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ABSTRACT

This paper provides an extensive literary review and presents guidelines and strategies to help school administrators recruit and retain highly effective minority teachers for culturally diverse school districts. The literature review identifies successful teacher recruitment approaches and specific techniques that make these approaches work. Research shows that the first step educators and administrators must take is to develop an effective and aggressive recruitment campaign for each educational organization. Administrators must learn about the target group to be sure that the values of the school and applicant match. The next step is to exhibit the four "C's" of recruitment: (1) concern for the problem; (2) commitment to the recruitment program; (3) collaboration; and (4) creativity. The final step is to realize that some strategies may not work, so it may be necessary to use a combination of strategies. Specific strategies are summarized in "Administrator's Guidebook: The Recruitment and Retention of Minority Teachers," included as an appendix to this report. (Contains 42 references.) (SLD)

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INCREASING THE POOL OF MINORITY CANDIDATES: AN ADMINISTRATOR'S
GUIDE ON THE RECRUITMENT AND RETENTION OF EFFECTIVE
MINORITY TEACHERS IN INNER CITY SCHOOLS

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INTRODUCTION

Remembering the neighborhood schools of the past brought joy to some, tears to others: joy for the days when friends walked in comfort, laughing, playing, or running to catch the bus to the school just down the street; tears of sorrow for the shutting down of empty school buildings, kids bused miles away from home and the stares of hatred piercing through the hearts of men. According to Chief Justice Earl Warren, “segregation generates a feeling of inferiority as to their (the children’s) status in the community that may effect their hearts and minds in a way unlikely to ever be undone” (Gillette & Chinn, 1997, p.2). Unwilling to share their schools, white parents and community leaders created large, private school systems that would keep their schools predominantly white and segregated (Gillette & Chinn, 1997).

This demise of predominantly white inner city schools began with the landmark case of Brown v. Board of Education (1954), when the Supreme Court ruled the “separate but equal” doctrine unconstitutional, and when white Americans began to leave the cities for the suburbs. Whenever black families moved into predominantly white neighborhoods, white families removed their children from public institutions and enrolled them into private institutions, what they considered greener pastures without the interference of unwanted minorities. One could probably say that this “white flight” was a root cause of

why the majority of students in urban or inner city public schools today are minorities (Ascher, 1993; Donnelly, 1988; Gillette & Chinn, 1997).

According to 1994 research by the American Association of Colleges for Teacher Education (AACTE), the percentage of whites enrolled in public schools decreased almost 17% from 1976 to 1990, while the minority population in grades 1-12 increased dramatically. Another researcher stated that since 1980, 8 million immigrants have arrived in the United States, bringing 2 million students into the nation's schools (Ascher, 1993). Due to the great influx by immigrants, American schools changed from biracial to multiracial, multicultural institutions. As late as 1976, non-Hispanic, white students made up 76% of all public school students, but by 1986, white enrollment of students was on the decline and fell to approximately 70%. At the same time, African American students' percentage remained about the same, while Hispanic students increased from 6.4% to almost 10% and Asians from 1.2% to 2.8% of all students (Ogle, Alsalam, & Rogers, 1991).

These demographic trends demonstrate that students of color will continue to increase in urban and inner city schools. Thus, it is critical for administrators and teacher educators to find effective teachers, specifically minority, who will be able to succeed in educating students in culturally diverse school environments.

Since 1980, the number of minority students enrolled in public schools had been rising, while the number of minority teachers continued to lag behind (Donnelly, 1988; Laframboise & Griffith, 1997; Olmedo, 1997). The need for more teachers of color

became evident when one looked at how student enrollment patterns in public elementary and secondary schools have altered the make-up of the classroom (Lewis, 1996). Ascher (1993) reported that between 1980 and 1990, the proportion of inner city public school students who were African American, Hispanic, Asian American or Native American increased from 66.6% to 75%.

The shortage of minority teachers has serious consequences for both minority and majority children. According to the Carnegie Task Force on Teaching, the race and background of teachers influenced children's attitudes toward school and their views of their own and others' intrinsic worth (Donnelly, 1988). This shortage has become not only a local problem but a national dilemma and has caused many school districts to create new ways of recruiting prospective candidates.

A recent article in the Fort Worth Star Telegram, for example, stated that 50 of the 90 faculty vacancies in the Fort Worth ISD had not been filled since the first of the 1997 school year for lack of qualified applicants (Editor, 1997). Even more recently, the Fort Worth Star Telegram (1998) indicated the Fort Worth ISD was using posters to advertise bonuses for new teacher signees. The article included how the Fort Worth ISD expected to lose 10% of its teachers to retirement.

Across the country, districts prepared for serious shortages of teachers in the next decade, as a generation of educators retire and student populations swell (National Commission on Teaching, 1997; "Recruiting More Teachers," 1998). In Florida, for example, troubled schools that had been successful in attracting new teachers

found out a few years later after much time and money was spent on training that they had left for other schools. One third of public school teachers nationwide quit in the first three years, and a growing number cited stresses from unexpected demands in and beyond the classrooms (National Commission on Teaching, 1997; Jefferson, 1996).

When students of predominantly white schools left for suburbia and for the new private and parochial schools, they took with them many highly effective teachers. Therefore, schools today are struggling to fill teaching positions in many culturally diverse school districts ("Recruiting More Teachers," 1998; Editor, 1997). These unexpected demands and other stressful situations meant that recruiting and retaining qualified, competent teachers for culturally diverse school districts became a societal dilemma for teacher educators and school administrators (Ascher, 1993; Donnelly, 1988).

The purpose of this paper was to provide an extensive literary review and to develop guidelines and strategies to help school administrators recruit and retain highly effective minority teachers for culturally diverse school districts. In order to accomplish this task, it was the goal of this paper to provide a variety of fresh, innovative strategies that would help increase the pool of minority candidates entering teacher education programs who have demonstrated high interest in becoming teachers. These teacher candidates would also possess the qualities and skills necessary to be successful in a demanding field. The resulting guidelines and strategies were summarized in tip sheets with greater detail in an accompanying narrative to help administrators understand how to recruit targeted groups.

REVIEW OF RELATED LITERATURE

Teacher turnover in public schools is so widespread in urban and inner city school districts that administrators and teacher educators everywhere have literally scrambled to find ways to address this national dilemma. Although teacher shortages in many fields have caused serious behavior and social problems for many school districts, the shortage of minority teachers has been the biggest concern of our nation's schools (Dooley, 1994; Middleton et al., 1993). The most recent data from the U.S. Department of Education (1991) survey showed 38.7% of students enrolled in United States public schools were children of color. This survey supported national and regional demographics that stated minorities comprise from 30 to 50% of the student population (Lankard, 1994; Middleton et al., 1993). The survey showed student population rising drastically by the year 2,000 producing a non-white majority, as the number of minority teachers decreases at an alarming rate (Lankard, 1994; Middleton et al., 1993).

