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ETHNIC AND MINORITY TEACHER RECRUITMENT IN SELECTED
PUBLIC SCHOOLS

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ETHNIC AND MINORITY TEACHER RECRUITMENT IN
SELECTED PUBLIC SCHOOLS

by

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DEDICATION

This work is dedicated to April Starr and Krystal Yvette and all of my family members, especially the Isaac, the King, the McGriff, the Shaw, and the Yates families. Also, to all of my dear friends

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ETHNIC AND MINORITY TEACHER RECRUITMENT IN SELECTED PUBLIC SCHOOLS

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This study reviews the ethnic and minority teacher recruitment policies and practices implemented in three selected suburban school districts in Texas. The participants of this study were superintendents, board members, principals, directors of recruitment, and teachers. The goal of this study is to collect data, evaluate the results, and provide recommendations.

The collection of the data and the evaluation of the results suggests that several factors appear to influence the recruitment of ethnic and minority teacher. For instance, the composition of the recruitment team, the locations selected for the recruitment of ethnic and minority teachers, the improvement of present practices and strategies, the evaluation of the recruitment efforts, the additional benefits offered by the school districts, the application and interviewing processes, and the support systems provided for teachers hired. Although factors influencing the recruitment of ethnic and minority teachers are being implemented in the districts involved in the study, the dilemma of how to attract and retain more ethnic and minority teachers remains a challenge.

This study suggests the need to study the reasons for the decline in the ethnic and minority teaching force to public education. This study also addresses the suggested, recommended strategies utilized to recruit ethnic and minority teachers to public education. In addition, this study will review the processes employed to evaluate the effectiveness of the ethnic and minority teacher recruitment practices in public education.

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Chapter One

Introduction

The United States Department of Education estimates that the country will need to hire over two million teachers to fill the needs of the education system over the next decade because of teacher attrition, retirement, and increased student enrollment (National Center of Education Statistics, 1998; U.S. Department of Education Initiative on Teaching Information Kit, 1999). It was previously thought that the greatest shortage would occur during the 1990s, when it was projected that the “baby boomer” teachers would retire; however, a study conducted by the National Research Council suggested that the greatest concentration of “baby boomer” teachers will retire between 2000 and 2010 (Boe & Gilford, 1991). These figures indicate the great need in American education to focus on improving methods of attracting and retaining qualified individuals to the teaching profession (Council of Education, 1991).

Beyond the general shortage of teachers, there are specific priorities that must be considered when attracting, recruiting, and placing teachers, such as high need subject areas, hard to staff schools, and diversity of the labor pool (Council of Education, 1991). According to the National Center of Education Statistics (1998), more than 42 percent of the nation’s public schools do not have a single person of color on their faculty. Only one third of all education graduates have any experience teaching in an urban setting (Vaughan, 1996). It is projected that

only 13 percent of teachers will be minorities at the turn of the 21st century. In high poverty urban and rural districts, more than 700,000 new teachers will be needed in the next ten years (Horowitz, 1997; Dandy, 1998; National Center for Education Statistics, 1998).

In *A Nation At Risk* (1983) Appendix A: Charter-National Commission on Excellence in Education, Recommendation Number Five reads, “To review the major changes that have occurred in American Education as well as events in society during the past quarter century that have significantly affected educational achievement” (p. 87).

In Meeting the Highly Qualified Teacher Challenge: the Secretary’s Annual Report on Teacher Quality, Secretary of Education Ron Paige noted, “by adding strict new mandates about “highly qualified” teachers, Congress indicated the importance of teacher quality in improving the nation’s schools” (U. S. Department of Education, 2002). Title II of *No Child Left Behind* , Part A – Teacher and Principal Training and Recruiting Fund, Sec.2101 states, “the purpose is to provide grants to State education agencies, local education agencies, State agencies for higher education, and eligible partnerships in order to (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in school; (2) hold local education agencies and schools accountable for

