

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Research and Evaluation in Literacy and
Technology

Education and Human Sciences, College of
(CEHS)

Spring 4-23-2012

Looking for a Diverse Teacher Force

Guy Trainin

University of Nebraska-Lincoln, gtrainin2@unl.edu

William England

University of Nebraska-Lincoln, wengland@hotmail.com

Britney Tonniges

University of Nebraska-Lincoln, btonniges2@unl.edu

Follow this and additional works at: <https://digitalcommons.unl.edu/cehsgpirw>



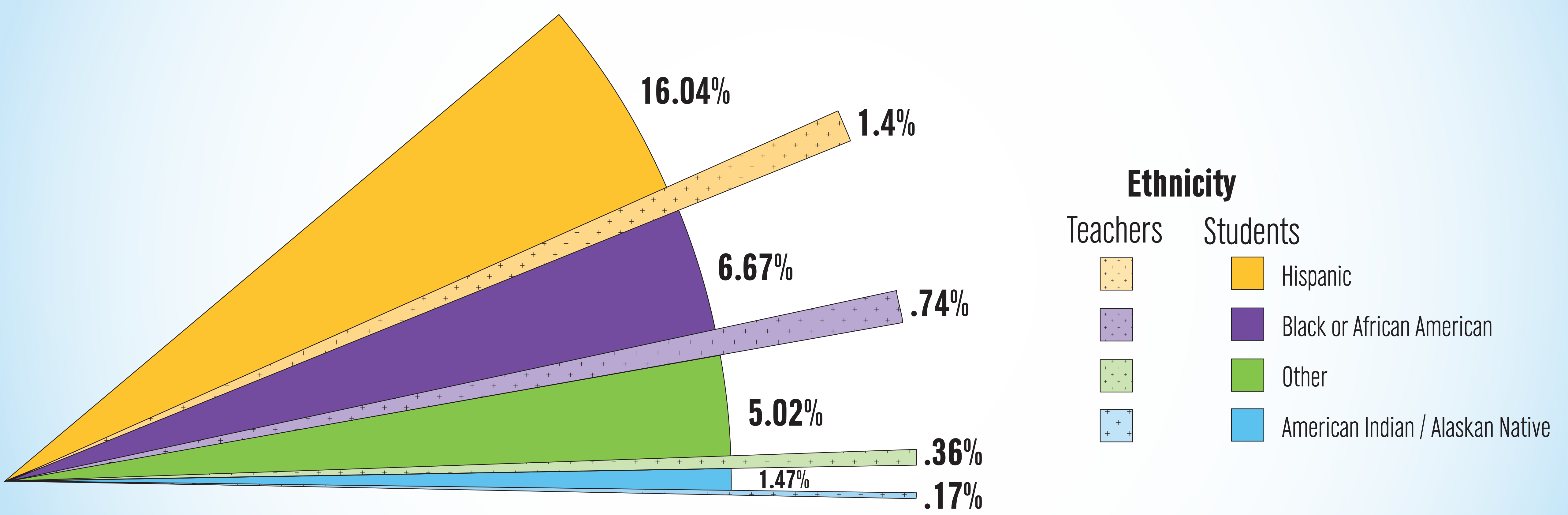
Part of the [Education Commons](#), and the [Human Geography Commons](#)

Trainin, Guy; England, William; and Tonniges, Britney, "Looking for a Diverse Teacher Force" (2012).
Research and Evaluation in Literacy and Technology. 24.
<https://digitalcommons.unl.edu/cehsgpirw/24>