In a related 1989 study developed by the American Association of College for Teacher Education (AACTE), the shortage of minority teachers was increasingly evident in every region of the country whether the school district was urban, suburban, or rural. In 1990-1991, 9.2% of public elementary and secondary school teachers were African American, 3.1% were Hispanic, and 1% were Asian-Pacific Islanders (Lewis, 1996; Synder & Hoffman, 1994). This research concurred with the data collected by the Teacher Education Pipeline III report that stated 14% of the current public and private school teaching force were members of a racial-ethnic group. As the data showed, there were

significant disparities between the number of minority teachers and students of color (Lewis, 1996). Even more disturbing were projections that stated by the 1990s, minorities would constitute 30% of the population but only 5% of the K-12 teaching force (AACTE, 1989; Donnelly, 1988; Lankard, 1994). The U.S. Department of Education's (1991) survey, mentioned earlier, has already supported this data and predicted less than 5% of minority teachers by the year 2,000.

With a minority population growing rapidly in public schools, the need for a teaching force that can meet the instructional needs of minority students is imperative (Gonzalez, 1993). The call for more minority teachers is often accompanied by the justification that African-American, Hispanic and other minorities need role models in order to learn more effectively (AACTE, 1994; Hill, 1989; Parker, 1992). Gonzalez's (1993) study replicated the 1987 and 1989 studies done by the AACTE which found little growth among the nation's minority teaching force. A study done in West Virginia, the most rural state in the nation, stated that many students found they could not relate with the middle class values, perceptions and expectations of their teachers (Dooley, 1994). According to the AACTE,

A quality education requires that all students be exposed to the variety of cultural perspectives that represent the nation at large. Such exposure can be accomplished only via a multiethnic teaching force in which racial and ethnic groups are included at a level of parity with their numbers in the population. (AACTE, 1987, p.14)

To accomplish the task of receiving a quality education, administrators continue to struggle with providing such exposure and role models due to the attrition rate of teachers, particularly at inner city schools.

TEACHER ATTRITION AT INNER CITY SCHOOLS

A Metropolitan Life study, completed in 1988, predicted that teachers of color were leaving the teaching profession in disproportionately greater numbers than their white counterparts. Forty percent of the minority teachers said they were likely to leave the teaching field compared to 25% of non-minority teachers (Harris & Associates, 1988; Lewis, 1996). In order to solve the increasing demand for teachers of color and curtail the departure of minority teachers, several researchers found it important to help administrators and teacher educators understand the reasons why teachers in general, and specifically minorities, were leaving the teaching profession or not entering the field at all. Synder and Hoffman (1994) compiled a digest of education statistics, indicating a drop in the number of individuals receiving education degrees in a ten-year period. From 1977 to 1987, white students receiving degrees fell 37.5%, African-Americans 67.3%, Hispanic 27.1%, and Asian-Pacific Islander 36.1%. Since 1987, enrollments have increased with white enrollment increasing 19.7%, African-American 18.6%, Hispanic 28.7% and American Indian 30%. The only ethnic decline was in the Asian-Pacific group who have decreased in enrollment by 10.5%. Although more teachers of color are completing education degrees, the numbers are not keeping pace with the demographic changes in K-12 enrollments (AACTE, 1989; Gonzalez, 1993). Teachers under stress from disruptive students, and sometimes combative parents, have thought about leaving the profession for new careers.

In Su's (1997) research on teaching as a profession and a career, prospective teaching candidates, both minority and mainstream, cited lack of prestige and financial reward or incentives as reasons that would cause them to leave teaching. Other researchers agreed with Su's report on teachers being frustrated, as well as being dissatisfied with the work conditions and the lack of support from administrators, parents and students (Middleton et al., 1993; Yong, 1995).

According to Donnelly (1988) and Jefferson (1996), increased career opportunities in other fields, a decline in higher education enrollment rates by minorities, the growing use of teacher competency testing and a dissatisfaction with the teaching profession were some of the major factors resulting in the decline of minority teachers. A national research committee agreed with Donnelly's assessment of the reasons for the decline of minority teachers. In this report, researchers stated that African-American students' career aspirations had shifted to what was perceived as more prestigious careers.

Expanding their scope of more positive role models in other fields such as doctors, lawyers and CEOs was another factor for minorities not to enter the education field. Acts of violence and disruptive behavior, not to mention low salaries was a consensus of several researchers as to why African-Americans and other minorities were seeking other careers instead of teaching (Jefferson, 1996; Middleton et al., 1993; Su, 1997; Yong, 1995). Reports in local daily newspapers in Texas, for example, in school districts such as Dallas, Denton and Fort Worth reported on teacher shortages plaguing their districts. Teachers were under stress from combative parents, disruptive students, unanticipated

demands in the classroom and lack of respect for the teaching profession (Editor, 1997; "Recruiting More Teachers," 1998; "Teacher Bonus," 1998). Su's (1997) case study on teacher candidates also revealed that emotional aspects such as stress and frustration appeared to be the major cause for white teachers to leave the profession, whereas minority candidates were more likely to leave teaching when opportunities to do something else became more rewarding. Teacher candidates' concerns became evident to teacher educators as they began to listen and hear from teacher candidates and read their field reports. More training and field experiences would be needed to lessen the stress and frustration by prospective teachers unfamiliar with culturally diverse classrooms (Birrell, 1995; Olmedo, 1997).

PAST TEACHER TRAINING AND TEACHER EDUCATION PRACTICES

With the increasing concentration of people of color in urban areas and the segregated nature of communities in general, many prospective teachers were in contact for the first time with inner city students through field experience of their teacher education program (Olmedo, 1997). This observed phenomenon concurred with recent studies on how little pre-service programs prepared whites for the complexities of teaching in culturally diverse classrooms (Barry & Lechner, 1995; Birrell, 1995; Garcia & Pugh, 1992; Zeichner, 1993). Although education students were aware of multicultural issues in education and saw the need for more sensitivity, they did not feel that their current teacher training program provided adequate preparation as teachers to function effectively in an increasingly diverse society (Banks, 1994; Olmedo, 1997). Often university education students who were to be

placed in inner city schools with students of color had apprehension of what they would face while teaching in those settings (Olmedo, 1997). Those apprehensions were often founded on fear from gangs, drugs, racism or ignorance spurred on by the media coverage of those school districts and neighborhoods. Su (1997) and Olmedo (1997) agreed that teacher educators now realized how important field experiences by students were to challenge and dispel old assumptions and apprehensions.

