers. Because the highest attrition from teaching tends to occur among the most junior teachers (partly because

of difficulties in adjusting to the profession), these findings should be monitored closely by those interested in increasing the representation of Hispanics in the teacher workforce. The potential loss of young and inexperienced educators of Hispanic background means that just to maintain their proportion at the current level is likely to become increasingly difficult in the future, unless considerable attention is given to issues of retention. This involves creating and strengthening mentoring programs for beginning Hispanic teachers, and providing them more professional development and other support early in their careers.

Table 7
Distribution of Hispanic and Non-Hispanic Teachers by Years Teaching in Public Schools (1999-2000), (%)

Years Completed	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Up to 5 years	38.1	28.1
Between 6 and 20 years	42.3	42.8
More than 20 years	19.7	29.7

Source: NCES, 2005

Where They Teach and Teaching Level

It is instructive to compare the distributions of Hispanic and non-Hispanic teachers across geographic areas and different school settings. Table 9 shows the distribution of these two groups of educators in 1999, by geographic region. As noted, Hispanic teachers were concentrated in the Western region of the country. A full 45.3 percent of all Hispanic educators were employed in the West, compared to only 24.8 percent of teachers from all other racial/ethnic groups combined. Given the large numbers of Hispanic students attending schools in the West—especially in California, Texas, New Mexico, and Arizona—it makes sense for this region to be a major employer of Hispanic teachers. By contrast, schools in the Midwest employed proportionately fewer teachers of Hispanic backgrounds (8.3 percent) than

of non-Hispanic origin (24.8 percent). This, too, makes sense since White students are concentrated in Midwestern schools.

Table 8
Hispanic and Non-Hispanic Public School Teachers by Geographic Region
(1999-2000), (%)

Geographic Region	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Northeast	9.1	14.5
Midwest	8.3	24.8
South	37.3	35.8
West	45.3	24.8

Source: NCES, 2005

Table 9 shows the distribution of the Hispanic and non-Hispanic teacher populations for 1999, by community type. As the table shows, there were significant differences in the proportions of teachers from each of these two groups teaching in urban schools. While 42.4 percent of all Hispanic teachers had assignments in densely populated urban areas, only 21.8 percent of their non-Hispanic peers did so. By contrast, Hispanics were employed in significantly lower proportions than non-Hispanics in small town and rural schools (17.7 percent compared to 38.3 percent respectively). Both groups were equally represented in suburban schools, with approximately 40 percent of the teachers from each group employed in these settings. Since the majority of Hispanic students attend city schools, the relative concentration of Hispanic teachers in urban community makes sense. Although Hispanic students tend to be concentrated in city schools, their presence has grown of late in suburban communities, settings in which Hispanic adults have been increasingly employed as service workers (Villegas and Young 1997). This could help explain the sizeable proportion of Hispanic teachers in suburban schools.

Table 9
Hispanic and Non-Hispanic Public School Teachers by Community Type
(1999-2000), (%)

Community Type	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Urban	42.4	21.8
Suburban	39.8	39.9
Small town/rural	17.7	38.3

Source: NCES, 2005

Table 10 summarizes information about the percentage of minority students in the schools in which Hispanic and non-Hispanic teachers taught in 1999. The table reveals that about two-thirds (66.5 Percent) of the Hispanic teacher population taught in schools in which minorities comprised 50 percent or more of total enrollments. In sharp contrast, over three-quarters of non-Hispanic teachers (76.1 percent) taught in schools in which minority students constituted less than 50 percent of the student population served. Thus, Hispanic teachers seem to be much more apt to teach students of minority backgrounds than their non-Hispanic counterparts.

Table 10
Hispanic and Non-Hispanic Public School Teachers by Percentage of Minority Students
in the School (1999-2000), (%)

Percentage minority students	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Less than 50% students	33.3	76.1
50% or more students	66.5	23.3
Information not available	0.4	0.6

Source: NCES, 2005

Table 11 presents information regarding the teaching level (elementary or secondary) of Hispanic and non-Hispanic teachers. As shown, Hispanic teachers are more likely to teach at the elementary school level than non-Hispanic teachers. Specifically, 41.6 percent of them reported being employed as elementary school teachers in 1999, compared to only 33.7

percent of all others. On the other hand, non-Hispanic teachers taught with more frequency at the secondary level than their Hispanic counterparts (66.3 percent compared to 58.4 percent respectively). The reasons for these differences are unclear and merit exploration.