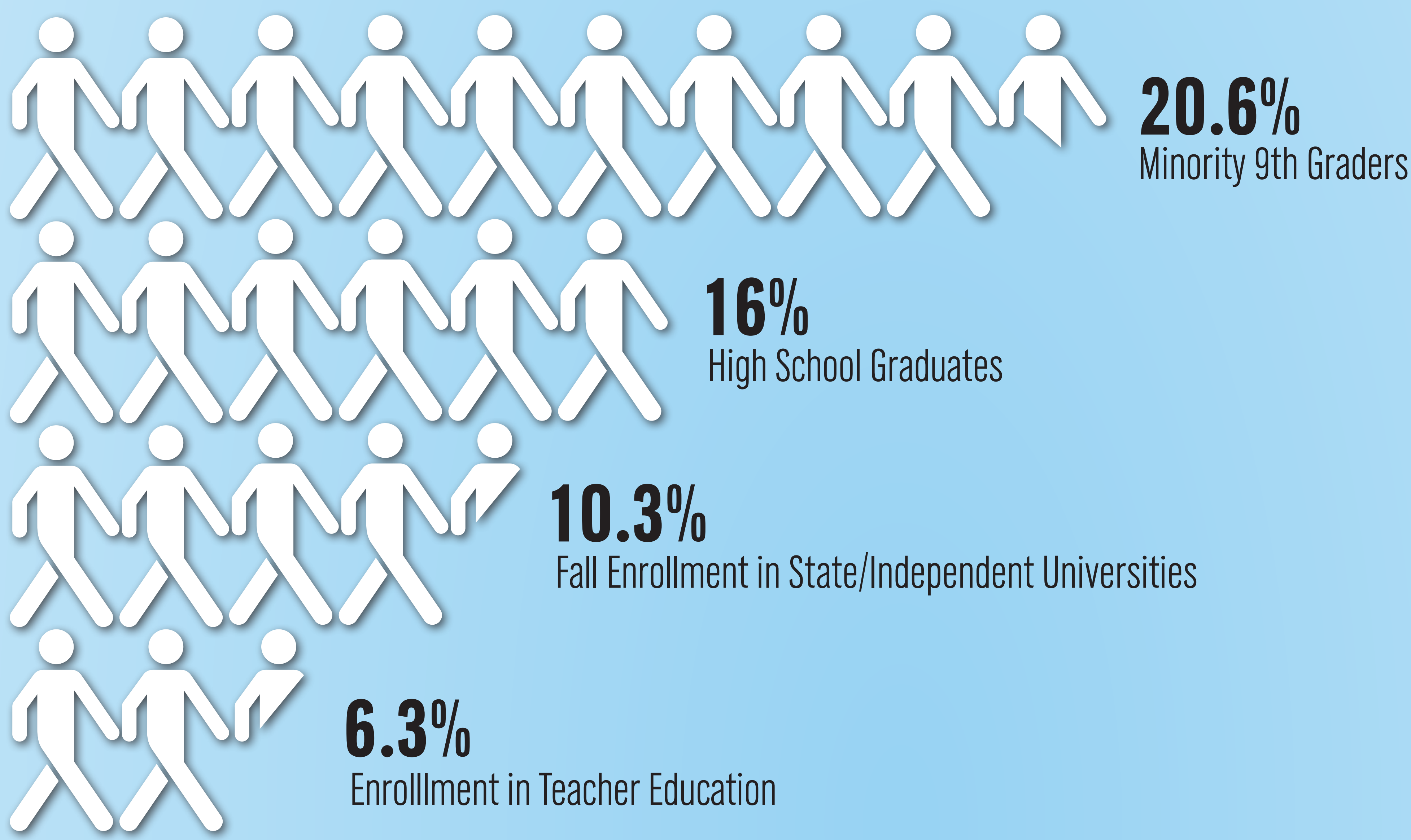
This Article is brought to you for free and open access by the Education and Human Sciences, College of (CEHS) at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Research and Evaluation in Literacy and Technology by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Looking for a Diverse Teacher Force

