

Becoming a Maestro

*How identity, experiences, and preparation
shape those who have the courage to lead on.*



COLLEGE OF
EDUCATION

Maestro Program



**2024/2025 Report &
Implementation Guide**

maes·tro [ma'estrɔ] noun:
a great or distinguished figure in any
sphere...or in other words,

2

a teacher



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A community is only as strong as its education system, and strong education happens when a community is invested, engaged, and intimately involved. Maestro, a TCU College of Education initiative, is a grow-your-own program that works directly with local communities to identify, inspire, and prepare Hispanic male students to become future teachers in their Texas and U.S. communities.

While 25% of national public school students identify as Hispanic, only 2% of the teacher workforce consists of Hispanic males (FWISD, 2020; Miller, 2013; Shapiro & Partelow, 2018; U.S. Department of Education, 2016).

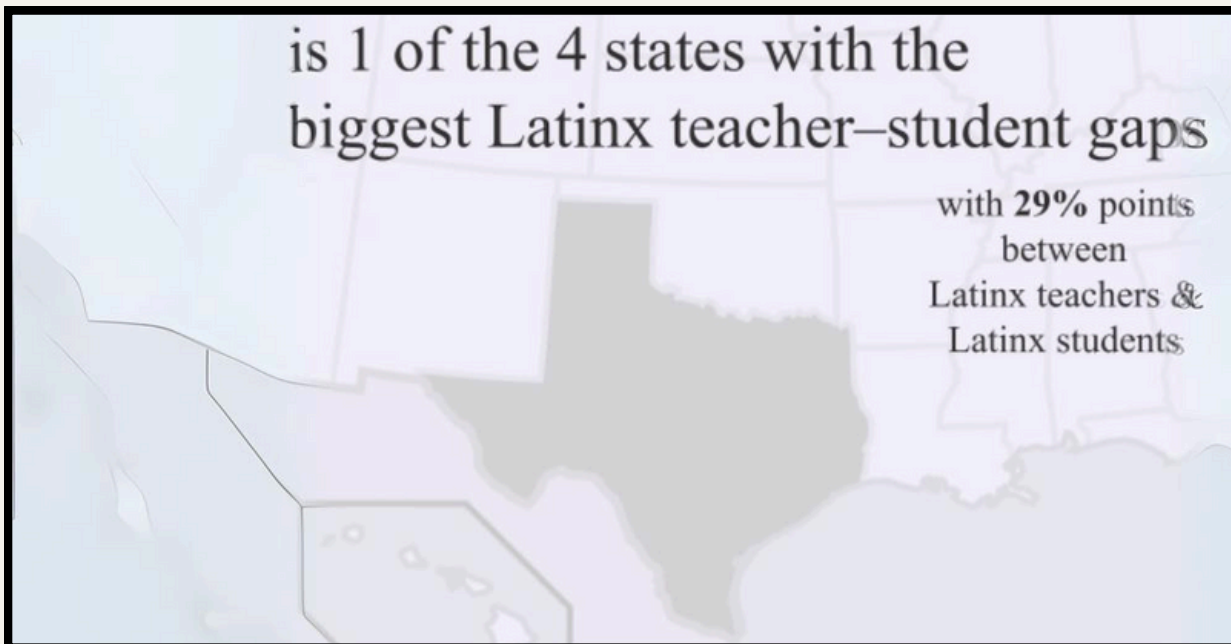
There is 1 Hispanic male teacher for every 534 students in the U.S.

Note on terminology: The term Latinx is utilized when referring to literature where this term is mentioned. Otherwise, Hispanic, the preferred term of the majority of survey respondents in our research is used throughout the report.

Shapiro and Partelow (2018) found that a gap of 29% exists between Latinx students and Latinx teachers in Texas, a gap that is significantly larger when narrowed down to Latinx students and Latinx male teachers.

This gap leaves a large percentage of students in many Texas school districts without the mirrors to see themselves in educational success, the windows to dream beyond their current realities, and the sliding glass doors to act upon and access these dreams and possibilities (Bishop, 1990).