Table 11
Distribution of Hispanic and Non-Hispanic Public School Teachers
by Teaching Level (1999-2000), (%)

Teaching level	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Elementary	41.6	33.7
Secondary	58.4	66.3

Source: NCES, 2005

Overall, these data show that Hispanic teachers are concentrated in the Western and Southern sections of the United States. They teach mostly in urban schools, although a large percentage also teaches in suburban communities. The overwhelming majority of them teach in schools that serve a predominantly minority student population. And compared to their non-Hispanic peers, they are more concentrated at the elementary school level. While the distribution of Hispanic teachers by geographic region, community type, and student population is predictable, research is needed to determine the factors that account for the above noted patterns.

Preparation for Teaching

One indicator of teachers' preparation for teaching is the highest degree they hold. This information is summarized in Table 12 for Hispanic and non-Hispanic teachers in 1999. As the table shows, proportionately more Hispanic teachers (9.9 percent) reported having an associate degree or higher compared to non-Hispanics (6.9 percent). This is not surprising since Hispanics are more apt to begin their post-secondary education at community colleges than their White peers, who account for the largest portion of the non-Hispanic group. The

table also reveals that, regardless of group, the overwhelming majority of all teachers had received a bachelor’s degree. It is possible that the few lacking such a degree were hired to teach as long-term substitutes or in other emergency capacities with teacher shortages. Hispanic teachers were less likely to have a master’s degree (34.4 percent) than teachers from all other groups combined (44.4 percent). This could be related to the fact that Hispanics tend to be younger and have less teaching experience than non-Hispanic educators. Generally, teachers are expected to continue their formal education throughout their careers. Interestingly Hispanics were more apt to have a doctorate (1.6) than their peers from other groups (0.8). No appreciable differences were noted in the proportion of teachers from each group holding an education specialist certificate.

Table 12
Degrees held by Hispanic and Non-Hispanic Public School Teachers
(1999-2000), (%)

Degree	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Associate	9.9	6.9
Bachelor’s	98.8	98.9
Master’s	34.4	44.4
Education Specialist Certificate	3.2	3.1
Doctorate	1.6	0.8

Source: NCES, 2005

One important measure of qualification is whether teachers are teaching in a field for which they are certified. In the best circumstances, all teachers would always teach only the grades and subjects for which they are certified. This type of information is summarized in Table 13 for Hispanic and non-Hispanic teachers in 1999. As shown, the overwhelming majority of teachers—both Hispanic and otherwise—possessed certificates in their main field. However, a larger percentage of Hispanics than non-Hispanics lacked an appropriate certificate (8.5 percent and 5.6 percent respectively). To the extent to which teaching

certificates are valid measures of teaching quality, this finding suggests that as a group, Hispanic teachers are being placed in teaching positions for which they are somewhat less qualified than their non-Hispanic counterparts.

Table 13
Certification Status of Hispanic and Non-Hispanic Teachers in Main Fields
(1999-2000), (%)

	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Certified in main field	91.5	94.4
Not certified in main field	8.5	5.6

Source: NCES, 2005

For those teachers with certificates in their main fields, knowing the type of certificate held gives further insight into their level of preparation. Such information is summarized in Table 14 for Hispanic and non-Hispanic. As shown, the majority of teachers from both groups (79.5 percent for Hispanics and 87.7 percent for non-Hispanics) held regular/standard certificates of advanced standing. Such certificates are awarded to teachers who have met all requirements and generally have three or more years of successful teaching experience under supervision. Compared to non-Hispanic teachers, however, proportionately fewer Hispanics held such certificates. This could be related, at least in part, to the relative youth and inexperience of Hispanic teachers, as discussed above. Generally, the other four certificate categories are for less experienced teachers who have not fulfilled all certification requirements (e.g., having sufficient teaching experience under supervision, passing required state tests, completing appropriate courses). Teachers holding a probationary certificate of initial standing, for example, typically have completed all certification requirements, but must still demonstrate their teaching skills over a specified time of probation before they are

granted a standard certificate. Recently, an increasing number of states have established induction programs for these novice teachers. The remaining three types of certificates (provisional, temporary, and emergency) are viewed by some in the profession as problematic. They are reserved for people who still lack the required preparation for teaching. A detailed look at the table shows that a larger proportion of Hispanics than non-Hispanics hold these less desirable certificates (9.2 percent compared to 4.1 percent). Especially disturbing is the 2.5 percent of Hispanics with emergency certificates, which are given to people with insufficient preparation as teachers and not enrolled in any formal program designed to provide the needed preparation.