improvements in student academic achievement.” For many years, research has found teacher quality to be a key determinant of student success. Large-scale studies suggest that teacher quality is more closely related to student achievement than other factors, such as class size, spending, and instructional materials. As part of his landmark 1966 study, *Equality of Educational Opportunity*, sociologist James Coleman noted that among African American students, there was a correlation between student achievement and teachers’ scores on vocabulary test (U. S. Department of Education, 2002). These recommendations suggest that any event or occurrence that has caused an undue affect on the nation’s students must be addressed as it pertains to their academic achievement and success. These recommendations provide a framework for initiating a study of the existing data pertaining to ethnic and minority teacher recruitment practices and plans.

Statement of the Problem

In recent years, with growing demand, questions about whether or not teacher shortages actually exist have resurfaced. Both those who argue “yes’ and those who argue “no” in response to these question are correct. In times of high demand, and in a labor market that operates with a variety of barriers and inequities, overall surpluses can exist side by side with local shortages (Darling-Hammond & Berry, 1999).

The current proportion of ethnic and minority teachers in public schools (about 15 percent) continues to be far less than that of minority students in public schools (just over 33 percent) and far less than most school districts would like to hire. The sharp decrease in the number of college students of color choosing teaching during the 1970s and 1980s, when other occupations with higher salaries became open to minorities, has been reversed in recent years, but not nearly enough to meet the demand. In 1994, teachers of color comprised 15 percent of beginners with one to three years of experience (NCES, 1997).

The 2001 Snapshot Statistical Report states that of the teaching force in the state of Texas, 9 percent African American, 17 percent Hispanic, 1 percent other, and 73 percent White. On the other hand, the student enrollment reflects that 14 percent of the population is African American, 41 percent are Hispanic, 3 percent are other, and 42 percent are White. (Texas Education Agency, 2001). The statistics disclose that diversity in the representation of ethnic and minority teachers does not mirror the ethnic and minority student population enrolled in Texas schools.

Furthermore, the need for more teachers of color becomes evident when one looks at how the student enrollment patterns in public elementary and secondary schools have altered the makeup of the classroom (Smith, et al, 1994). By 2008, the public school enrollment will exceed 54 million, an increase of

nearly 2 million children. Enrollment in elementary school is expected to increase by 17 percent and high school by 26 percent. (National Center for Education Statistics, 1998). The question of how to recruit, to prepare, and to retain highly qualified, diverse teaching force for all schools is critical for both educational equity and excellence (Darling-Hammond & Berry, 1999).

Purpose of the Study

The purpose of this study will be to examine the recruitment of ethnic and minority teachers in selected Texas public school districts. This researcher will focus on the recruitment plans and practices of selected Texas school districts and how these plans are implemented.

Research Questions

The research questions are:

1. What strategies do selected school districts in Texas have in place for the recruitment of ethnic and minority teachers?
2. What recruiting procedures do selected school districts in Texas use for the recruitment of ethnic and minority teachers?
3. How do the recruitment policies and practices of selected Texas school districts result in the effective recruitment of ethnic and racial minorities?

Methodology

The researcher will utilize qualitative methodology for this study. This methodology will be used to gather the participant's perspective of the phenomenon to be studied. The multiple case study design assists with collecting data from the participants. The researcher will conduct interviews with the participants using a questionnaire and will review the ethnic and minority recruitment plans of selected public schools in Texas. To find similarities or themes, coding will be applied. Triangulation will be applied to relate all of the different data in order to check the validity of each data source.

Definition of Terms

For the purpose of this study, the following terms will apply.

-Ethnic, Racial Minorities refers to "Black or African American, Hispanic, American Indian, Alaskan native, or a person of Asian or Pacific Island origin" (Senate Bill 302, 2001).

-Recruitment refers to the practice of soliciting, seeking out, or making an earnest appeal to individuals for the purpose of employment; enlistment (Webster, 1996).

