

# Demographics of Deaf School Leaders

Nathan E. Harrison & Michelle T. Tanner


CEASD 2023





# CEASD Strategic Plan Connections


Two areas of the [CEASD Strategic Plan](#) connect with our presentation today:




**A:** Address diversity, equity, and inclusion




**E:** Expand pipeline of & retain Deaf educators and leaders



As we present today, keep these two goals in the back of your mind and ask yourselves:



“Are the trends we’re seeing nationwide and in *your* school fostering DEI and expanding the pipeline of future leaders for *your* school and our profession?”





# Data Collection

1. Literature review of teacher and administrator demographics since the 1980s – not many studies focusing on administration
2. Research Question: **What are the current demographics of leaders of Deaf Schools/Programs in North America?**
3. Survey given to administrators at 2022 CEASD Conference & through CEASD email lists during Spring 2022





# 01

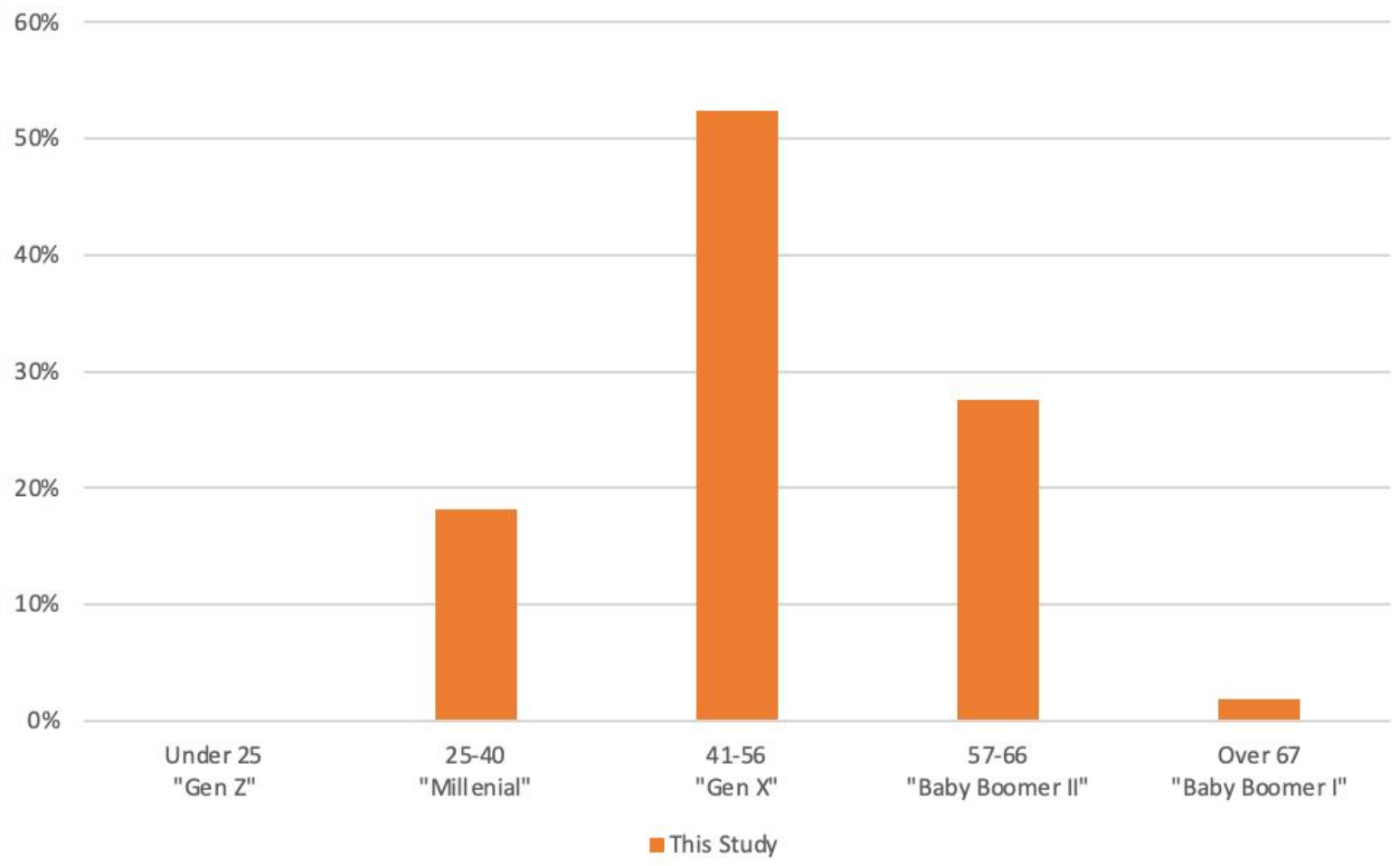
# Big Picture Data

What our study and past studies say about demographics

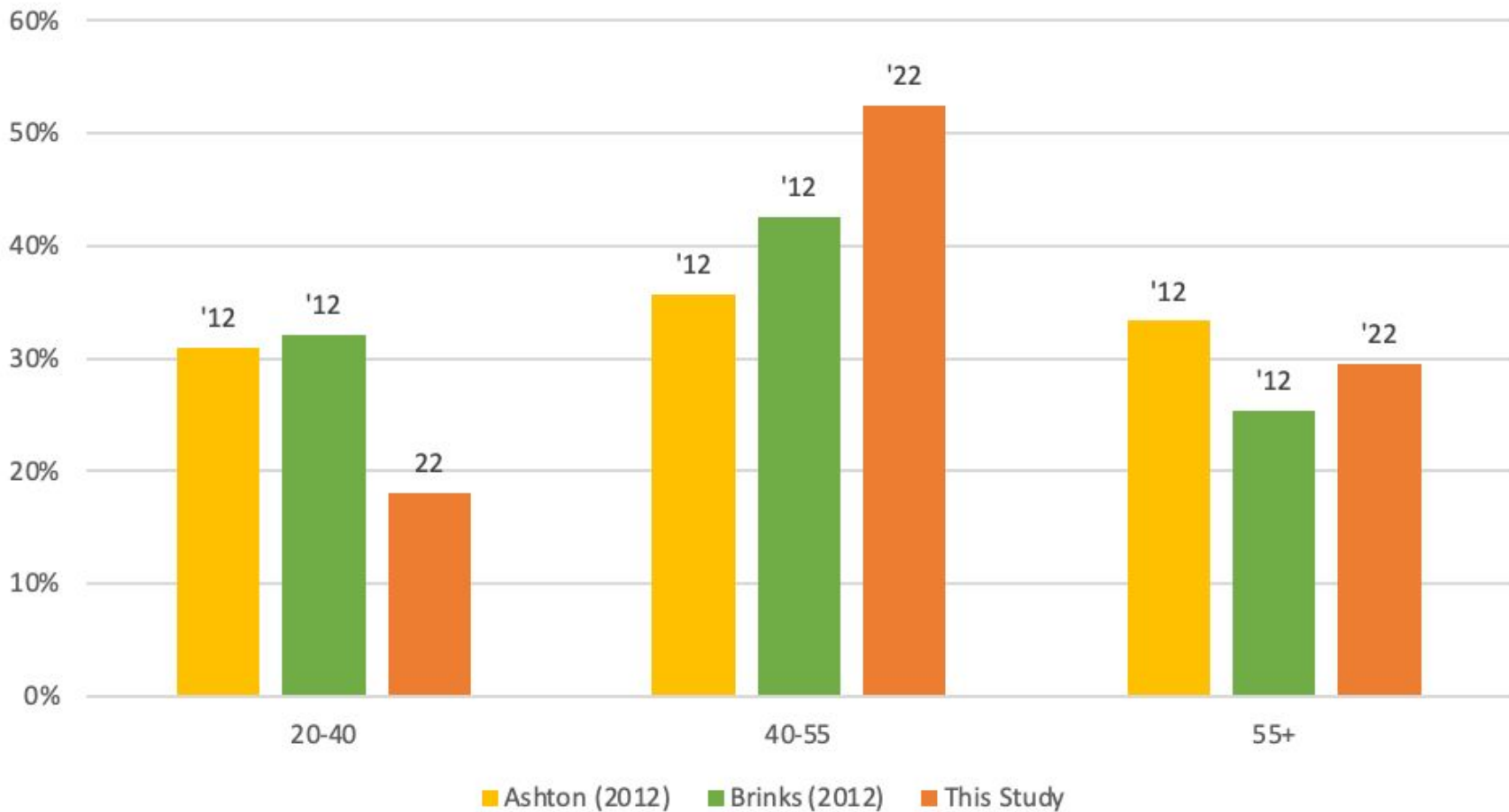