Texas



*The following research, conducted at Texas Christian University, aims to learn more from and about Hispanic male teachers in Texas, in order to inform and sustain the Maestro Program.

RESEARCH

2022-2023 Texas Christian University College of Education
National Hispanic Male Teacher Survey (NHMTS) 5

Preliminary Survey Results

From the data TEA provided,
there were over

23,000

teachers identifying as
Hispanic and male.

Respondents with missing values for all survey questions were removed*.

The final dataset included a
total of

839 participants.

Survey Design

- Schusterman Family Foundation's (2020) guide for equitable data collection
- Multi-select and open-ended response (OER) questions
- Q1-14, personal and professional demographic information
- Q15-27, participants' identity as teachers
- Q28-37, professional experiences, including perceived expectations, aspirations, successes, and challenges

Distribution

- From the data the Texas Education Agency (TEA) provided, there are >23,000 public school teachers identifying as Hispanic and male
- Distributed via email on Qualtrics in 2022

Analysis

- For quantitative data, statistical software (SPSS) was used to generate descriptive statistics
- Multi-select & optional questions are more ethical but pose challenges for quantitative analysis
- Frequency for short OERs were generated (i.e. 'other' options)
- Qualitative analysis of OER questions was the priority of the current study

*Approximately 20% ($n = 204$) of the total sample ($N = 1,402$) had missing values for all variables. Most ($n = 203$) progressed through fewer than 9% of the survey. Results of a missing values analysis (Little, 1988) indicated that the missing data were randomly distributed (MCAR), $\chi^2(46367) = 26351.487$, $p = 1.000$, suggesting that the information missing from the respondents would not seriously bias estimates. Consequently, the analysis was conducted using listwise deletion ($N = 839$).

Research Question

1

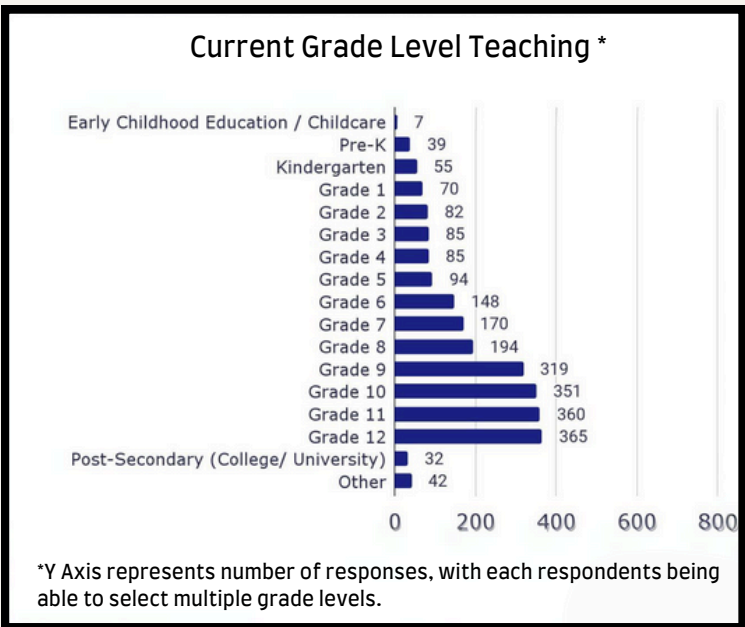
Who are Hispanic male teachers in Texas (grade level, content area, professional title, type of school, career path, teaching certification types, etc.), and what are their commonalities?

Of 839 Respondents...

- 56% were between 31-60 years old.
- 72% identified with Mexican ethnicity.
- 51% of participants self-identified as bilingual.
- There was about an equal distribution between urban and rural.
- 63% of respondents identified as first-generation college students.
- 77% have been teaching for more than six years.
- 85% attended public education in their own schooling.
- 85% currently teach at public schools.

41% of respondents reported their highest level of education as MA or higher!

13% of respondents aspired to become a school principal and ~5% aspired to become a superintendent.



<35% of respondents indicated they had an undergraduate major in education, while 51% selected they went through an alternative certification.

It was split almost evenly whether the teachers entered the teaching profession right out of college.

