

Some Recent Studies Showing the Positive Effects of Teachers of Color

Cherng and Halpin. (2016). "[The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers](#)"

- "Using data from the Measure of Effective Teaching study, we find that students perceive minority teachers more favorably than White teachers."
- See report about study at: <http://www.npr.org/sections/ed/2016/10/07/496717541/study-finds-students-of-all-races-prefer-teachers-of-color>

Egalitea, Kisidab, and Wintersc. (2015). "[Representation in the classroom: The effect of own-race teachers on student achievement](#)"

- "we obtain estimates of achievement changes as students are assigned to teachers of different races/ethnicities from grades 3 through 10 utilizing a large administrative dataset provided by the Florida Department of Education that follows the universe of test-taking students in Florida public schools from 2001–2002 through 2008–2009. We find small but significant positive effects when black and white students are assigned to race-congruent teachers in reading (.004–.005 standard deviations) and for black, white and Asian/Pacific Island students in math (.007–.041 standard deviations). We also examine the effects of race matching by students' prior performance level, finding that lower-performing black and white students appear to particularly benefit from being assigned to a race-congruent teacher."

Gershenson, Hart, Lindsay and Papageorge. (2017). "[The Long-Run Impacts of Same-Race Teachers](#)"

- See: "[Study: Black Teachers Bolster Black Student Achievement](#)" reported by Jamaal Abdul-Alim in *Diverse Issues in Higher Education* (April 6, 2017)
"Having at least one Black teacher in the third through fifth grade "significantly reduces" the likelihood that Black male students will drop out of high school and increases the likelihood that both Black male and female students will aspire to attend a four-year college." Specifically, "Researchers found that, in North Carolina, having a Black teacher in grades 3 through 5 "significantly reduced the probability of dropping out of high school among low-income Black males by seven percentage points, or 39 percent. Similarly, regarding postsecondary educational attainment, we find that among persistently-poor students of both sexes, exposure to at least one Black teacher in grades 3-5 increased students' self-reported intent to pursue a four-year college degree" by about 19 percent, the study states. The study notes that the college-going intent increased by an even larger amount — 29 percent for males."

Gershenson, Holt and Papageorge. (2015). "[Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations](#)"

- Investigated "whether student-teacher demographic mismatch affects high school teachers' expectations for students' educational attainment. Using a student fixed effects strategy that exploits expectations data from two teachers per student, **we find that nonblack teachers of black students have significantly lower expectations than do black teachers.** These effects are larger for black male students and math teachers."

See Also:

- <https://www.theatlantic.com/education/archive/2015/08/teachers-of-color-white-students/400553/>
- <http://www.edweek.org/ew/articles/2014/09/10/03murray.h34.html>
- <http://www.shankerinstitute.org/blog/role-teacher-diversity-improving-academic-performance-students-color>
- <http://neatoday.org/2014/05/16/nea-report-lack-of-teacher-diversity-jeopardizes-student-achievement-2/>

