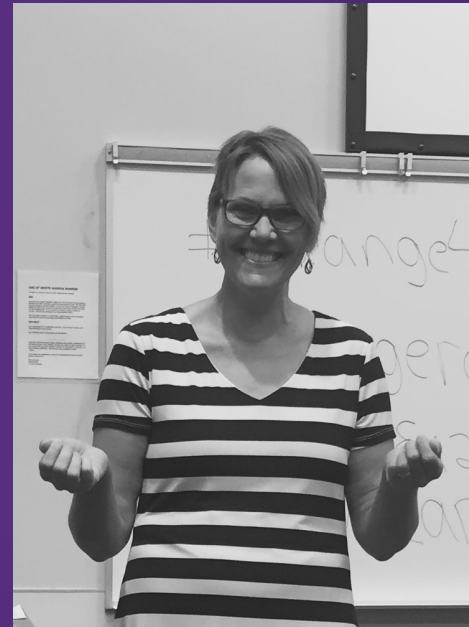


Women in the Teaching Professions

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Who Am I?

- Cisgender, white woman, mid-late career educator, upper middle-class person of privilege
- Former special educator, turned college professor, turned administrator
- Active at state and national level in educator preparation
- Married with five children



Is teaching a woman's field?

- Prior to the industrial revolution, teaching was a male-dominated profession
- When women began to be recruited into the profession, due to a lack of men, there were rules specific to them
- The rules included:
 - Couldn't be married
 - Had to get permission to leave town
 - No smoking or drinking
 - No makeup, bright colors or hair dye
 - No short dresses (above ankles)

Statistics on the sexes in teaching professions

- In the US over 77% of teachers are women
- Women hold 54% of principalships and 30% of superintendencies
- Women earn on average between 2 and 4K less salary per year than males in the same positions
- [Info from National Center for Education Statistics](#)

Cause and effect of the imbalance of sexes in the teaching professions

- Women were an easily obtained commodity in the mid 1800's as public schools were expanding across the country
- Women making up the bulk of the workforce have made it easier to continue to pay poorly
- Women now have more work options and are fleeing the profession in search of better pay, less stress, and greater work-life balance

What are we doing about it?

- Our priorities in educator preparation include:
 - Building partnerships with school districts to support them in grow-your-own efforts
 - Teacher residency programs that support people already teaching on emergency license to have rich, relevant preparation along with coaching and mentoring
 - Developing teacher and school professional licensure programs to meet prospective students where they are at
 - Career changers
 - People already working full time
 - People with families

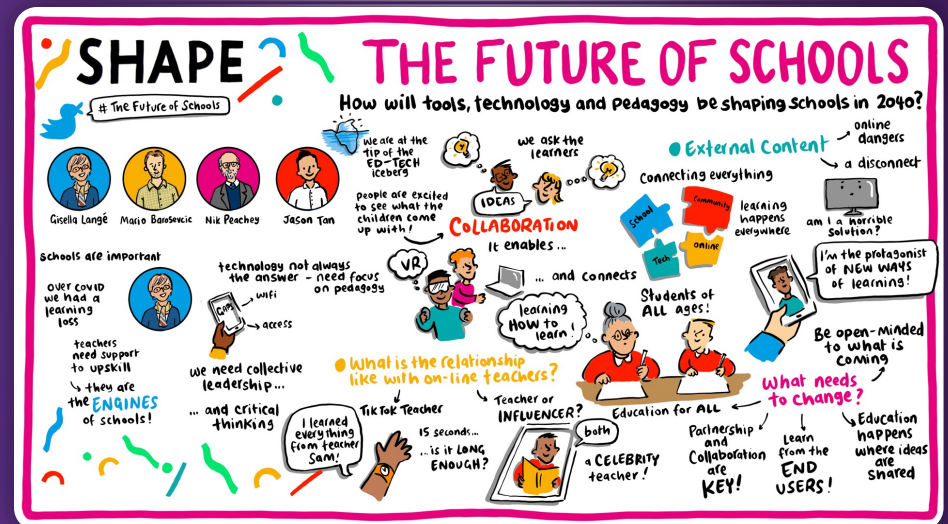
Why does it matter?

- These priorities stand to increase the diversity in our educator preparation programs, which in turn stands to increase the success of students of color in PK-12 settings
- Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/559.310>.

A vision for the future

Classrooms with multiple adults, in varying roles, supporting each learner to success

- Less isolation of teachers
- More support for students
- No rows of desks
- Variety of technology
- Varied furniture, lighting, and plants
- Stations students can use for hands-on, solo work, or to rest/regroup
- Clear pathways to and through post-secondary options and specific careers



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