# Percentage of Leaders by Age

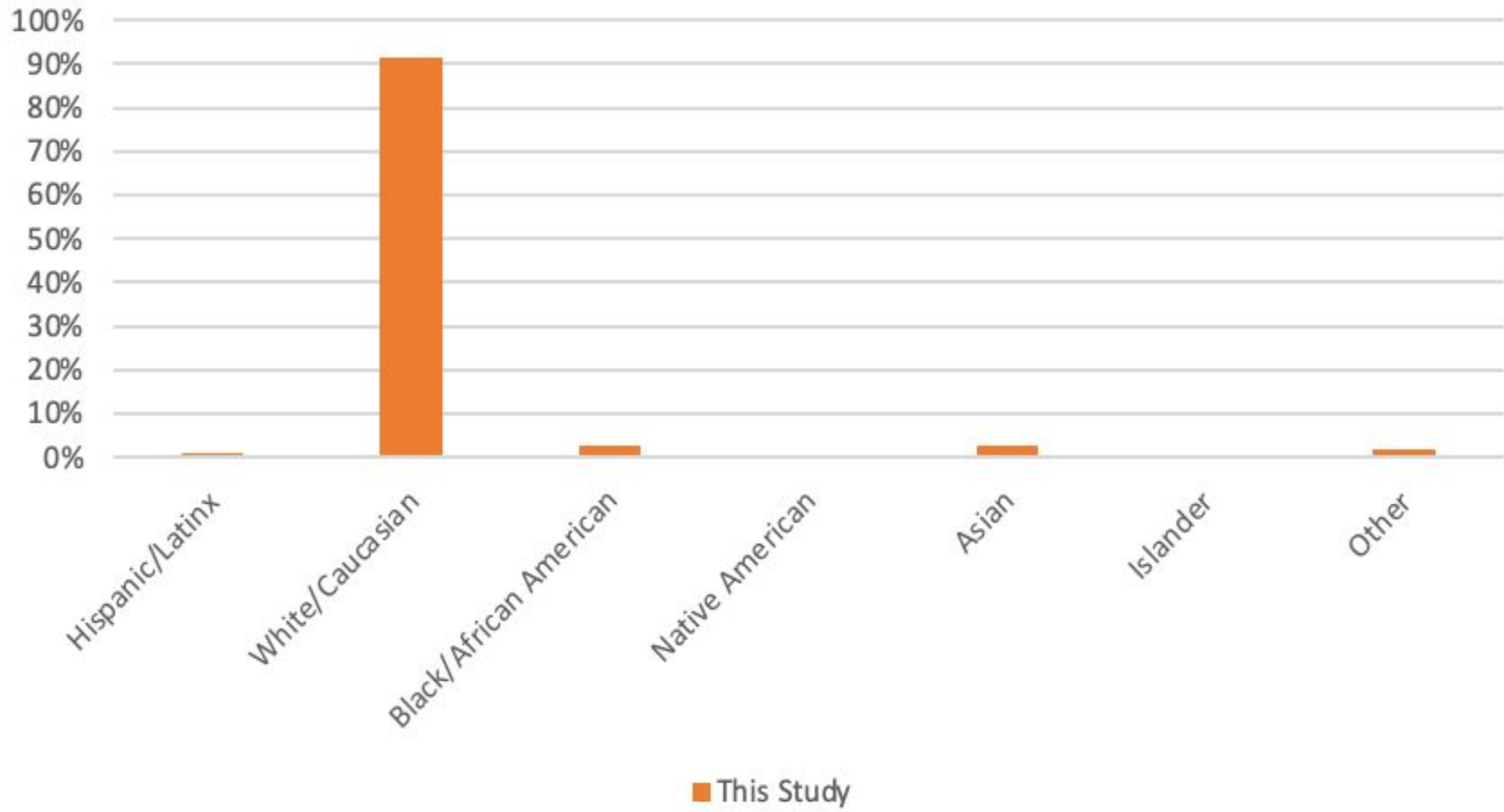


# Leaders Age Over Time

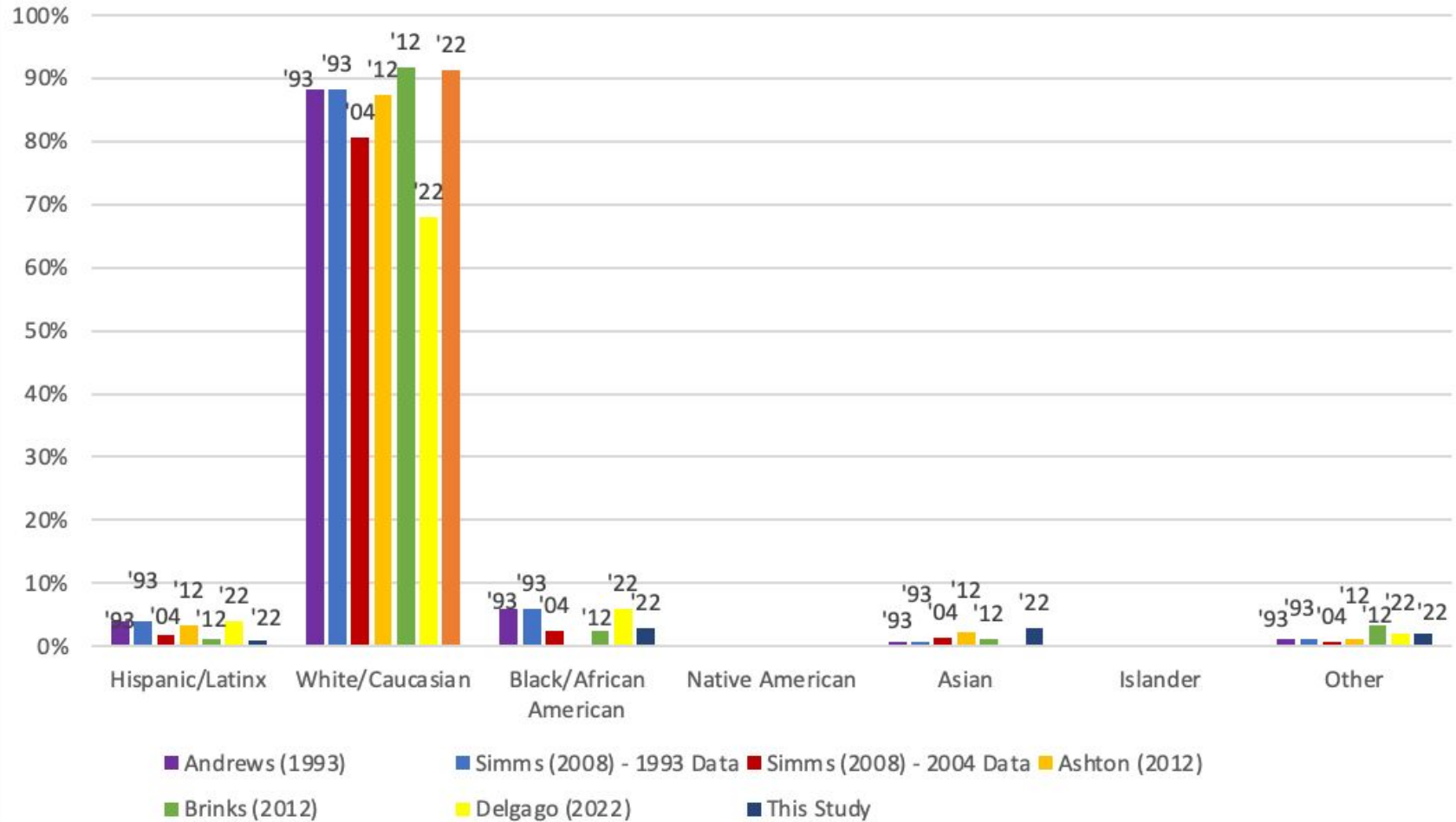




# Percentage of Leaders by Race

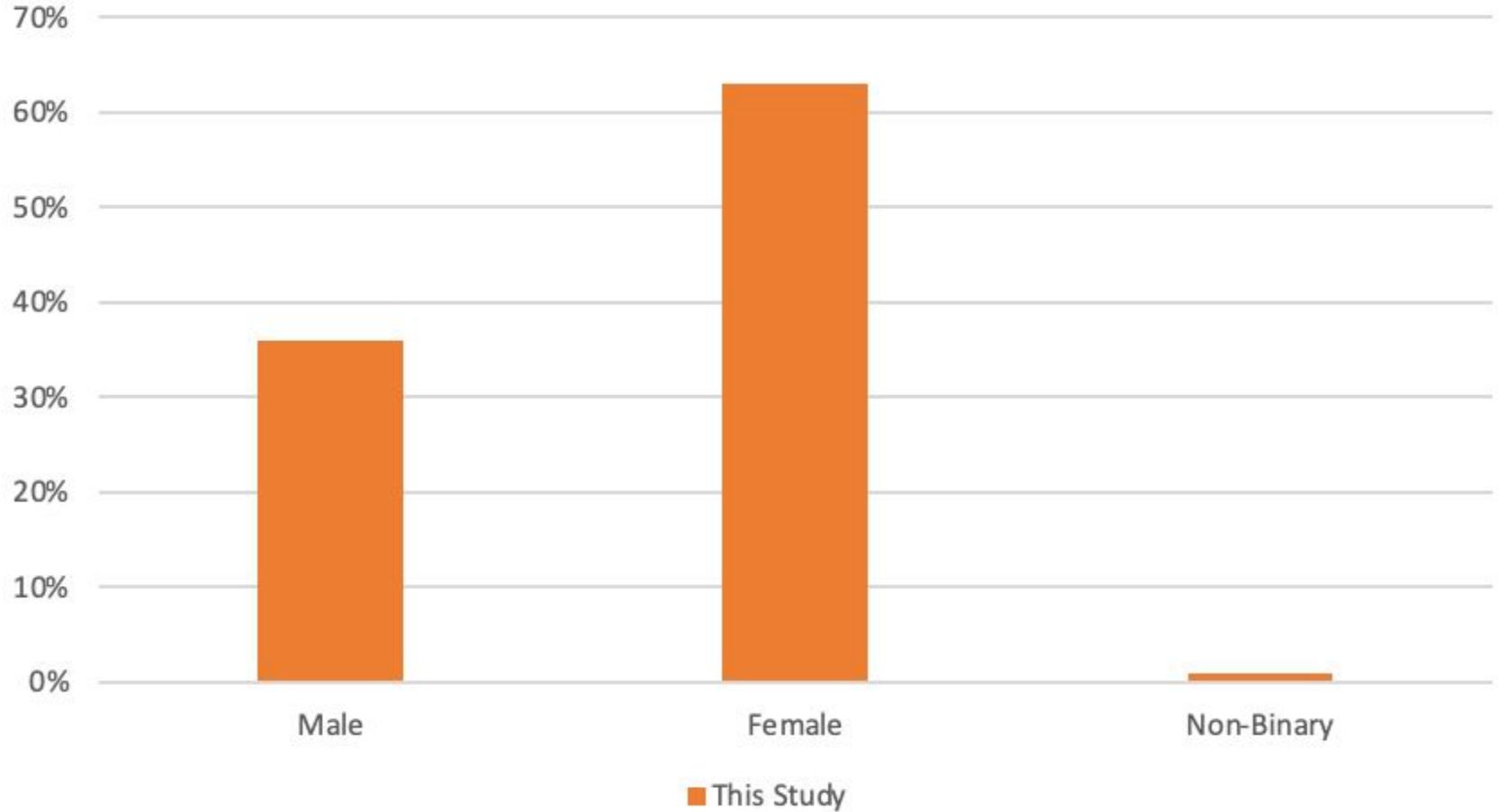


# Leader Race Over Time

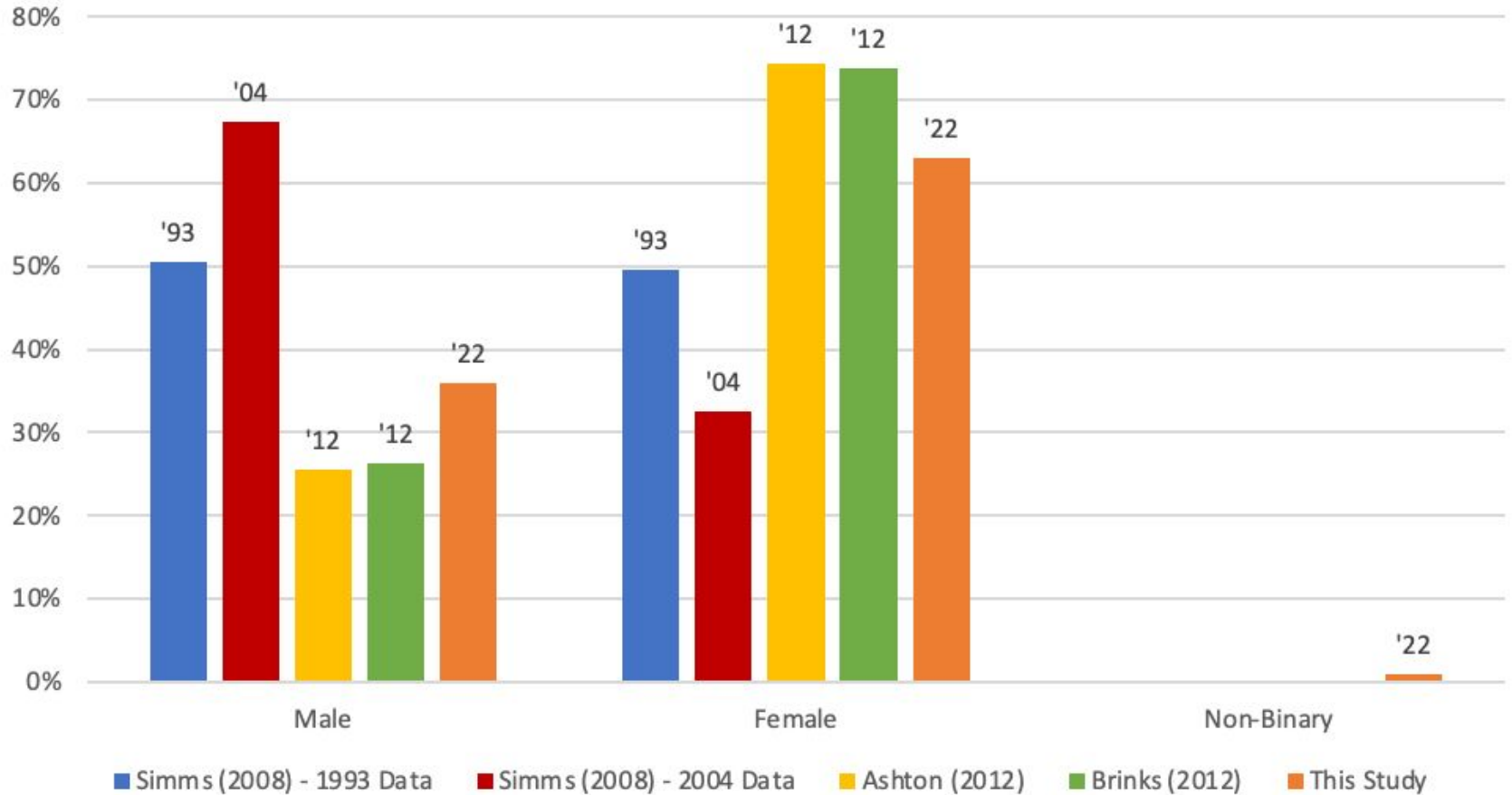




## Percentage of Leaders by Gender

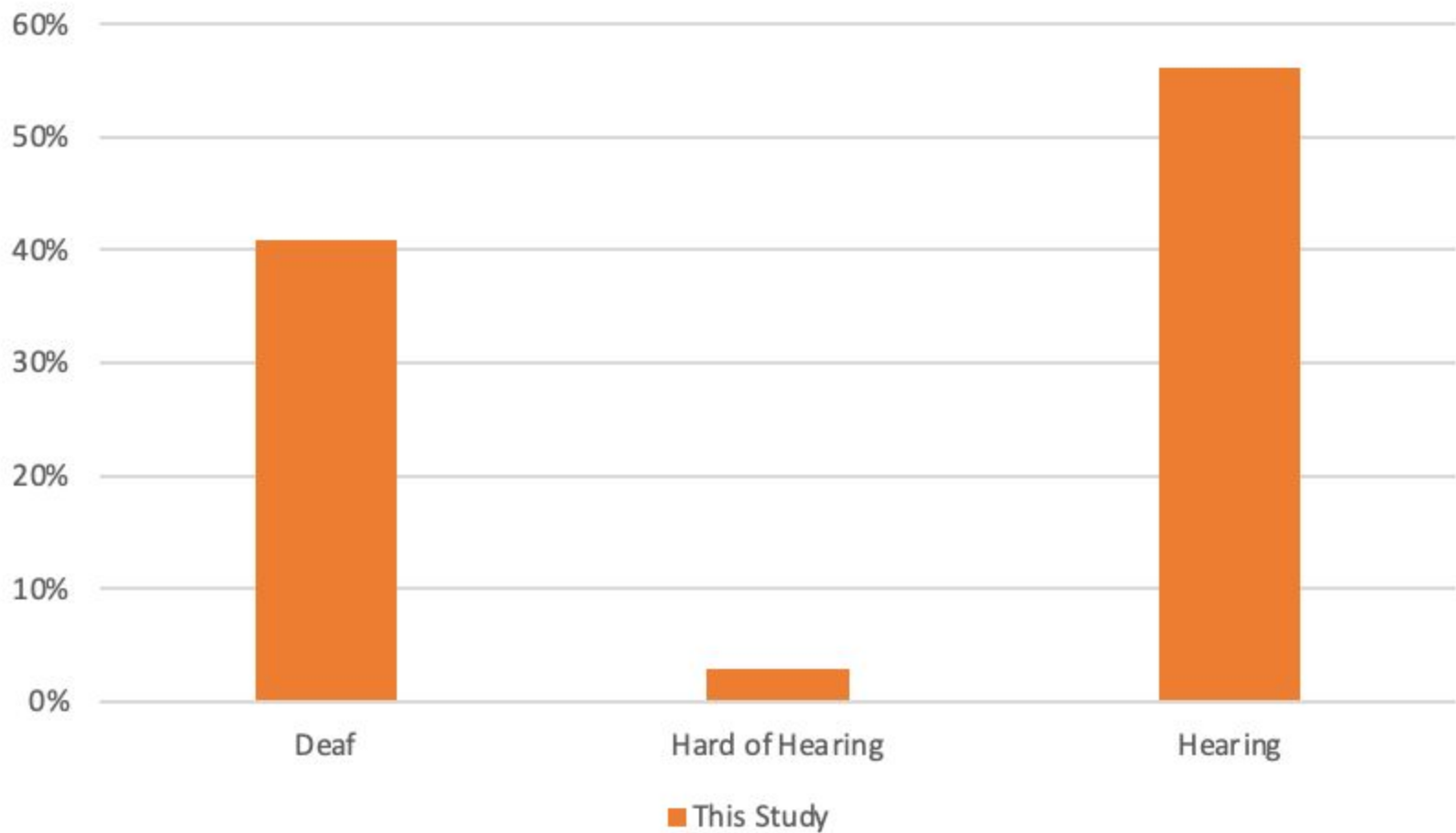


