| **Investigating The Teacher Shortage** |
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| **Unit Overview** | **Instructional Guidance** |
| Dr. Roy Jones commitment to education is evident in his work in South Carolina. He is a fierce advocate for historically black colleges and universities, particularly their teacher education departments. He was the department chair at Claflin University and was instrumental in it becoming the first HBCU to be accredited by the National Council for the Accreditation of Teacher Education. He was the director of employment for the Charleston County School District before becoming the Executive Director of the Call Me MISTER program and Provost Distinguished Professor in Clemson University’s College of Education. The program’s goal is to increase the number of teachers with diverse backgrounds and has more than doubled the number of African American males teaching in public schools. This unit honors him by asking students to analyze elements of the teacher shortage and lack of African American educators then researching and evaluating the Call Me MISTER program.  |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will analyze peer-reviewed articles which will be synthesized into an argument. They will evaluate evidence and justify their reasoning.
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| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College and Career Ready Standards 2020* EPF.3.IP-Research and evaluate geopolitical influences on employment trends and issues at the state and national level.
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| **Resources and Materials** | **Instructional Guidance** |
| * An electronic or paper copy of[*Understanding teacher shortages: An analysis of teacher supply and demand*](https://epaa.asu.edu/ojs/article/view/3696/2228)
* An electronic or paper copy of [*The Long-Run Impacts of Same-Race Teachers*](https://www.iza.org/publications/dp/10630/the-long-run-impacts-of-same-race-teachers)
* [South Carolina African-American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf)
* Computers with internet access
* Google Docs
* Google Slides
* Padlet
* Writing utensil
* Paper
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| **“I Can…” Statements** | **Instructional Guidance** |
| * I can analyze authentic sources in order to defend an argument and evaluate a solution.
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| **Lesson Sequence** | **Instructional Guidance** |
| * Students will explore the concept of communication. Teachers will have students create a concept map in their notes to explore the reasons for communication and the different types we employ. Ask students to consider how different types of communication require different styles (for example writing an e-mail to a potential boss versus texting with a friend). Teachers will facilitate a discussion where students consider the connection between style, audience, and purpose.
* Teachers will give students access to *Understanding teacher shortages: An analysis of teacher supply and demand* either electronically or paper. Provide students with time to skim the article and ask them to share their observations-they should not be reading the whole article, just glancing to see the elements that comprise it. This could be done in small groups or whole class setting. Finally, ask the students what kind of audience this kind of writing is intended for. Teacher will guide students to understand that these types of article are not intended for a general audience. Students will work with a partner to brainstorm who they think the article they just skimmed is intended for. Teacher will make a master list for the class to ponder.
* The teacher will explain that economists often use articles to advise policy and identify areas that need more research, and that’s what the students will be doing in this unit. Students will then be tasked with reading the article with these questions in mind:
	+ Why do you think this research was conducted?
	+ What did you learn from the results section and the graph on page 21?
	+ What recommendations do the researchers make for policy?
	+ Under the **heading shortage indicators by type of school and student**, who do the researchers say feel the largest impact of the shortage? Why do they say this?
	+ If you could summarize the entire article in one sentence, what would it be?
* The teacher will provide a strategy that the students can use to obtain comprehension of what they are reading. Modeling the strategy will be necessary to student success. The teacher may find students need to be paired in order to gain clarity and understanding in what they are reading. The teacher should monitor student progression through the reading and be prepared to individually conference with students if necessary.
* Once the reading is completed, the teacher will break students into small groups to have them compare their answers to the questions and have meaningful discussions on the impact of the study.
* Teachers will then provide students access to the Introduction and Conclusion of the article *The Long-Run Impacts of Same-Race Teachers* and repeat the reading process outlined above. Teachers will instruct students to read using these questions as guides:
	+ What does the research say about the impact of exposure to black teachers for black students?
	+ Can you summarize their description of short-term outcomes and long-term outcomes?
	+ What research do they suggest for the future to find out more about the topic?
* Once the reading is completed, the teacher will break students into small groups to have them compare their answers to the questions and have meaningful discussions on the impact of the study.
* Teachers will assign students a short essay in which they synthesize the research into an argument. One prompt teachers could use for this assignment is: *Use evidence from the articles to support the argument that we should be recruiting African-American teachers*.
* Students will be given time in class to write. Teachers will assist students when needed as they are reading and analyzing. Students will determine which passages in the articles to paraphrase, summarize, and/or quote in order to support the argument that we should recruit African-American teachers.
* Teachers will introduce students to Roy Jones. This could be through a Google Slides presentation, web-research, or the biography from the SC African American Calendar website. Students will research Dr. Jones’ program, Call Me MISTER and evaluate it’s effectiveness in recruiting African-American male teachers to teaching. One method teachers could use is having students complete a pro/con chart. Students will be given time in class to do online research on the program. The teacher will place students in groups of three or four and have them come to a consensus on whether or not the Call Me MISTER program is a research-based solution and if it’s effective in its mission. The teacher will monitor these conversations for logic and clarity and prod when necessary to encourage deeper thinking. The groups will share their consensus with the class either via Padlet or a whole group discussion.
 | * This might the first time some students have encountered a scholarly article. Prod their thinking with questions like: What kind of headings do they see? Are there charts/graphs?
* Answers could include economists, policy-makers, teachers, administrators, recruiters, superintendents, schools with a teacher education program, etc….
* There are numerous strategies teachers could employ to teach students how to read scholarly articles. [Lesson Plan: Reading and Synthesizing Journal Articles](https://pdfs.semanticscholar.org/a835/85806835e20d98b8f867498f9c46338ff476.pdf) is a simple strategy that can be adapted for various skill-levels. [How to Read (and Understand) a Social Science Journal Article](https://www.icpsr.umich.edu/files/instructors/How_to_Read_a_Journal_Article.pdf) could be helpful for teachers and students in understanding the purpose of the various elements in scholarly articles.
* It’s recommended that students have access to an online or paper dictionary while reading.
* Teachers should be mindful that students might default to summarizing the findings instead of defending the argument. Mini-lessons on the difference between summary and synthesis might be necessary to ensure comprehension.
* Teachers could prod students to research thoroughly by asking questions like: What is the mission? Who is this program for? Is it exclusive? How do they determine success? What do the participants say about it? Is it widespread? What do schools hiring these teachers say about the program?
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**References**

South Carolina Social Studies College and Career Ready Standards, 2020.

“It's Not Harry Potter.” *Inside Higher Ed*, <https://www.insidehighered.com/advice/2011/03/09/its-not-harry-potter#ix>.