Table 14
Type of Certification Held by Hispanic and Non-Hispanic Teachers in Their Main Fields (1999-2000), (%)

Type of certification	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Regular/standard certificate (advanced)	79.5	87.7
Probationary certificate (initial)	2.9	2.6
Provisional certificate (still participating in alternative route program)	4.4	2.5
Temporary certificate (requires additional college work or student teaching)	2.3	1.2
Emergency certificate (person with insufficient teacher preparation who must complete required certification program)	2.5	0.4

Source: NCES, 2005

The relatively large number of Hispanic teachers without certification in their main field or with provisional, temporary, and emergency certificates is problematic. For one thing, it brings into question the quality of their teaching. Also problematic is the fact that teachers who are not appropriately prepared for teaching are at high risk of attrition because they generally cannot cope with the expectations of their positions. Since the main growth of

Hispanic teachers appears to be at the entry level, the certification pattern noted above demands attention.

Teaching Salary

Table 15 displays information about the amount of teacher pay received by Hispanic and non-Hispanic teachers during the 1999-2000 school year. A review shows that compared to non-Hispanics, the proportion of Hispanic teachers earning less than \$25,000 was smaller. This is somewhat surprising since Hispanic teachers, as a group, tend to be younger and less experienced than their non-Hispanic peers. While the salaries teachers receive for their work can be criticized, within the established parameters, Hispanic teachers compare favorably, particularly given their youth and inexperience.

Table 15
School Year Amount of Teacher Pay
(Hispanic and Non-Hispanic Public School Teachers) (1999-2000)

School year teacher pay	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Less than \$25,000	8.7	14.8
\$25,001 - \$30,000	19.2	19.4
\$30,001 - \$35,000	23.9	18.7
\$35,001 - \$45,000	29.2	26.9
\$45,001 or more	19.0	20.3

Source: NCES, 2005

Attitudes Toward Teaching

Knowing about the attitudes of teachers toward the profession as well as their plans for the future gives insight into issues of retention. Clearly, if the representation of Hispanics in teaching is to increase, efforts must be made not only to recruiting more Hispanic candidates, but also to retaining the new recruits in their positions. Table 16 summarizes

relevant information on this topic. As shown in panel 20a, Hispanic teachers tend to be somewhat less satisfied with their teaching salaries than non-Hispanic educators.

Table 16
Attitudes of Hispanic and Non-Hispanic Public School Teachers
(1999-2000)

20a. I am satisfied with my teaching salary.		
	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Strongly agree	8.4	8.5
Somewhat agree	24.7	28.2
Somewhat disagree	23.4	25.7
Strongly disagree	43.4	37.6
20b. I worry about the security of my job because of the performance of my students on state and local tests.		
	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Strongly agree	10.8	5.8
Somewhat agree	25.6	19.4
Somewhat disagree	28.4	30.9
Strongly disagree	35.2	43.9
20c. I sometimes feel it is a waste of time to try to do my best as a teacher.		
	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Strongly agree	5.7	5.0
Somewhat agree	15.8	17.4
Somewhat disagree	15.6	17.8
Strongly disagree	62.9	59.9
20d. I'm generally satisfied with being a teacher at this school.		
	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Strongly agree	53.3	51.7
Somewhat agree	34.1	38.0
Somewhat disagree	7.6	7.5
Strongly disagree	5.0	2.8

Table 16 (Continued)
Attitudes of Hispanic and Non-Hispanic Public School Teachers
(1999-2000)

20e. If you could go back to your college days and start all over again, would you become a teacher or not?		
	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
Certainly would become a teacher	45.7	37.5
Probably would become a teacher	22.2	27.3
Chances are about even for and against	15.3	18.0
Probably would not become a teacher	10.8	12.7
Certainly would not become a teacher	6.0	4.6
20f. How long do you plan to remain in teaching?		
	Hispanic (n=1,826)	Non-Hispanic (n=40,260)
As long as I'm able	45.2	36.4
Until I am eligible for retirement	26.1	35.9
Will probably continue unless something better comes along	11.2	10.8
Definitely plan to leave teaching as soon as possible	4.1	3.6
Undecided at this time	13.4	13.3

Source: NCES, 2005

This finding is somewhat surprising given that Hispanics, as a group, reported slightly higher salaries than their counterparts from other racial/ethnic groups. It is possible that Hispanics feel more economic pressures than teachers of other groups combined. Because salary satisfaction could be a key factor in issues of retention, this finding merits additional investigation.