## Leader Gender Over Time

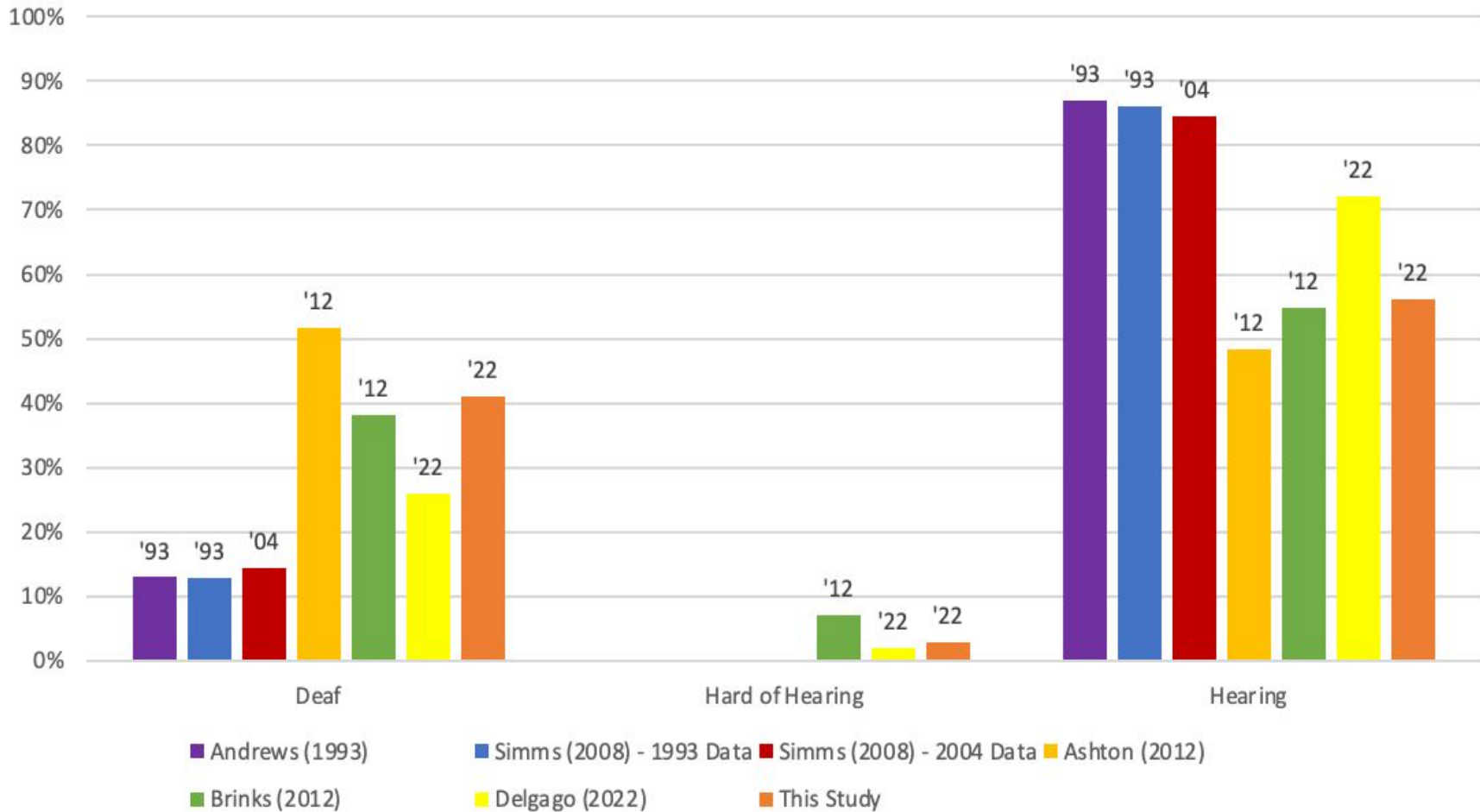




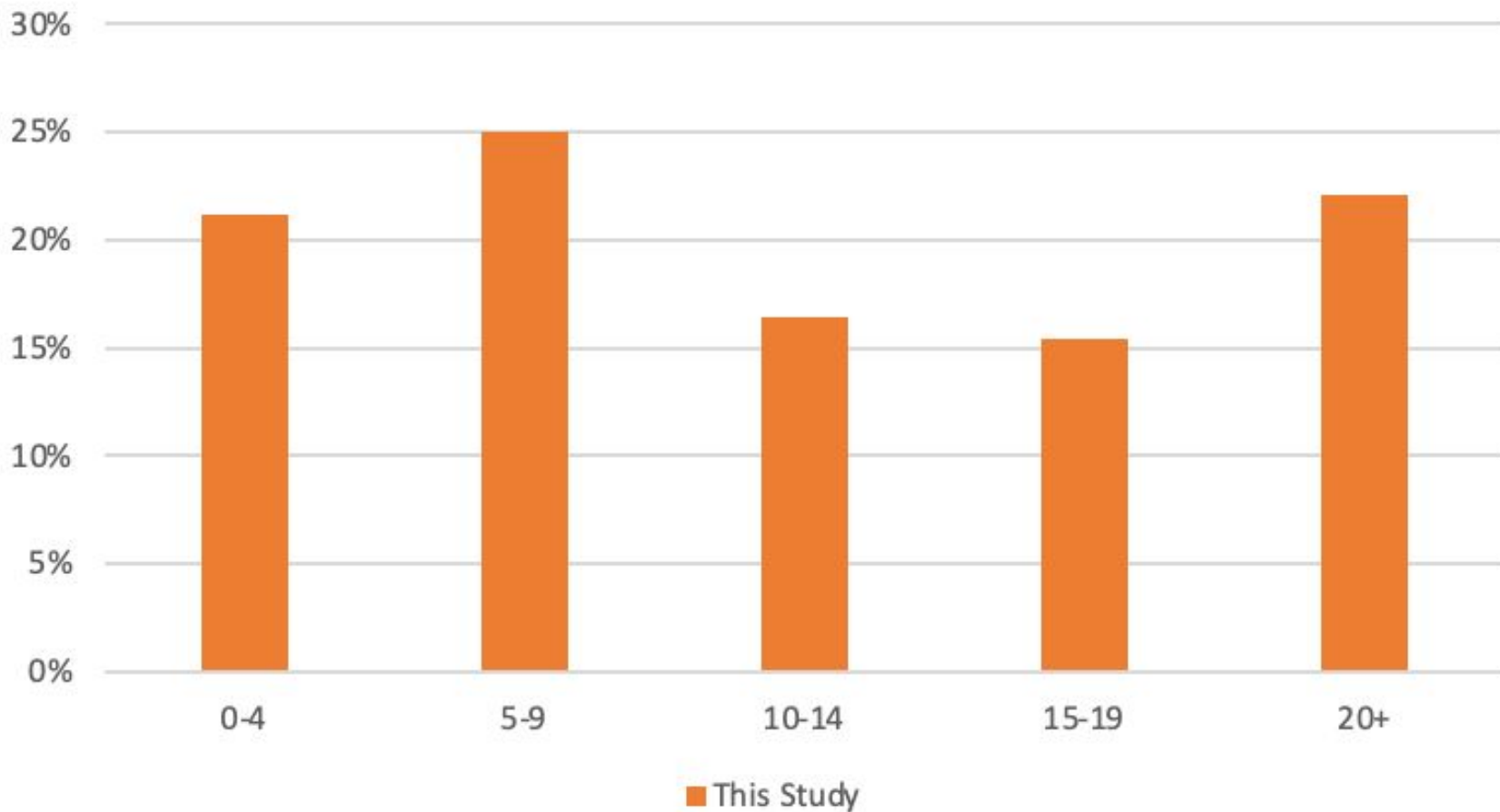
## Percentage of Leaders by Deaf/Hearing



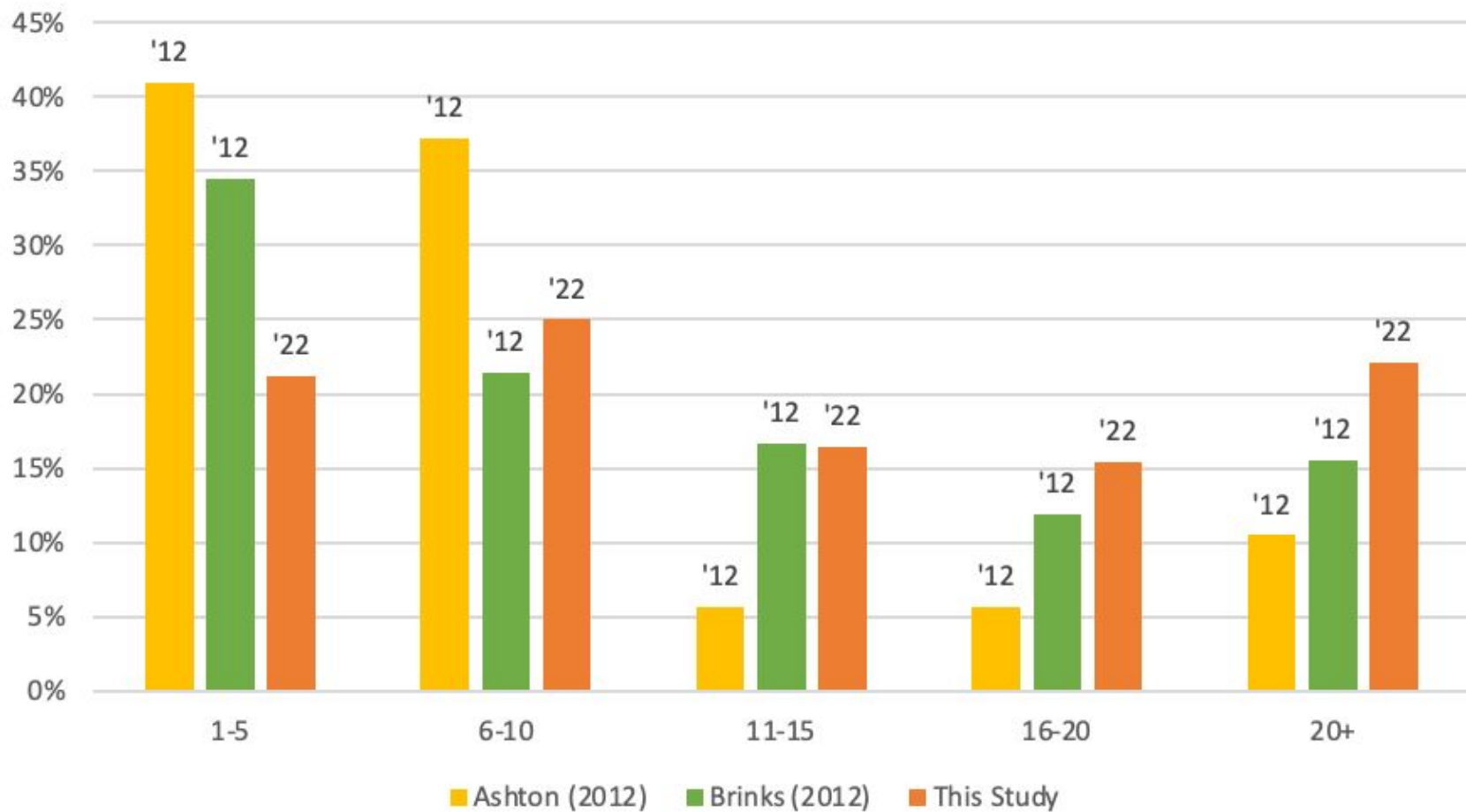
# Leader Deaf/Hearing Over Time



## Percentage of Leaders by Years of Leadership



## Leader Years of Service Over Time



# Table Discussion:

What are the demographics of the leaders at your school?