Su's (1997) study also revealed an interest by some white teacher candidates in working with more diverse students but felt that their teacher education programs did not adequately prepare them to do so. Many of the majority teachers preferred just to go back to the suburban areas where they had lived (Barry & Lechner, 1995; Birrell, 1995; Su, 1997). In a related study by Birrell (1995), a first-year teacher from one of the best teacher education colleges in the country expressed how beginning teachers who are underprepared for oppositional, ethnic behaviors could act in ways that diminished African American students' school learning and cultural identity. The study reaffirmed how more studies are needed that explored how monocultural white teachers' reactions to black students' ethnic behavior influenced classroom culture, student achievement and teacher development. Birrell's findings also concurred with other researchers on how little the beginning teacher's preservice program prepared them for teaching black youths. One important finding of the report stated how beginning teachers were usually given little opportunity to explore their racial attitudes during preservice programs (Birrell, 1995; Zeichner, 1993). Zeichner and other authors felt that teachers needed a clear sense of their

own ethnic and cultural identities in order to be able to understand those of their students (Banks, 1994; Birrell, 1995; Laframboise & Griffith, 1997). Achieving racial parity among teachers may be a long, arduous process, but if beginning teachers are given the opportunities to explore their own racial attitudes, they will begin to feel comfortable around different students and those who are culturally different from them (King, 1991).

Even if the nation's schools were successful in increasing the percentage of teachers of color from the projected 5% in the year 2,000 to 15%, there would still be 85% white, mainstream and largely female teachers working with students who differ from them racially. Therefore, the focus for the 21st century must include educational programs for all teachers that would help them internalize knowledge, skills and attitudes needed to teach students from diverse racial, ethnic, and social class groups (Olmedo, 1997). For example, researchers Laframboise and Griffith (1997) investigated the use of literature as teaching cases with pre-service teachers in order to raise awareness of diversity issues. This case method study conferred how literature represents the diversity in society and schools that provides greater insight into the thinking of characters than traditional teaching cases. Through the use of literature case studies, teacher educators are able to prepare teacher candidates for expressing and accepting multiple viewpoints. When teacher trainees feel they are better prepared to teach all students, they may be willing to make more of a commitment to teaching as a lifelong career.

REASONS TEACHERS MAKE TEACHING A LIFELONG CAREER

In order to develop effective strategies to recruit and retain effective teachers, the reasons teacher-trainees chose teaching as a career may have important implications in the trainees' long term commitment to teaching (Budd-Jackson, 1996; Yong, 1995). Even more significant are the reasons why some minority teachers chose to make teaching a life long career. The teacher candidates' rationale in the Yong (1995) study agreed with Su's (1997) research on the reasons why some future teachers, particularly minorities, were committed to teaching as a lifelong career, while many of their peers left after a few years. Some of the main reasons reported by the teacher-trainees were: the desire to work with children and adolescents, helping others who were in difficulty, and the attractions of a secure job (King, 1991; Su, 1997; Yong, 1997). These reasons and others have merited a detailed study by Budd-Jackson (1996) and other educators on examining minority candidates' basic beliefs and values regarding education and schooling. Su's (1997) research stated:

These concerns and the efforts to explore them have supported a fundamental belief by some researchers that understanding the unique perspectives of minority candidates will be the key to creating and implementing more effective programs for recruiting and preparing those individuals who already have the appropriate commitment and competence for careers in public school teaching. (p. 326)

One interesting fact, while researching this paper, was the limited attempt by researchers to study minority teachers' or teacher candidates' perceptions on teaching in only the past few years (King, 1991; Olmedo, 1997; Su, 1997). Su's (1997) study stated the arguable opinion that minority candidates should be considered as the most important

resource in restructuring teacher education programs were based on the minority candidates' commitment to teaching and their strong desire to transform schools and society as social change agents. In this study, minority students also expressed concern for the conditions of education for the poor and minority children and what they could do for them as teachers, whereas none of the white students expressed concerns for these conditions. Olmedo's (1997) study challenged the old assumptions majority teacher candidates had while being prepared to teach students in inner city schools. These studies and others tended to support the use of minority teacher candidates as an important resource for restructuring teacher education programs to dispel the widespread fear and insecurity of mainstream teachers (Barry & Lechner, 1995; Donnelly, 1988; Gonzalez, 1993; Olmedo, 1997). It appears that researchers and teacher education programs are beginning to see the importance of the perceptions and attitudes of minority candidates, particularly when it comes to recruiting and retaining effective teachers in urban schools.

A diverse faculty provides an effective and visible support system for the increasingly diverse student population. Minority teachers act as role models, advisors and advocates for minority students while they expose majority students to new ideas (King, 1991; Olmedo, 1997). Minority teachers are essential to a multicultural campus (Owens, Reis, & Hall, 1994). Old assumptions made by mainstream, prospective teachers must be challenged, if teacher education programs and administrators are to be successful in recruiting, preparing and retaining highly effective teachers to meet the needs of their schools (Olmedo, 1997).

RECRUITMENT PROCESS BY ADMINISTRATORS AND TEACHER EDUCATORS

According to Gillette and Chinn (1997), all students need teachers, administrators, staff persons, custodians, and support personnel that reflect the diversity of our nation. Often, in schools populated by Anglo students, custodial and food service workers are people of color while administrators are Anglo male, and teachers, especially at the elementary level, are Anglo female (Gillette & Chinn, 1997). Gillette and Chinn (1997) also stated how children of color are in need of teachers who are committed to teaching all students, regardless of their cultural and ethnic backgrounds.

With the shortage of teachers in our nation's schools, however, administrators have had to become more adept in recruiting and hiring qualified, effective teachers for inner city schools. Annual conferences around the country have gathered to bring educational researchers together to identify and discuss successful models and strategies for the recruitment and retention of minority teachers (AACTE, 1989; Middleton et al., 1993). A growing number of teacher education programs such as Illinois State University, have redesigned their centers in order to prepare and retain minority students for the teaching profession (Gonzalez, 1993; Middleton et al., 1993). In the Fall of 1996, Texas Woman's University (TWU) in Denton, Texas redesigned their teacher education program by creating a Professional Development Center for training of pre-service teachers. According to Dr. P.J. Karr-Kidwell, TWU students are placed in the field of urban, suburban and rural school districts where they can experience "real" teaching in varied

multicultural settings (P.J. Karr-Kidwell, Personal communication, October, 16, 1998).