The information presented in panel 20b (see Table 16) shows that compared to their non-Hispanic counterparts, Hispanic teachers reported being more worried about the implications of their students' performance on state and local tests and their job security than their non-Hispanic peers (see results for the "strongly agree" and "somewhat agree" responses

to the survey item). As shown, more than one-third (36.4 percent) of all Hispanic teachers indicated worrying strongly or somewhat that their students' test performance could jeopardize their job security, compared to a lower 25.2 percent for all other teachers combined. Because Hispanic teachers are concentrated in large urban schools with high minority student enrollments, they continuously contend with accountability pressures, including the emphasis on test scores. Such pressure is likely to affect their willingness to continue teaching in those settings until retirement.

Overall, both Hispanic and non-Hispanic teachers did not feel that trying to do their best as teachers was a waste of time, as noted in panel 20c. Similarly, there were no discernable differences between the two groups regarding their level of satisfaction with teaching at their school. As panel 20d shows, 87.4 percent of all Hispanics and 89.7 percent of all other teachers reported some level of satisfaction with their schools.

While approximately two-thirds of the teachers from both groups reported that if given the chance to return to their college days and start over again they still would pursue a teaching career (see panel 20e), the commitment to teaching among Hispanic teachers was somewhat more solid. Specifically, 45.7 percent of Hispanics indicated they would certainly become teachers again compared to a somewhat lower 37.5 percent of teachers from other racial/ethnic groups.

Panel 20f presents information about the teachers' plans to remain in teaching. As shown, the majority of Hispanic and non-Hispanic respondents alike reported planning to stay in teaching for as long as they were able or until eligible for retirement. However, the response from Hispanic teachers was somewhat more tepid. For example, only slightly more than one-quarter (26.1 percent) of the Hispanic group indicated that they planned to remain in teaching until retirement, compared to more than one-third (35.9 percent) of the non-Hispanic

group. This finding could be related to the lower level of satisfaction with their salaries reported by Hispanic teachers, as discussed above. Alternatively, because Hispanic teachers are younger than their non-Hispanic counterparts, they might not see teaching as the only profession in their careers.

In brief, the data reported above suggest that Hispanic teachers have somewhat conflicting attitudes about their profession. On one hand, they tend to be committed to doing their best as teachers, are generally satisfied with teaching in their current schools (mostly urban schools that serve a predominantly minority student population in the Western or Southern region of the country), would again become teachers if given a chance to start their college years over again, and plan to remain in teaching. On the other hand, they are generally dissatisfied with their teaching salaries and worry that their students' performance on tests could threaten their job security. These two last factors merit further exploration since they could have serious implications for the long-term supply of Hispanic teachers.

The Preparation Teachers Need Today

It is beyond the scope of this paper to review the extensive literature that focuses on the knowledge, skills, and dispositions that teachers need in order to successfully teach an increasingly diverse student population. This section of the paper gives brief highlights of the type of preparation today's teachers need. Those highlights build on an extensive review of the literature a colleague and I conducted (see Villegas and Lucas, 2002). Specifically, we found that to be culturally and linguistically responsive to their students, teachers need to cultivate knowledge, skills, and dispositions in six broad areas: (a) understanding of how learners construct knowledge; (b) skills in learning about the lives of their students; (c) socio-cultural consciousness; (d) affirming attitudes toward students from diverse backgrounds; (e) skills in using what they know about their students to give them access to learning; and (f)

commitment and skills to act as change agents. A brief explanation of these salient characteristics of culturally and linguistically responsive teachers follows.

Understanding of how learners construct knowledge. To be effective, teachers need to know how children construct knowledge. As discussed in the initial pages of the paper, teachers need to see learning as an active process by which learners give meaning to new information, ideas, principles, and other stimuli. They further need to understand that in this interpretive process, students' draw on their prior knowledge and experiences—both individual and cultural. Thus, what students bring to each learning situation is the raw material that gives them access to the knowledge construction process. The conventional “empty vessel” metaphor of the learner is being replaced by the image of a “builder” who is constantly striving to construct meaning.