# 02

# Looking at Trends

Digging into the data a little deeper







# Trends We Already Know, But Worth Revisiting

## Deaf & Hearing

There are more hearing than Deaf leaders across all positions.

## Deaf in ASL/LSL

There are more Deaf & Hard of Hearing leaders in ASL/English than LSL.

## Age


“Higher” leadership positions are filled more often by “older” leaders.

## Residential

All language philosophies represented at both public and private residential schools.

## Day School

Day schools, especially charters, lean ASL/English. District programs appear to lean TC and ASL/English.





# Race & Leadership Role

01

## Superintendent

Executive leadership had 7% BIPOC leaders.

03

## School Leadership

Principals, directors of instruction, & related services coordinators were the least diverse (<1%). Asst. Principals were 33% BIPOC.

05

## ASL & LSL

It appears that ASL/English programs are more diverse than LSL programs.

02

## Residential Life

Residential leadership had the greatest diversity with 86% BIPOC leaders.

04

## "Other" Leadership

The second highest diversity in leadership was the "other" leadership position category.





# Years of Service

1

**Race.** With a couple of exceptions, Leaders of Color report less than 10 years of leadership experience.

2

**Deaf/Hearing.** Percentages appear that there are more Deaf than hearing leaders with less than 10 years of experience and more hearing than Deaf leaders with more than 10 years of experience.. Significance tests, though, show that there is no statistically significant difference.

3

**Gender.** Appears that there are consistent proportions of Genders throughout all years of leadership experience, noting that total amount of females is on the rise.





# Non-Statistically Significant Trends



## Gender & Leadership Role

Gender is distributed “evenly” across all types of leadership roles – given that gender in leadership roles is not an equal number.



## School Type

The type of school (residential, day, public, private, etc.) has no relationship to Deaf/Hearing status, Years of Service, or Gender.



## Age

Age appears to have no relationship to Deaf/Hearing status, Gender, Race, School Type, or Language Philosophy.



## Table Discussion:

What data/trends are encouraging to you?

What data/trends are discouraging to you?





# 03

# Discussion

Table & Group Discussions About the Data, Trends, & the Future of Our Profession





## Table Discussion:

Where do your teachers come from?

Where do your leaders come from?

Do you have an established “pipeline” or an uncertain  
“garden hose”?





# Group Share Out







## Table Discussion:

What can we do to contribute to the number of students entering the education profession?

How do we encourage underrepresented students to become educators?





# Group Share Out





## Table Discussion:

What is your “plan of succession” for your current position?

How do we prepare future educational leaders while they’re still in the classroom?

How do we support future leaders from underrepresented groups?





# Group Share Out



# CEASD Surveys

To support the CEASD Strategic Planning - Recruitment and Retention committee, we're introducing two one-question surveys to better understand the challenges faced in our recruitment and retention of teachers and administrators.

**Please share these surveys widely at your school/program!!!**

**For Administrators: [bit.ly/CEASDleadersurvey2023](https://utahsdb.sjc1.qualtrics.com/jfe/form/SV_1GMEun2KH4NMMyF0)**

[https://utahsdb.sjc1.qualtrics.com/jfe/form/SV\\_1GMEun2KH4NMMyF0](https://utahsdb.sjc1.qualtrics.com/jfe/form/SV_1GMEun2KH4NMMyF0)

**For Teachers: [bit.ly/CEASDteachersurvey2023](https://utahsdb.sjc1.qualtrics.com/jfe/form/SV_9yIJp3KXyTloXSC)**

[https://utahsdb.sjc1.qualtrics.com/jfe/form/SV\\_9yIJp3KXyTloXSC](https://utahsdb.sjc1.qualtrics.com/jfe/form/SV_9yIJp3KXyTloXSC)



# Contact Us

## Michelle Tanner, EdD

Dr. Tanner is the Associate Superintendent for the Deaf at the Utah School for the Deaf. Accomplishments have included establishing a Deaf Education license in the State of Utah, leading the LEAD-K Utah team, strengthening transition services for deaf students in Utah, starting the first online deaf school program, creating the USD Portrait of a Graduate, and promoting unification between all programs of the deaf at USDB. She is currently collaborating with the State to create an in-house Deaf Education licensure program. Her doctorate degree focused on the regression and recruitment in leadership positions at schools for the deaf which included a study of the critical shortages of educators.

Contact Dr. Tanner at [michelle@usdb.org](mailto:michelle@usdb.org)

## Nathan E. Harrison, EdD

Dr. Harrison is the Curriculum Director for the Utah School for the Deaf. His interests focus on leadership, transition to adulthood, improving pedagogy and andragogy, and ASL/English curriculum.

Contact Dr. Harrison at [nathanh@usdb.org](mailto:nathanh@usdb.org)

<https://bit.ly/5MinutesWithNate>

We're always open to collaborations with other schools!

# References







Andrews, J. F., & Jordan, D. L. (1993). Minority and minority-deaf professional: How many and where are they? *American Annals of the Deaf*, 138(5), 388-396. <http://doi.org/10.1353/aad.2012.0340>

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# 04

## Student, Teacher, & Hearing Leader Data

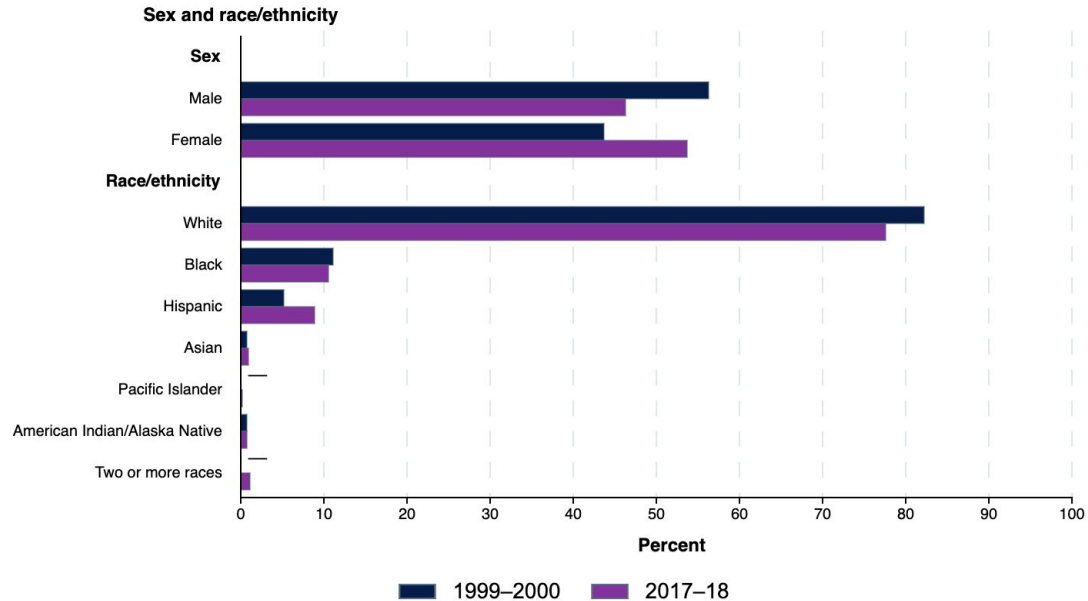
This information was not part of our study or presentation -  
but it's interesting for those looking at this slide deck  
afterwards.