Takeesha Williams, a senior, second-year intern at TWU's Professional Development Center believes the program is good because of the field and hands-on experience the interns receive (T. Williams, Personal communication, October 15 & 17, 1998).

According to Williams, TWU's teacher educators make it mandatory that interns receive instruction in one urban and one suburban or rural school district in the Dallas-Fort Worth Metroplex. By collaborating with local and area school districts, TWU has exposed interns to a variety of diverse settings and helped administrators increase their candidate pool by recruiting interns who have worked in their school districts (P.J. Karr-Kidwell, Personal communication, October 16, 1998).

To help administrators and teacher educators recruit a greater number of racial and ethnic minorities, The American Association of Colleges for Teacher Education (1989) initiated the four C's of recruitment. They are: (1) concern for the problems and be ready to tackle them, (2) commitment to the recruitment program or project, (3) collaboration of all concerned with the problem and (4) creativity in developing a recruitment program. AACTE (1989) believed concern and commitment by all involved parties was vital to the success of recruiting minority teachers. Capable and responsible leadership was needed to make sure allocation of resources were secured. Equally as important was the collaboration with all parties about the problem and creativity in developing a recruitment program which were also essential ingredients necessary for success.

Even though some strategies may not work for all, teacher educators have begun to combine strategies or piece elements of different strategies together for their organization (Middleton et al., 1993). Administrators who were actively engaged in the recruitment of minorities into the teaching profession were aware that no single solution, effective strategy or perfect role model existed that alleviated the current minority teacher shortage. There were multiple solutions and a variety of effective strategies (AACTE, 1989).

SUCCESSFUL RECRUITMENT PROGRAMS AT TEACHER CENTERS

Many successful recruiting programs at teacher education centers have joined with other schools to incorporate new and existing strategies into their redesigned teacher education programs (Middleton et al., 1993). Some successful programs are: Chicago Teacher Education Center of Illinois State University, The University of Oregon, Maricopa Community Colleges, South Carolina Teacher Cadet/Pro-Team, Oklahoma Minority Teacher Recruitment Model and the University of Louisville in collaboration with Jefferson County Public Schools (AACTE, 1989; Donnelly, 1988; Gamble, 1997; Middleton et al., 1993). TWU has devoted time and energy to the multicultural training of their faculty in the College of Education and Human Ecology (P.J. Karr-Kidwell, Personal communication, October 16, 1998). This sensitivity to multicultural issues has allowed TWU to be quite successful in recruiting minority students to the campus (MacDonald, 1998).

At TWU, the minority representation of students at 26.1% is one of the highest of all Texas public universities (MacDonald, 1998). According to the Lasso, student enrollment

in 1997 was 9,378. Approximately 73.9% were white, 12.1% were African-American, 7.7% Hispanic, 4.3% Asian or Pacific Islander, and .5% were American Indian (MacDonald, 1998). The Lasso also stated minority students are drawn to TWU because of the programs, recommendations from family and the close atmosphere. Although TWU's minority representation is high, there is a disparity between student enrollment and the minority representation of the minority students at 24.6%, faculty at 10%, administrators at 13%. Dr. Mary Walker Shaw, Assistant Professor of Biology believes a well structured strategic plan for recruitment of minority faculty and students will alleviate the problem (MacDonald, 1998). TWU has already begun to attack the minority recruitment problem by making sure their teacher educators receive the training and development necessary to recruit and retain their culturally diverse faculty and student population (P.J. Karr-Kidwell, Personal communication, October 16, 1998). In August of 1998, The College of Education invited Dr. Gwendolyn Webb-Johnson to be the key speaker at one of their staff development sessions. ¹Dr. Webb-Johnson spoke on "Embracing, Respecting and Valuing Diversity." Areas covered in the training were: Historical denial or cultural difference, cross-cultural progression and the need for culturally relevant and responsive pedagogy (P.J. Karr-Kidwell, Personal communication, October 16, 1998). Their active recruitment program has gradually allowed TWU to increase their candidate pool in recruiting qualified, minority faculty members and for the successful recruitment and retention of a high minority population (MacDonald, 1998).

Several colleges with successful recruitment programs have developed candidate pools through networking and personal contacts. Maricopa Community Colleges visited and did direct mailings to colleges with large minority populations, mailed individual packets to individual minority graduates and sent faculty representatives to state and district minority organizations (Colby & Foote, 1995). These efforts enabled Maricopa Community Colleges to increase their full-time minority faculty from 127 or 16.5% professors in 1987 to 176 or 19.2% professors in 1992. Partnerships with public schools, like the one the University of Louisville has with the Jefferson County Public Schools, have also been successful in the hiring of minority teachers.

For centuries, teacher education programs at historic Black colleges and universities served as prime producers of Black teachers for the nation's public schools (Hawkins, 1994). Some teacher educators serious about recruiting minority teachers aggressively publicize at Historic Black Colleges and Universities (HBCUs). Teacher educators have also been successful recruiting from community colleges (Lankard, 1994; Middleton, 1993).

EFFECTIVE STRATEGIES FOR RECRUITMENT OF MINORITY STUDENTS AND FACULTY

According to Owens, Reis, and Hall (1994), community colleges have proven to be a good resource for recruiting minority students and faculty. Educational Testing Service (1995) researchers supported Owens, Reis, and Hall by stating how community colleges could offer affordable costs and closer ties to students that tend to be overlooked by larger

universities. The American Association of Colleges for Teacher Education (1987)

recommended the following ten programs for developing and recruiting minority teachers:

- 1) A national scholarship program for minority students who enter teaching
- 2) State scholarship programs
- 3) Targeted high school work-study programs
- 4) Targeted college work-study programs
- 5) A program stressing the need for better articulation between two-year and four-year institutions
- 6) Assistantships and grants programs
- 7) Loan repayment incentive programs
- 8) Support programs for reentry and career changes
- 9) Special support programs for minorities accepting teaching jobs in ethnically diverse communities and
- 10) An institutional grant program to research teacher evaluation models for its teachers. (p.12)