Research Question

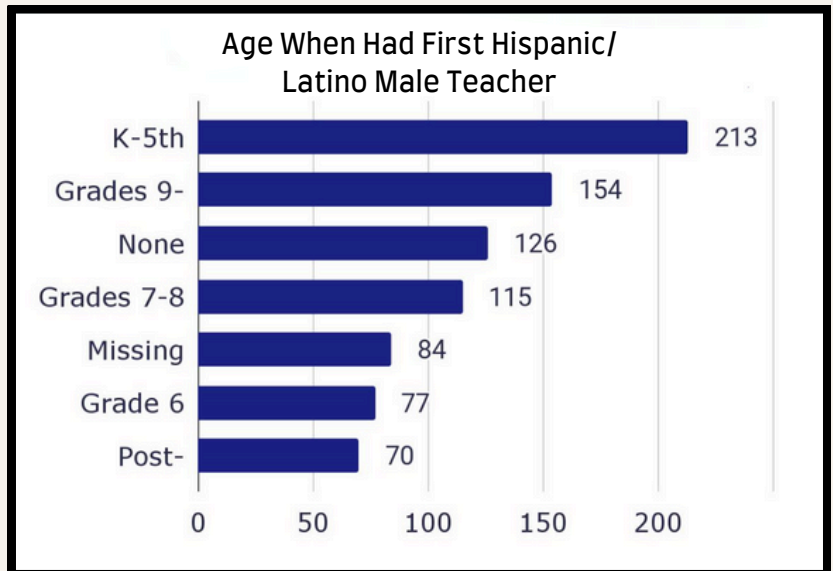
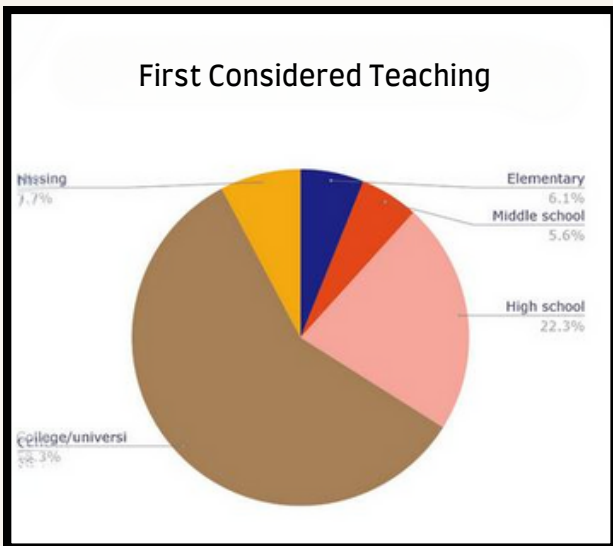
2

In what ways do the backgrounds and identities of Hispanic male teachers impact their lived experiences, pedagogical approaches, and professional relationships?



Many participants identified past teachers as individuals who influenced them to become a teacher.

The Hispanic male teachers also had a wide variety of prior careers before becoming a teacher, including management, military, paraprofessionals, or other professions.