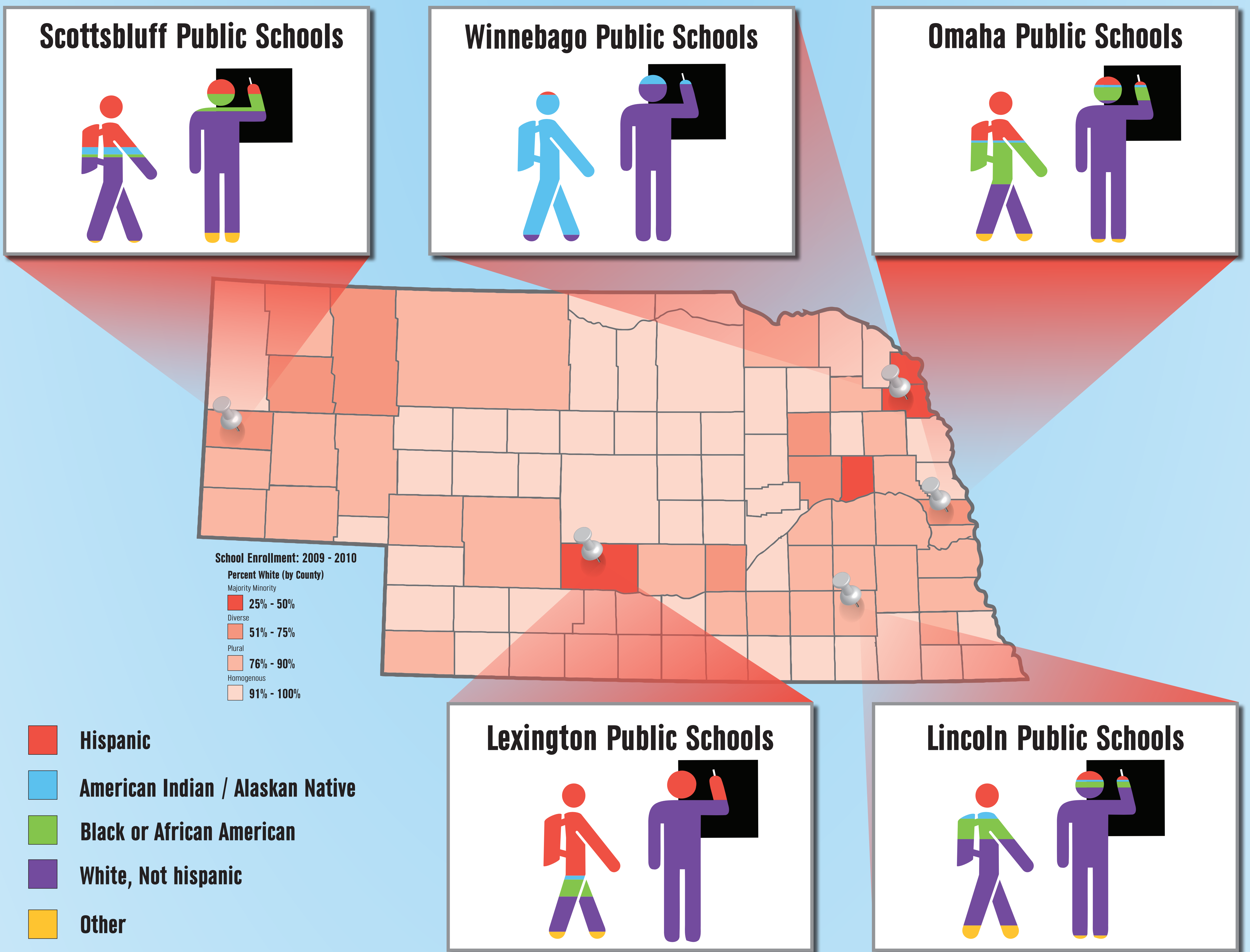
One out of every 3 students in Nebraska comes from a diverse background. Less than one out of 30 teachers is diverse.



Proportions of diverse students, following a cohort of Nebraska students starting in 2008.



In Nebraska there is a correlation between concentration of ethnic minorities, underrepresentation of minorities in teaching, and academic outcomes. The example below shows a mismatch in 5 school districts.



At some point over the next 10 to 12 years, the nation's public school student body will have no one clear racial or ethnic majority. But the makeup of the nation's teacher workforce is not keeping up with these changing demographics. At the national level, students of color make up more than 40 percent of the public school population. In contrast, teachers of color – teachers who are not non-Hispanic white – are only 17 percent of the teaching force. (Boser, 2011- Teacher Diversity Matters)



Guy Trainin William England Britney Tonniges

It is the policy of the University of Nebraska-Lincoln not to discriminate based upon age, race, ethnicity, color, national origin, gender, sex, pregnancy, disability, sexual orientation, genetic information, veteran's status, marital status, religion or political affiliation.