# Hearing Leaders Gender & Race

Figure 1. Percentage distribution of public school principals, by sex and race/ethnicity: 1999–2000 and 2017–18



— Not available.

# Rounds to zero.

NOTE: Data are based on a head count of full-time and part-time principals rather than on the number of full-time-equivalent principals. Separate data on principals who were Asian, Pacific Islander, and of Two or more races were not available in 1999–2000. In 1999–2000, data for principals who were Asian included principals who were Pacific Islander, and principals of Two or more races were required to select a single category from among the offered race/ethnicity categories (White, Black, Hispanic, Asian, and American Indian/Alaska Native). Although rounded numbers are displayed, the figures are based on unrounded data. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2017–18. See *Digest of Education Statistics 2019*, [table 212.08](#).

(National Center for  
Education Statistics,  
2022)

# Student Race Over Time

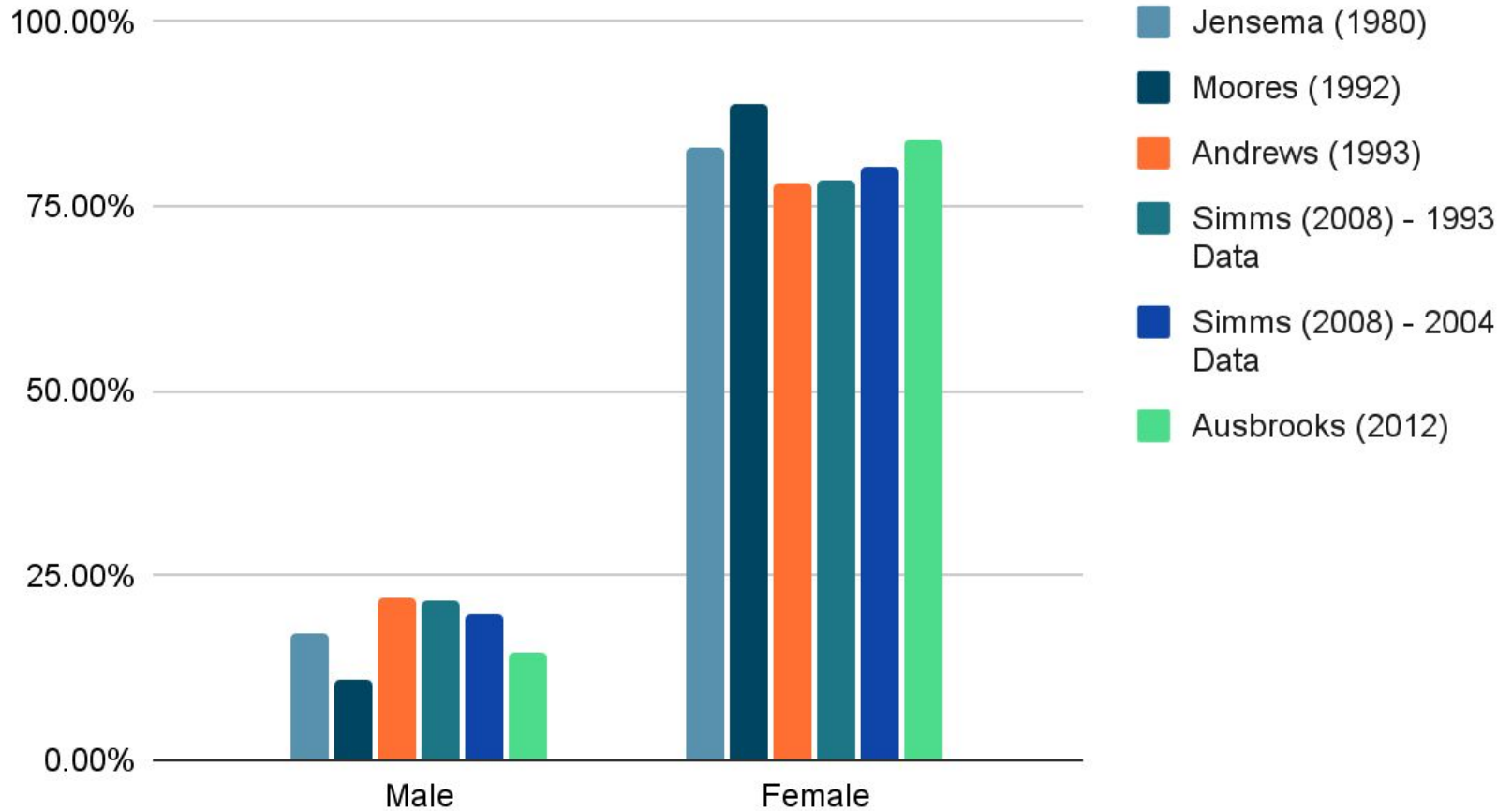
**Table 1**

Ethnic/Cultural Background of Deaf Children in the United States: 1973–2005

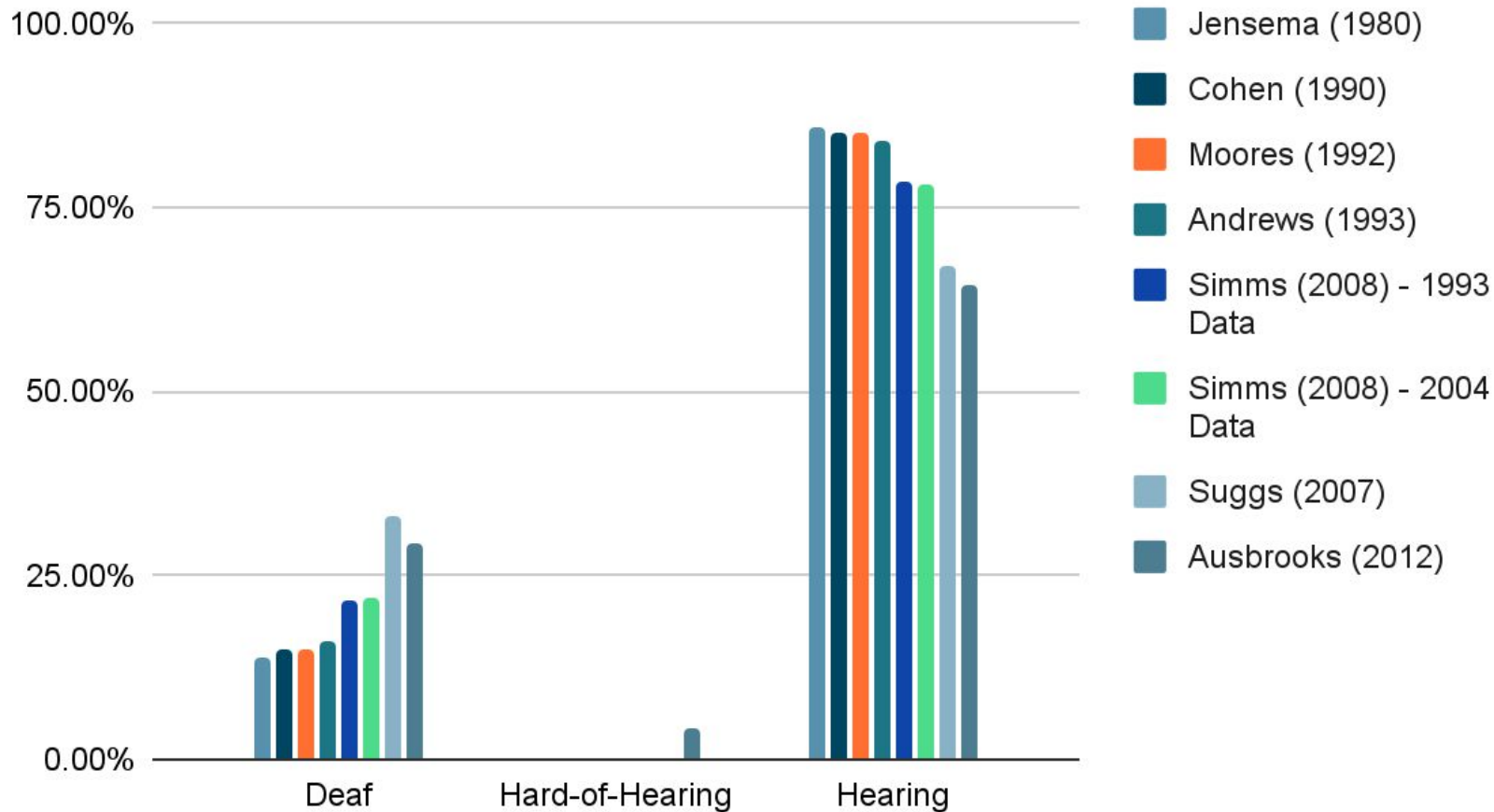
	1973–1974	1983–1984	1993–1994	1999–2000	2000–2001	2001–2002	2002–2003	2003–2004	2004–2005