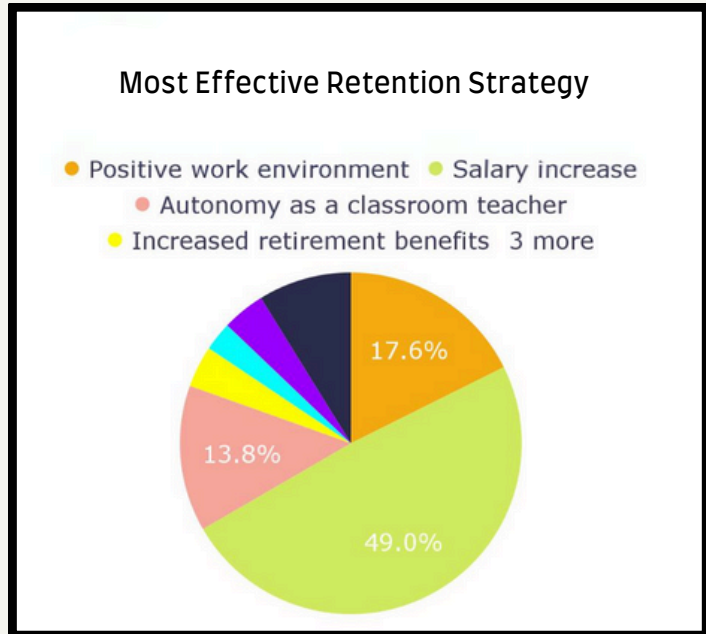
Research Question

3

What experiences have Hispanic male teachers had with educational stakeholders, administrators, or other faculty which have led to their success and barriers [in the classroom]?

62% of respondents indicated that they had considered leaving the profession in the last three years and a significant number of Hispanic male teachers indicated they had experienced stereotypes in the workplace.

This can be compared to the recent NEA survey (2022) in which 55% of educators agreed that they are thinking about leaving teaching earlier than they planned.



Direct Participant Quotes Related to RQ #3

<p>“As a Hispanic teacher in a school where the demographic is 40% Hispanic, but there is no Hispanic staff is disheartening.</p> <p>Sometimes it feels like its done on purpose. The Hispanic students are constantly being looked over.</p>	<p>“I am a first-generation college-educated male role model. I consider my story to be an inspirational anecdote and integral part of making a difference in students vision for their future in making decisions about their education.”</p>	<p>“On my first day, I was asked several times if I was the new Spanish teacher when I came in to teach a tested subject.</p> <p>The administration confuses me for another teacher who vaguely resembles me, but because we are Hispanic, we are apparently twins.</p>
<p>The counseling and go center team never focuses on them. They instead feel the need to go to me or the one other Hispanic teacher that works with us.”</p>	<p>“As an educator (not Latino), I am expected to do everything. As a Latino, I am expected to be perfect in English and Spanish. As a male, I am expected to be the disciplinarian and protectors of the school.”</p>	<p>I've been given important documents to sign for the other Hispanic teachers out of confusion from my head principal.”</p>

*Research note: In the realm of survey research, ensuring the accuracy and reliability of questions was paramount to obtaining meaningful data. While our initial pilot study provided valuable insights, we recognize several areas where quantitative and qualitative questions could be refined for even greater accuracy in the next survey iteration.

Continued Research Aim

To learn more about and from Hispanic Texas male teachers, to improve and expand upon efforts to recruit, prepare, and support more Hispanic male teachers in Texas and across the United States.



*For more information about the above research, see: Ekpe et al., (2025) [Forthcoming].



College of Education

ABOUT ▾

ACADEMICS ▾

ENGAGEMENT ▾

RESEARCH ▾

LAB SCH

Maestro Program

College of Education › Engagement › Impact › Maestro Program



DIVERSITY, I

Only 2% of the teacher workforce consists of Hispanic males

History:







Reflecting on his own experiences as a Hispanic male who only had one male teacher who looked like him, Dr. Frank Hernandez (Dean of the TCU College of Education) started the Maestro Program in the Fall of 2022 in the TCU College of Education. When the Maestro Program first began, four students (one Middle/Secondary English Language Arts major, one All-Level Spanish Education major, one Early-Childhood to 6th Grade major, and one All-Level Music Education major) were enrolled.

Starting in the Fall of 2024, the Maestro Program will have 15 men & women of color, working to complete undergraduate majors spanning from Early-Childhood to 6th Grade, Middle Secondary Social Studies & English, All-Level Spanish, All-Level Music, All-Level Physical Education, and graduate students seeking masters and doctoral degrees.

The program has a goal to enroll ten new Maestros, each year, over the next five years.



As Maestro Program participants, students have access to the following five program components: Financial Aid (Scholarship Opportunities), the Cooperating Teacher Academy, additional scholarships to participate in a Study Abroad program, course work embedded with highly specialized Learning by Scientific Design cognitive principals of learning, and participation in on-going programming/networking via the Professional Seminar series.