Administrators must become even more adept in recruiting and hiring qualified, effective teachers, particularly those who are willing to teach in inner city schools. Not only is it important for administrators to make sure their teachers want to teach in culturally diverse schools, but also they must know something about the racial attitudes of the teachers they hire (Birrell, 1995; Zeichner, 1993). Background information is necessary in order to build an effective recruitment program. A personal interview can help screen out less committed candidates who are not interested in the benefits of teaching through job satisfaction and the desire to help others (Yong, 1995). Knowing where teacher candidates come from and why they went into teaching would allow administrators and teacher educators to choose from a better candidate pool (AACTE, 1989; Birrell, 1995). Because beginning teachers are usually not given the opportunity to explore racial attitudes during pre-service programs, and because they

typically have limited experiences with minority cultures prior to entering the classroom, skilled mentors should be available to help new teachers with the complexities of teaching in culturally diverse settings (Birrell, 1995). According to Birrell (1995), beginning teachers paired with mentors improved in self-confidence, classroom management, lesson planning and discipline. Research also indicated that teachers with mentors had more positive attitudes toward teaching and planned to continue in the profession longer than those who did not have mentors. Other strategies for recruiting minority teachers include recruitment packages for prospective candidates developed by administrators. Teacher educator programs could also work with local school districts in submitting job vacancies in college placement offices along with the description of school community profiles and resources (Ascher, 1993). There are several schools with exemplary teacher education recruiting programs such as, The University of Oregon which has developed a statewide effort for recruiting secondary junior and senior minority students into its College of Education. Collinwood High School in Cleveland, Ohio with approximately 1,200 students and 90% Black joined with Ohio University to bring in 20 to 25 high school juniors into their teaching profession program in June, 1991. The university set up a one-week summer orientation program to develop study skills, provide tutorials in academic areas, and orientate students to the college environment. Since 1992, Ohio University has entered into a professional development relationship with the high school.

EFFECTIVE STRATEGIES FOR RETENTION OF MINORITY TEACHERS

Teacher educators and administrators have come to the realization that a great deal of effort must be implemented in order to succeed in the recruitment of minority teachers. Given the effort involved in recruitment, it is essential to devote the necessary resources to their retention (Owens, Reis, & Hall, 1994). According to research compiled by Middleton et al. (1993), one of the major obstacles to the successful retention of minority students is the tendency to view scholarship recipients as students who do not need additional assistance once they are enrolled as university students. As a result, students in need of academic intervention do not receive the assistance or receive it too late. Researchers in the Middleton study (1993) offered safeguards to prevent minority scholarship recipients in need of help from academic failure. These safeguards were required interviews of recipients and parents before scholarship acceptance; overseeing the academic advising of recipients; and arranging opportunities for recipients to meet faculty and fellow recipients. The Education Testing Service (1995) further suggested higher education institutions provide social, academic and financial support to students needing those type of services.

Retention services should not be limited to teacher trainees in college but to beginning teachers as well. A thorough orientation for prospective teachers must be implemented along with college and campus resources, housing, shopping and community services. Owens, Reis, and Hall (1994) also recommended that administrators schedule activities that required all faculty to interact such as diversity training and staff development

programs. Faculty rewards and incentives should also be restructured to promote mentoring and field work. Teachers who stayed in the same school on a staffing survey felt that higher salaries and better fringe benefits would be the most effective step in encouraging teachers to remain in teaching (Bobbitt, 1994).

The biggest incentive for teacher candidates, however, are the scholarship packages colleges and universities offer prospective candidates (AACTE, 1994). Successful recruiting program models have been flexible and open when it came to the selection of scholarship recipients (Middleton et al., 1993). Exceptions were given to students who exhibited potential for success but did not meet other eligibility requirements. Mentoring programs for minority students has also grown into an enormous essential. Researchers, in a compilation of reports by Middleton et al. (1993), stated that minorities may experience loneliness, poor self esteem and conflicting values at predominantly white institutions, therefore role models and mentors are needed to help make the students more comfortable on campus. Besides scholarships and financial incentives, AACTE (1989) recommended other incentives for retaining minority candidates such as internships, career ladder programs for teacher aides, and the recruitment of retirees and career changers. In order to recruit and retain both minority and mainstream teachers, administrators must aggressively create incentive programs that will attract candidates from other professions.

Although salaries for teachers are seldom comparable to other job professions, they are on the rise, so administrators should be able to recruit more people into the teaching profession (Su, 1997; Yong, 1995). Offering incentives such as tuition reimbursements for

professional developments, job sharing and other incentives may help administrators keep more established teachers from leaving and lure new ones into the fold (Yong, 1995). The use of these approaches are not widely disseminated, however, and need to be made more readily available to school administrators.

Annual conferences continue to be held around the country to find new approaches to recruit and retain minority teachers for inner city schools. Teacher educators and administrators have had difficult challenges in dealing with the shortage of teachers, especially in inner city schools. Only when administrators seriously and sincerely begin to devote their time, energy and resources to the problem will the shortage of teachers begin to decline (Education Testing Service, 1995; Gonzalez, 1993; Tack & Patitu, 1992).

As teachers become more involved in the decision-making process, minority teachers may feel equally empowered to remain in the teaching profession (Colby & Foote, 1994; Su, 1997). Improved working conditions, increased benefits and enhancing the status of the teaching profession are what most studies found to be the key to finding and keeping good teachers, both minority and mainstream teachers at all levels.

PROCEDURES

It should be the goal of school teachers to make sure all students receive a quality education, regardless of cultural or ethnic background. To accomplish this task, the American Association of College for Teacher Education (1987) believes that all students must be exposed to a variety of cultural perspectives that represent the nation. Currently, the student population in our nation's public schools is comprised of 30 to 50% minority.

This population is expected to rise drastically by 2,000 producing a non-Anglo majority, while the minority teachers decrease at an alarming rate (Lankard, 1994; Middleton et al., 1993). According to Gillette and Chinn (1997), all students need teachers, administrators, staff and support personnel that reflect the diversity of our nation. Hill (1989) agreed with their concept, concurring how important it is for the success of children of color to have role models who can act out familiar life patterns. Parker (1992) also found that the absence of role models give minority students the negative message that opportunities are unavailable to them, which could leave racial-cultural isolations and an identity loss.

Both the importance and decreasing number of minority role model teachers means administrators become adept in recruiting and hiring qualified, effective teachers for inner city schools. Administrators now realize that great efforts must be implemented to succeed in the recruitment of minority teachers.

The purpose of this paper was to develop guidelines and strategies to help school administrators recruit and retain highly effective minority teachers for culturally diverse school districts. In order to be successful in accomplishing this task, a variety of fresh, innovative strategies have been researched to help teacher educators increase the pool of minority candidates. These strategies are summarized as a guidebook using tip sheets in an accompanying narrative. The author's intent was that these tip sheets will be used by administrators and teacher educators to recruit and retain qualified minority applicants.