To support students' construction of knowledge, teachers must help learners build bridges between what they already know and believe about the topic at hand and the new ideas and experiences to which they are exposed. This involves engaging students in questioning, interpreting, and analyzing information in the context of problems or issues that are interesting and meaningful to them. Because students bring different knowledge frameworks to learning, they will not necessarily construct the same understandings of any given topic. Teachers therefore must consciously monitor the students' developing understanding of new ideas. Given the diversity in students' backgrounds and the complex nature of the knowledge construction process, teachers need to continuously adjust their plans of action to meet students' needs while simultaneously building on their strengths. Clearly, teaching cannot be reduced to a rigid prescription that, if faithfully followed, automatically results in student learning. On the contrary, it demands thoughtful decision making in situations that are ever changing and characterized by uncertainty (Oakes & Lipton, 1999).

To be effective, Hispanic teachers need a learning/teaching framework, such as the one described above, to guide their practice. With such a framework, Hispanic teachers will be able to see how they can best use their insiders' knowledge of the language and culture of Hispanic communities for pedagogical purposes.

Skills for learning about students' lives. If teaching involves helping students build bridges between their prior knowledge and experiences and the new concepts/ideas to be learned, then teachers need to know about the lives of their students. Since Hispanic teachers are generally more familiar with Hispanic students than teachers from other groups, they bring to teaching strengths in this regard. However, because individual differences exist within any group, because culture is constantly evolving as it adapts to changing social, economic, political, and environmental conditions, and because students' proficiency in and uses of English and, for some students, Spanish vary considerably, it is impossible for Hispanic teachers to know enough about all their Hispanic students (or any other group of students for that matter) without focused preparation in this area. Such preparation involves supporting Hispanic teachers in developing facility with various strategies for learning about the particular students they teach. These strategies include conducting home visits, observing students both in and out of school, creating opportunities in the classroom for students to discuss their goals and aspirations for the future, and talking with parents and community members (Moll & Gonzalez, 1997). Clearly, without an appropriate understanding of the teaching and learning process, it will be difficult for Hispanic teachers to know what to look for as they learn more about their Hispanic students and their communities.

Sociocultural consciousness. To interpret what they learn about students' lives, teachers of all racial/ethnic backgrounds need to develop a high level of sociocultural consciousness. That is, they need to be aware that one's worldview is not universal, but

profoundly influenced by life experiences, as mediated by a variety of factors, chief among them race/ethnicity, social class, and gender. Teachers who lack socio-cultural consciousness will inevitably rely on their own experiences to make sense of students' lives. This could result in misinterpretations of those students' experiences and ultimately lead to miscommunication (Banks, 1991). Preparation in this area is particularly relevant when Hispanic teachers are from higher economic backgrounds than their students.

An affirming attitude toward students from culturally diverse backgrounds. To make productive pedagogical use of what they know about their students' lives, teachers of all backgrounds also need affirming views toward diversity. It is not enough to be socio-culturally conscious if they continue to see students' experiences through deficit lenses. Teachers' attitudes toward students significantly shape the expectations they hold for students' learning, their treatment of students, and what students ultimately learn (Casteel, 1998). Teachers who see their students in an affirming light acknowledge the existence and validity of a plurality of ways of thinking, talking, behaving, and learning. While recognizing that White, middle class, English-speaking ways are most valued in society, affirming teachers understand that this status derives from the power of the White, middle-class, English-speaking groups rather than from any inherent superiority in socio-cultural attributes. Such teachers, therefore, make it a priority for their students to develop facility with the mainstream ways so they can effectively function in society as it is now structured. However, they treat the necessity for such facility as serving an instrumental purpose for their students rather than reflecting the greater value of those ways. Generally, Hispanic teachers from more privileged backgrounds (by virtue of their race, social class, and sex, among other things) will need more support in this area.

Using what they know about students to give them access to learning: Teachers who understand how learners construct knowledge, know the students, are socio-culturally conscious, and have affirming views toward diversity are well positioned to build bridges to learning for their students. Such bridge-building practices include activating students' knowledge frameworks relevant to the topic at hand, supporting students' conceptual change when their knowledge frameworks clash with accepted ideas in the disciplines, drawing on students' linguistic resources in their native language as well as in English, using students' interests and concerns in designing instruction, helping students examine the curriculum from multiple perspectives, and making the culture of the classroom inclusive of all students (Gay, 2000). Without guided support in these pedagogical practices and a framework for teaching and learning, it is unrealistic to expect Hispanic teachers (or teachers from any other racial/ethnic minority background) to use their insiders' linguistic and cultural knowledge to help their students learn.