<h2>Maestro</h2> <p>Scholarship Opportunities</p>  <p>The College of Education has Successfully worked with TCU Scholarships/Financial Aid to provide support for Maestros</p>		<p>LEARNING BY SCIENTIFIC DESIGN</p> <p>Network in which Maestro students will understand cognitive principles and their connection to teaching and learning</p>		<p>STUDY ABROAD</p> <p>Participate in clinical teaching, observation and learning with ETEN partners</p>
		<p>COOPERATING TEACHER ACADEMY</p> <p>Identify the top teachers in partner districts to support Maestro Program students</p>		<p>PROFESSIONAL SEMINAR</p> <p>Connect program participants to city leaders and as they work to develop their own leadership capacity and skills</p>



MAESTRO PROGRAM SUSTAINABILITY & IMPLEMENTATION NEEDS & ACTIONS

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Recruitment Needs:

1. Share program with high school and transfer students
2. Website pages that offer information on the program
3. Connect with interested families and students

Recruitment Actions:

1. Visit community colleges to share about Maestro
2. Offer website with option to request information
3. Offer prospective students and their families the opportunity to visit the campus and tour the College of Education

Teacher Development Needs:

1. Faculty who care for and support students in their courses
2. Address cognitive science of learning
3. Account for the diverse student populations that a teacher might work with

Teacher Development Actions:

1. Nurture faculty-led, student organizations (e.g., BESO, Maestro, etc.) and on-going, open, and supportive *pláticas* between faculty and students
2. Follow Learning by Scientific Design curriculum for teacher education students
3. Include courses on bilingual education, special education, and the intersections of culturally and linguistically diverse youth



Community of Support Needs:

1. Regular touchpoints for students
2. Engaged faculty who are available to meet with students as needed
3. Group space (physical & virtual) for students to share
4. Support as students navigate institutional processes
5. Connect preservice teacher candidates with in-service teacher mentors

Community of Support Action:

1. Offer check-ins throughout the academic year
2. Be available for students to reach out and make sure this availability is communicated to students
3. Reserve space & time with affinity groups, create a group texting thread for students to connect within and to use to connect individually as well
4. Advocate on behalf of students within institutional processes (e.g., advising, graduate school application, etc.)
5. Develop and grow the Cooperating Teacher Academy that provides mentorship, support, and ongoing professional development for preservice and in-service teachers



Funding/Sustainability Needs:

1. Funding
2. Greater development of the support network
3. Increase of support to students engaging

Funding/Sustainability Actions:

1. Expand upon existing local non-profit grants and support (e.g., Fort Worth Education Partnership) to apply for larger national support (AT&T, Coca-Cola, American Airlines, Texas Instruments, Dell, etc.) who have interest in investing in community education initiatives
2. Expand the TCU Maestro Program to program affiliates at other Texas and U.S. universities
3. Continue working to secure support from the university, donors, and community partners to address the financial need of current and future Maestro



To be a partner, donate to Maestro, request information, apply to Maestro, put on a Maestro event, and/or start a Maestro-affiliated program:

Contact Dr. Steve Przymus at the TCU College of Education: s.przymus@tcu.edu.

Go to www.maestro.tcu.edu to learn more and to create an inquiry.

Current Partners



**College of Education
Andrews Institute
ANSERS Institute
Center for Public Education & Community Engagement
College Advising Corps
Office of Diversity & Inclusion**

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LEARN MORE ABOUT MAESTRO AND APPLY TO MAESTRO

16

Now accepting Maestro applicants

Maestro is a new initiative to strengthen the diversification of Texas' teaching force by recruiting, preparing, and supporting Latinx men to earn their degrees and teaching credentials.

This will mark an increase of Latinx men entering the teaching ranks, resulting in more Latino male teachers serving as role models for the youth whom they teach and guide — bringing more “windows and mirrors” to classrooms throughout Texas schools. Our aim is to close the gap by increasing the number of Latinx male teachers serving as role models and achieving social, educational, and financial stability.

To learn more about about the program or support the development efforts, contact Steve Przymus at s.przymus@tcu.edu or reach out to the College of Education at coe@tcu.edu



WWW.MAESTRO.TCU.EDU