To recruit and retain effective minority teachers in inner city school districts, administrators must first make sure the teacher candidates want to teach in culturally

diverse school districts. The first section of the guidebook contains recommended programs by the AACTE (1989). These ten programs will help administrators and teacher educators to develop and recruit more minority teachers, as well as increase the minority pool of teacher candidates.

The next section of the guidebook gives a listing of current teacher education centers with successful recruitment programs. These colleges of education have redesigned their programs to fit the needs of today's public classrooms. Each of these centers have realized that no single solution or strategy exists to alleviate the current minority teacher shortage. A variety of effective strategies and models, along with multiple solutions, are used to build each center's recruitment program (AACTE, 1989).

According to the AACTE (1989) report, there is an apparent need for new, effective strategies by teacher educators increasing the minority pool. Annual conferences continue to be held around the country to find new approaches and methods to recruit and retain teachers of color. Thus, the third section of the guidebook has several effective recruitment strategies that administrators and teacher educators can implement to attract greater numbers of racial and ethnic minorities.

Teacher educators finally realize the need for an aggressive recruitment and retention program that takes consistent, dedicated efforts to be successful. A major obstacle to the successful retention of minority students is the tendency to view scholarship recipients as students not needing additional assistance, or the assistance comes when they face academic failure (Middleton, 1993). Therefore, the final section of this guidebook offers

specific retention strategies that some teacher education centers have used to keep minority teacher candidates at the schools where they are needed most (See Appendix).

CONCLUSIONS

The shortage of teachers in specialized fields has been an ongoing problem for so long that national educators have been meeting annually to figure out ways to alleviate the problem in our nation's public schools. The lack of teachers is worse at inner city and urban school districts.

With the high percentage, 30 to 50% of minority students enrolled in inner city schools, teacher educators and administrators have realized the need to recruit more minority teachers that reflect the ethnic and racial makeup of our schools' population. Due to the shortage of teachers in general, the hiring of minority teachers at inner city schools have become a national dilemma that researchers say will continue to increase into the next decade (AACTE, 1989).

Past statistics and present researchers studying the demographic makeup of public schools have predicted a continued increase in the minority student population but a decrease in the minority teacher population. Unless steps are taken to curb the decrease of teachers of color entering teacher education programs, the majority of children of color in the United States will go through the elementary and secondary public school system without experiencing role models similar to their own unique backgrounds (AACTE, 1989).

The first step teacher educators and administrators must take to increase the minority pool of teacher applicants is to develop an effective and aggressive recruitment campaign for each educational organization. Administrators must know their target group by getting background information from the target audience. For example, a questionnaire asking for teacher applicant's reasons for wanting to become a teacher, along with their philosophy of diversified classrooms, would be helpful in weeding out applicants with different views than what the organization is trying to instill as important organizational values.

The next step in attracting more minorities is to exhibit the four Cs of recruitment:

- (1) Concern for the problem and desire to tackle it
- (2) Commitment to the recruitment program from the highest level of administration
- (3) Collaboration with all concerned about the problem, and
- (4) Creativity in developing an institution's recruitment program (AACTE, 1989).

The final step in successfully recruiting more teachers of color is to realize that some strategies may not work, so incorporating a combination of strategies that will serve your own individual institution is of utmost importance.

Given the strenuous effort it takes in recruiting more teachers of color at inner city schools, it is equally essential to devote time and energy in the retention of such prized individuals. Unless these teachers are made to feel comfortable and important to the organizations that hire them, they will leave for bigger and better opportunities that will enhance their professional development and career.

Implementing a thorough orientation or pre-service program of the institution's philosophy and goal is the first action an organization should take to ensure commitment

and retention of beginning teachers. A second course of action would be to pair a new recruit with a mentor that could help the teacher familiarize and settle in to his or her new surroundings. The mentor could also help introduce the new teacher to other staff members and offer assistance, wherever needed.

All staff members want to feel as if they are making a contribution to the organization and that their presence is making a difference. Therefore, the final course of action taken by an administrator is to place teacher candidates on important committees that have a voice on campus. The inclusion of minority teachers in the decision-making processes will give them assurance that they are valuable to the district.

To help increase the minority pool of teacher candidates, it is imperative that colleges and universities develop better recruitment programs. Once these students successfully complete their higher education degrees, administrators must aggressively recruit and retain these teachers. Without these aggressive efforts, our nation's schools will continue to be non-representative of a majority student population, and fail in educating students of color desperately in need of someone who understands their way of thinking.

victim of white flight

I moved into your neighborhood,
 you ran without delay
 And when I came into your schools,
 you fled the other way
 So when time came for you to teach,
 you turned away to say...
 "To educate someone so strange
 was not worth any pay!"
 And now, you say the shame grows strong
 of the days you told me nay
 And countless others who wanted to learn
 but instead was sent away.

J. Stinnett

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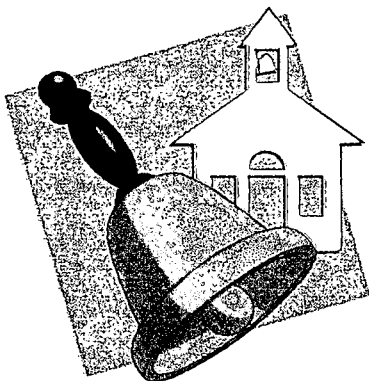
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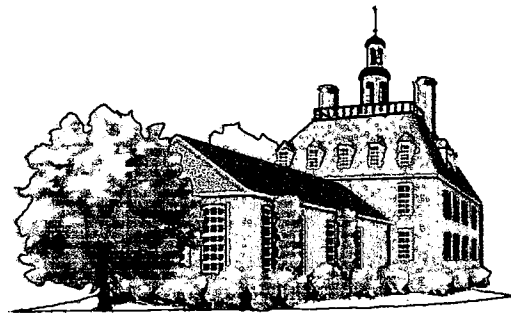