Commitment and skills to act as change agent: Because schools are a work in progress, responsive teachers need the commitment and skills for acting as agents of change. Ingrained in the fabric of everyday schooling are numerous practices that set students from subordinated groups at a learning disadvantage. Therefore, teachers—Hispanic and otherwise— need to see themselves as part of a community of educators that is working to make schools more equitable and just for all students (Cochran-Smith, Davis, & Fries, 2004; Fullan, 1999). To act as agents of change, all teachers must develop an awareness of the various ways in which schools structure inequalities and become inspired to work toward changing inequitable practices. There is evidence that teachers of minority backgrounds are more open to becoming agents of change in their schools than their White (non-Hispanic) counterparts (Rios & Montecinos, 1999; Su, 1997)

Summary and Recommendations

The empirical literature provides a broad picture of Hispanics in the teaching profession. Among the salient findings are the following:

- Hispanics are woefully underrepresented in the teaching force. In fact, based on differences in the proportions of teachers and students from each group, Hispanics are the most underrepresented of all racial/ethnic minority groups.
- While progress was made toward increasing the representation of Hispanics in the ranks of teachers between 1987 and 1991, boosting the proportion of Hispanic educators to 4.2 percent from a low of 2.9, no noticeable progress has been made since then. As of 1999, the year for which the most current information is available, Hispanics accounted for only 4.3 percent of the teacher population in public elementary and secondary schools. By contrast, Hispanic enrollments in elementary and secondary schools had reached 16.5 percent in 1999.
- A look at the teacher education pipeline shows that the pool of Hispanics from which preservice teacher education programs can draw is not sufficiently large to significantly increase the representation of Hispanics in the teaching force. The strategies listed below could help address this problem:
 1. Implement programs that will increase high school completion rates among Hispanics.
 2. Improve the transfer rates of Hispanic students from two- to four-year programs. As part of this work, explicit attention should be given to tightening articulation agreements for students in two-year institutions who want to become teachers.
 3. More actively recruit Hispanic students into teacher education. This goal would be greatly advanced by providing financial incentives (e.g., scholarships or forgiveness loans programs) for those who choose to become teachers.
 4. Increase efforts to retain and graduate Hispanic students enrolled in programs of teacher education. This might involve offering a network of academic and social support services (e.g., providing an orientation to the institution as well as its teacher education program; assigning advisors to monitor students' progress through the program and refer students to specific support service, if and when needed; making available tutorial programs, special labs and centers where students may go for help, and workshops to develop test-taking skills; providing support in developing academic skills in English; hosting family social events to integrate students' spouses/significant others and their children into the process; working out arrangements to have teacher candidates be paid for doing their student teaching, especially for paraprofessionals). In addition to the supports listed above, programs of teacher education need to offer a curriculum that addresses the specific preparation needs of Hispanic teachers. Key elements of this curriculum were discussed above. Courses also need to be offered in evenings and weekends to accommodate the working and family needs of Hispanic candidates, many of whom are non-traditional college students.

5. Provide focused preparation to help Hispanic teacher candidates pass state and locally required certification tests.
6. Expand the pathways into teaching. This could involve partnerships between teacher education programs and nearby school districts with the aim of recruiting into teaching non-traditional candidates of Hispanic backgrounds (e.g., paraprofessionals, emergency certified teachers). It might also entail developing a carefully designed alternative route program that offers teacher candidates of Hispanic backgrounds sufficient preparation prior to assuming full time teaching positions and in-class support during their initial year of teaching.

- Compared to teachers from all other racial/ethnic groups combined, Hispanics are younger and have less teaching experience. They are concentrated in the Western and Southern regions of the country, and teach mostly in urban schools, although a surprisingly large number also teach in suburban communities. Most are employed as elementary school teachers and teach a predominantly minority student population. They are more apt to have received an associate degree, but less likely to hold a master's degree. Proportionately more of them lack certification in their main teaching fields. Additionally, a larger fraction of them hold provisional, temporary, and emergency certificates. This profile points to potential problems that could seriously threaten the representation of Hispanics in teaching, if not addressed promptly, as identified below:

1. Because high attrition rates are common among younger and less experienced teachers, the Hispanic teacher population is more vulnerable to attrition than teachers from all other groups combined. Conscious efforts to retain novice Hispanic teachers in the profession are needed, including strong induction programs for this population.
2. Attention should be paid to the noticeable number of Hispanic teachers who have provisional, temporary, and emergency certificates. Because individuals with these types of certificates lack the appropriate preparation for teaching, teachers in this group are in danger of attrition. Even more concerning, the pupils they teach are apt to suffer academically.