<b>N</b>	<b>43,794</b>	<b>53,184</b>	<b>46,099</b>	<b>43,861</b>	<b>43,416</b>	<b>42,361</b>	<b>40,282</b>	<b>38,744</b>	<b>37,500</b>
White	31,115 75.8%	35,069 67.0%	27,779 60.3%	23,384 54.7%	22,992 53.9%	21,892 52.6%	20,280 51.2%	19,640 51.5%	18,712 50.7%
African American	6,407 15.6%	9,337 17.8%	7,935 17.2%	6,945 16.3%	6,757 15.9%	6,607 15.9%	6,084 15.4%	5,880 15.4%	5,647 15.3%
Hispanic	2,987 7.3%	5,720 10.9%	7,381 16.0%	8,903 20.8%	9,299 21.8%	9,489 22.8%	9,695 24.5%	9,226 24.2%	9,226 25.0%
Asian–Pacific Islander	278 0.7%	1,130 2.2%	1,760 3.8%	1,721 4.0%	1,681 3.9%	1,768 4.2%	1,698 4.3%	1,567 4.1%	1,512 4.1%
American Indian	177 0.4%	267 0.5%	312 0.7%	370 0.9%	350 0.8%	327 0.8%	329 0.8%	329 0.9%	307 0.8%
Other	106 0.3%	479 0.9%	638 1.4%	692 1.6%	727 1.7%	687 1.7%	669 1.7%	688 1.8%	708 1.9%
Multi-ethnic	NA	298 0.6%	294 0.6%	723 1.7%	797 1.9%	838 2.0%	823 2.1%	819 2.1%	805 2.2%

(Simms et al., 2008)

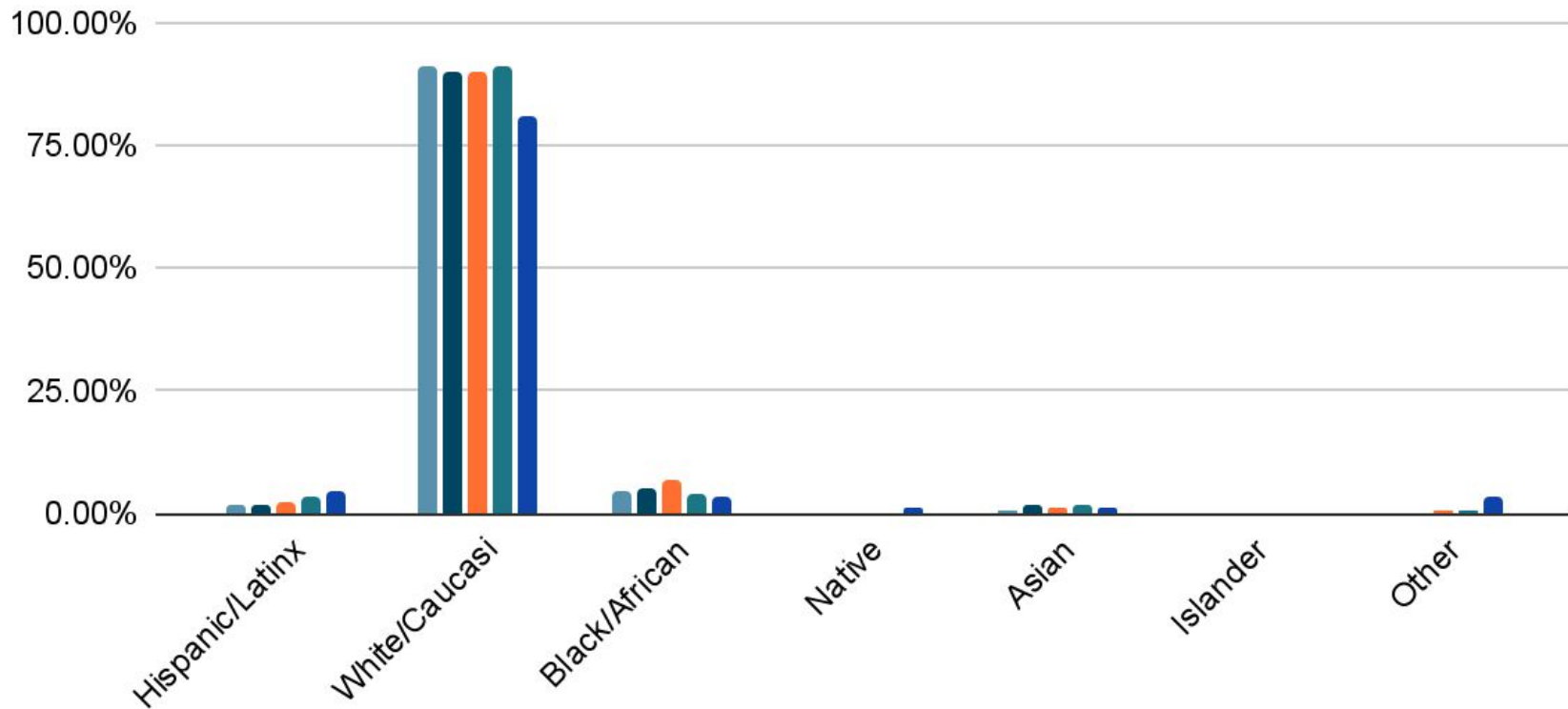
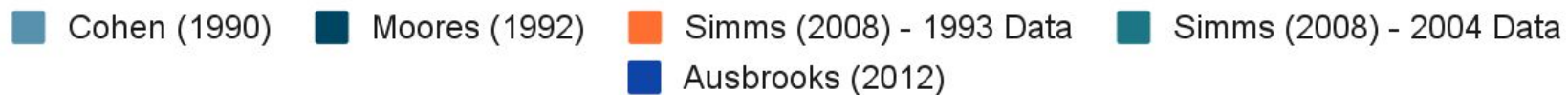
# Teacher Gender Over Time



# Teacher Deaf/Hearing Over Time



# Teacher Race Over Time





# References for This Section

Andrews, J. F., & Jordan, D. L. (1993). Minority and minority-deaf professional: How many and where are they? *American Annals of the Deaf*, 138(5), 388–396. <https://doi.org/10.1353/aad.2012.0340>

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