APPENDIX

ADMINISTRATOR'S GUIDEBOOK



The Recruitment and Retention of Minority Teachers



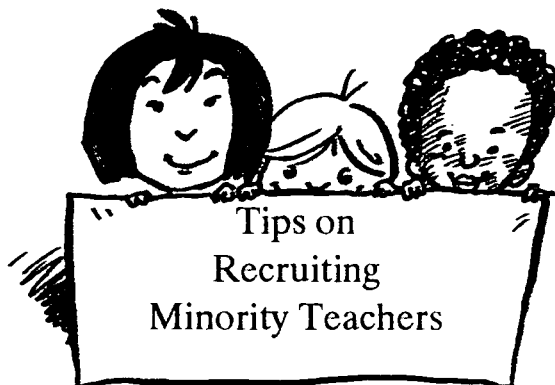
Section 1



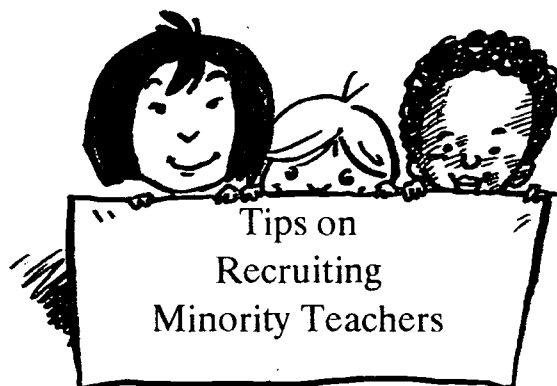
Recommended Programs to
Increase the Minority Pool of
Teacher Candidates

SECTION 1---Ten Programs to Increase the Minority Pool

National studies indicate that fewer minorities are choosing education as a career path during their undergraduate years (Colby & Foote, 1995). Unless this trend changes, minorities will be clearly underrepresented by the year 2,000 and for several decades to come. Colleges and universities need to develop better recruitment programs to attract minority students to their campuses and help those students successfully complete higher education degrees. Imaginative programs developed by private and public resources are needed to attract minority students into the field of education. The following pages list ten programs recommended by the American Association of Colleges for Teacher Education (1989) for developing minority teachers and increasing the minority pool.

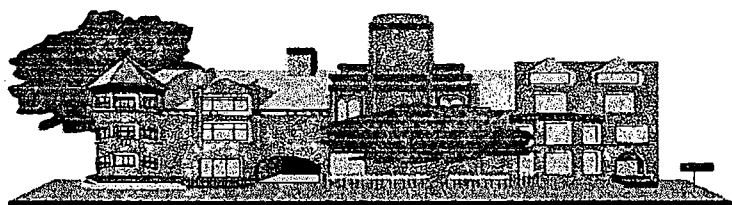


1. Set up national and state scholarship program networks for minority students who enter the teaching field.
2. Create study programs at targeted high schools.
3. Set up college work study programs for interns in the teaching field.
4. Start programs where faculty from four year institutions teach pre-education majors at two year colleges.
5. Create assistantships and grants program.
6. Set up a loan repayment incentive program.
7. Start support programs for adults reentering or changing to the education field.
8. Create support programs for minorities accepting jobs in ethnically diverse communities.



9. Initiate grant programs by the institution to do research on teacher evaluation models for inner city teachers.
10. Create pre-college programs to strengthen minority students' academic preparedness.

Section 2



Successful Recruitment Programs at Teacher Education Centers

SECTION 2---Teacher Education Centers with Successful Programs

The education profession, once shunned by college students because of low pay and lack of stature, is on the upswing. Even the scarcity of minority teachers at inner city schools is growing, but not nearly enough to keep pace of minority student enrollment (Gamble, 1997). The reason for the upswing is the concerted efforts of university, colleges, and public school districts working aggressively to increase the minority pool of teacher candidates.

The following tip sheets acknowledge some of the teacher education centers with successful recruitment programs. These education centers have recognized the importance of starting early in the recruitment process with middle school students and incorporating intervention programs to help prepare minority students for college life.

Successful Teacher Education Recruitment Centers



Hunter College - Hunter College's *Minority Teacher Recruitment, Development and Placement Program* at New York City, places minority educators in the nation's largest school district. It is designed to recruit, develop and retain students interested in the teaching profession. Their expansion program called New Urban Educators gives student recipients 50% tuition assistance, teacher mentors and a travel stipend to get to and from classes.

University of Louisville & Jefferson County Public School District - *The Minority Teacher Recruitment Program (MTRP)* is a partnership between the university and the school district to work with students of three different educational levels - middle, high, and post-high school. In the 1995-96 school year, more than 300 students were enrolled in the middle school program and 600 students took part in the high school program. As a measure of the programs success, 126 students have graduated and working in the public schools.

Oklahoma Minority Teacher Recruitment Center - The state of Oklahoma has several programs to recruit, train, and place minority teachers in public schools. *The Teacher Cadet High School Program* is designed to encourage young people to consider teaching careers. It is an elective course for seniors and juniors to study the educational system from a hands on perspective. This program has been implemented in several other states. *The Pro Team Middle and Junior High School Program* is designed to help younger students be aware of the skills needed to complete college and encourages them to consider teaching as a career option.

University of Oregon - Developed a statewide effort for recruiting secondary junior and senior minority students into its College of Education. Brochures are sent out to all minority students taking the SAT test and all community college and high school counselors throughout the state. In 1987, Oregon initiated a tuition waiver program for minority students attending state colleges and universities.

Successful Teacher Education Recruitment Centers

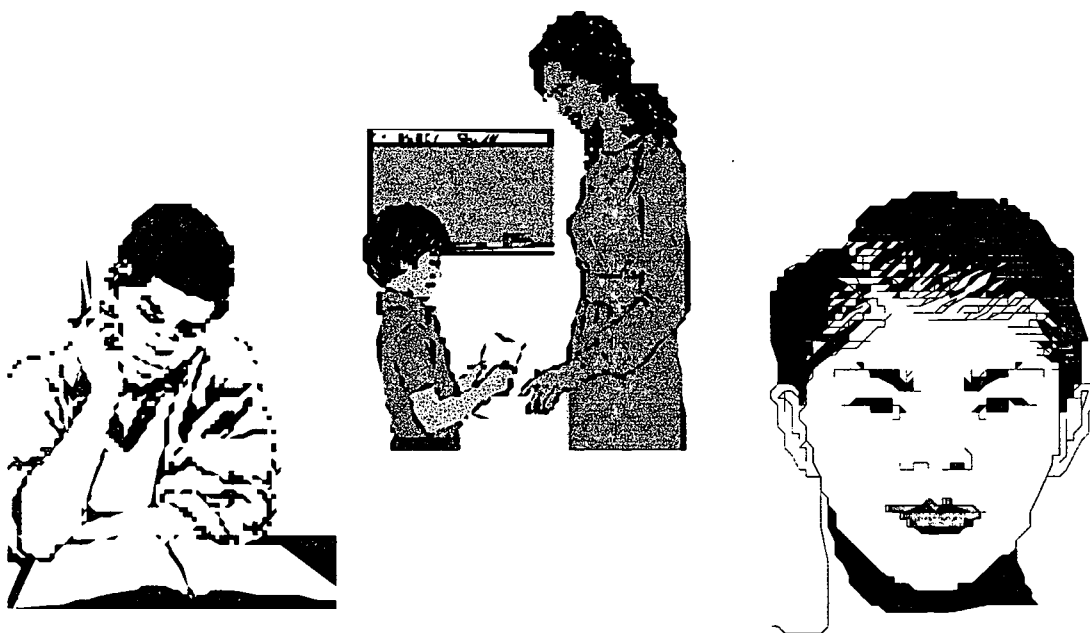
The Maricopa Community College - Visited and did direct mailings to colleges with minority populations; mailed packets to individual minority graduate students and sent faculty representatives to state and district minority organizations. These efforts increased their minority pool from 127 (16%) professors in 1987 to 176 (19%) in 1992.