- Hispanic teachers are somewhat torn about their commitment to teaching. While most seem willing to become teachers if given a chance to make this decision over again, they appear to be less willing to stay in teaching through retirement than their non-Hispanic peers. Additionally, they are less satisfied with their salaries, and more fearful that their students' performance on state and local tests could jeopardize their teaching positions.

Several recommendations for research follow from the above analysis:

- The profile of Hispanic teachers offered above is somewhat dated. It is based on data collected by NCES during the 1999-2000 academic year. At present, these are the most current data available to researchers. The NCES is scheduled to release data from its

2005-06 SASS administration later in the year. Once those data are released for research purposes, the profile of the Hispanic teachers should be examined again.

To develop a more detailed understanding of Hispanics in the teaching profession, it would be helpful to compare the profiles of teachers across all racial/ethnic groups. In the above analysis, Hispanic teachers were compared to non-Hispanic teachers. Because teachers of minority groups other than Hispanics—with whom Hispanics probably share at least some characteristics—are included in the non-Hispanic category, the results most likely underestimate the differences between Hispanic teachers and their White (non-Hispanic) counterparts. Unfortunately, the public access SASS database used to produce this report made it too difficult to carry out the more detailed analysis by the deadline set for submission of this paper. This analysis should be carried out in the future.

- The data reported above suggest that Hispanic teachers are particularly vulnerable to attrition by virtue of where the majority of them teach (e.g., schools in large urban communities serving a predominately minority student population), as well as their relative youth and lack of experience teaching. In fact, the attitudinal data examined show that Hispanic teachers are less satisfied with their teaching salaries during the school year and tend to worry more about the security of their positions. Additionally, Hispanic teachers are more prone to teach outside their areas of certification and with temporary certificates. In light of all of these potential threats to the retention of Hispanics in teaching, explicit empirical attention must be given to issues of retention. The Teacher Follow-Up Study (TFS) conducted by NCES, also to be made available later in the year by NCES, could be used to conduct an analysis of attrition rates among Hispanic teachers and the reasons reported for leaving the profession. To gain a more nuanced understanding of the factors related to the attrition of Hispanic teachers, qualitative studies of Hispanics who leave the profession should also be carried out.
- The lack of growth in the proportion of Hispanic teachers during the latter part of the 1990s should be examined closely given that public policies aimed at diversifying the teaching force were implemented during this time. This type of investigation would be especially warranted if a similar pattern is found in 2005-06. It is critically important to identify the factors related to the apparent stagnation in the representation of Hispanic teachers in U.S. public schools.
- A longitudinal study that compares Hispanic teachers to teachers from each of the other major racial/ethnic groups regarding their experiences in teaching and attitudes toward the profession could provide useful information with implications for existing minority teacher recruitment policies and programs.
- A better understanding of the pathways into teaching for Hispanics is needed.
- A synthesis of the existing empirical literature regarding programs that successfully recruit, prepare, and retain Hispanics in teaching is needed. While a few published syntheses aptly summarize the practices of programs designed to increase the presence of racial/ethnic minorities in teaching, the conclusions generally emphasize the experiences of Black (non-Hispanic) teachers. It would be helpful to summarize the results of programs that specifically target Hispanic teacher candidates.

- Over the past fifteen years or so, much has been learned about how best to recruit people from racial/ethnic minority groups into teaching. During this time, relatively little attention has been paid to the type of preparation minority teachers need to be effective educators of an increasingly diverse student population. Studies that focus specifically on the content of the preparation of Hispanic teachers and the impact of that preparation on student learning are needed.
- Almost nothing is known about the experiences of Hispanic teachers during their initial years of teaching. Empirical work is sorely needed on this important topic.
- Additional empirical work is needed to better understand the impact of teacher race/ethnicity on student learning. For example, are the classroom dynamics similar and/or different for Hispanic students when they are paired with Hispanic teachers compared to teachers from other racial/ethnic groups?

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