North Carolina State University - Uses an early intervention model with three components: Pre-college level, transition level, and college based support level. African-American students using this model at NCSU have consistently outperformed African-American students in other colleges on campus. At the end of 1992, the African-American students academic performance exceeded the entire student body's performance at each classification level except for the seniors.

Illinois State University - Illinois' *Chicago Teacher Education Center* have redesigned their program and changed their field experiences to include school districts with diverse populations. Began a retention program in November of 1991 comprised of three components: Networking, programmed organizational development and instructional and curriculum development. Included in the organizational development was mentoring, tutorials and college participation. University supervisors were provided for the students with some coming from urban school districts. Students entering this program showed a significant increase in the GPA mean in the Spring (2.71) to the Fall (2.83) of 1992.

South Carolina - South Carolina has always been a national leader in the movement to improve public education (Middleton et al., 1993). Their *Teacher Cadet/Pro Team Program* is recognized as having a successful minority recruitment program. The program provides scholarships for inner city school seniors and acquire resources to support internships with the private sector.

Section 3



Effective Strategies
For the Recruitment of
Students & Faculty

SECTION 3---Recruitment Strategies

According to Educational Testing Service (1995) researchers, prospective teachers must be prepared to work in culturally diverse classrooms by using innovative curricula. All teachers--no matter what race and culture need to become more knowledgeable about diversity and better equipped to work with the changing student populations in their classrooms. Educational opportunities and career options must be expanded for all minority students, not just those who are to become teachers. Only then, will teachers be able to prepare a new generation of teachers who believe that all students can learn, and who are well equipped to work with students of many colors, backgrounds, languages and cultures (ETS, 1995).

Owens, Reis, and Hall (1994) and other researchers have suggested a variety of ways in which colleges can be more effective in their efforts to recruit minority students and faculty. The following strategies are recommendations from educational researchers and personnel at successful teacher education centers.



Recruitment Strategies for Recruiting Minority Students & Faculty

1. Aggressively seek well qualified, minority candidates through a wide variety of networks and personal contacts.
2. Include minority members on interview committee.
3. Keep candidate pools open until minority candidates with appropriate credentials are found.
4. Publicize at historically Black colleges, maintaining an ongoing dialogue and possibly faculty exchanges with the colleges.
5. Include area minority professionals from the service area on search committee.
6. Market teacher education graduates by preparing a list of students about to graduate and advertise the list to school districts.
7. Recruit by setting up business and industry partnerships.
8. Start early in the recruitment process in preparing students from three pools: pre-college, college, and non-traditional students from military retirees, paraprofessionals and career-changers.
9. Begin a mail campaign to high school juniors and seniors disseminating information about the teaching profession, internships, and financial aid.

<p style="text-align: center;">Recruitment Strategies for Recruiting Minority Students & Faculty</p>

10. Visit campuses to give students information about your campus and the teacher education program.
11. Hold teacher camps in the summer to familiarize students with the university system and to receive information on the teaching profession.
12. Establish teacher magnet schools and programs that collaborate with the school districts making presentations on various topics related to teaching.

Section 4



Effective Strategies
For the Retention of Minority
Teachers

SECTION 4---Retention Strategies

Colleges and universities with successful recruitment programs spend a great deal of time recruiting students and teachers of color. Due to the impact teachers of color have on students of color, administrators and teacher educators would be wise to find creative ways to retain the teacher candidates they hire. Reforms that address the aggressive implementation of recruitment and retention procedures by successful teacher education centers must be followed through, or programs once intended to serve minority students and teachers by opening doors will, in fact, become “revolving doors” (Middleton et al., 1993). The following tip sheets include successful retention programs to aid administrators and teacher educators in the retention of minority students and faculty.



Retention Strategies for Retaining Minority Students & Faculty

1. Begin with a thorough orientation and provide assistance with college and campus resources, housing, shopping, and community services.
2. To promote collegiality, schedule activities that require all faculty to interact such as diversity training and staff development programs.
3. Incorporate minority faculty into the decision-making process on campus discussions, policies and all facets of campus life and activities.
4. Provide for a safe and secure environment at school by allowing teachers immediate relief from disruptive and dangerous students.
5. Make teacher's salaries more competitive with salaries of other professions.
6. Reduce the amount of tedious paperwork and endless bureaucracy teachers must go through to get problems resolved and needs met.
7. Set up positive ways through the media that promote teachers as professionals and education as a desperately needed career choice.
8. Provide one student with a four-year financial aid package per high school annually for promising students who commit to teaching in the state for a specific length of time.
9. Offer early teaching contracts to students as soon as they complete their graduation requirements.

**Retention Strategies for Retaining
Minority Students & Faculty**

10. Offer education majors the opportunity to intern at local school districts.
11. Begin a tuition remission program with free tuition to outstanding students.
12. Establish state scholarships and forgivable loan programs for students agreeing to teach in a certain area of the state (urban, rural, suburban) or in a certain subject area.
13. Offer career-ladder or internship programs for teacher's aides who have completed two years of college course work. Universities would provide course work at a reduced tuition fee or fee waived completely and school district would pay intern's salary for a slightly reduced teaching load.
14. Require interviews of scholarship recipients and parents before the acceptance of the scholarship.
15. Oversee the academic advising of scholarship recipients
16. Arrange opportunities for recipients to meet faculty and other recipients.
17. Be open and flexible when offering scholarships to minority students who exhibit potential for success, but do not meet other eligibility requirements.



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