-Suburban is defined as other school districts in and around the major urban areas. Major suburban districts are contiguous to major urban districts. If the district is not contiguous, it must have a student population that is at least 15 percent of the

size of the district designated as major urban. In some cases, other size threshold criteria may apply (Texas Education Agency, 2001).

Significance of Study

The recruitment of minority teachers has become a national concern. The increase in the minority student population is causing public schools to search for more minority teachers. Research has documented the positive impact that minority teachers have on minority students. In addition, minority teachers are a positive role model for minority and non-minority students (Foster, 1995; Irvine, 1990a; Michael-Bandele, 1993)

The limited presence of African American teachers is a current challenge displaying little promise of solution in this country. A myriad of reports (Carnegie Forum on Education and the Economy, 1986; Education Commission on the States, 1990; Joint Center of Political Studies, 1989) depict a crisis related to the limited presence of teachers of color. While some of the national attention to this phenomenon has dissipated, the crisis has not. The need to consider the complex issues related to African-American teacher recruitment remains. Such an inquiry will provide a rich context for continuing to cultivate and improve policy strategies to recruit and retain African American teachers and teachers of color (King, 1993).

What has been lacking in most districts, states, and at the national level, is a framework for policy that creates a coherent infrastructure of recruitment, preparation, and support programs. The National Commission on Teaching and America's Future (NCTAF, 1996) summarized the dimensions of the teacher quality challenge, pointing to deficiencies in the way the nation currently develops its human resources for education. Recruitment of teachers and other educational personnel is frequently ad hoc. Selection and hiring decisions are too often disconnected either from specific school district goals or from a conception of quality teachers. The Commission argued that, given growing teacher demand, changing student demographics, and more ambitious school improvement goals, the United States needs more thoughtful, sustained, and systemic approaches to teacher recruitment, development, and support (Darling-Hammond & Berry, 1999).

Therefore, this study will examine the existing research in order to augment the body of knowledge as it relates to ethnic and minority recruitment practices. By reviewing the plans and the practices of selected school districts in Texas, other school districts will be able to utilize the information to develop ethnic and minority recruitment plans.

Delimitations

This study will examine the recruitment practices and plans of selected school districts in Texas, only. This study will include interviews with the superintendents, the directors of recruitment, board members, and ethnic and minority teachers of selected school districts in Texas.

Limitations

The limitation of this study is that a multiple case study may not have generalizability to all schools. In addition, the interpretation of non-verbal communication presented during the interviewing process can prove to be a limitation for the researcher. How will the researcher define/analyze non-verbal communication?

Summary

Chapter One introduced the study of ethnic and minority teacher recruitment in selected school districts in Texas. The chapter detailed the statement of the problem, purpose of the study, research questions, the methodology, definition of terms, significance of the study, delimitations, and limitations. Chapter One further discussed why the American teaching force must be composed of well-prepared individuals who reflect the diversity of the U. S. urban population (Jacullo-Noto, 1991).

Chapter Two provides a literature review that centers on the historical perspective of teacher recruitment, population changes and its impact on public education. Chapter Two will review the recruitment of ethnic and minority teachers to public education, and the partnerships focusing on ethnic and minority teacher recruitment.

Chapter Two

Literature Review

Introduction

This chapter will review relevant literature related to ethnic minority teacher recruitment in the public schools. The four components comprising this chapter are: (1) A Historical Perspective of Recruitment, (2) Population Changes and Its Impact on Public Education, (3) Recruitment of Ethnic and Minority Teacher in Public Education, and (4) Partnerships Focusing on Ethnic and Minority Recruitment.

A Historical Perspective of Teacher Recruitment

Concern about the competence of the classroom teacher is not new in America. Ichabod Crane was more than a pathetic figure who spent classroom time trimming the quill pen of his students. He also conveyed an image many thought to be typical of male teachers at the time. In 1832, Willard Waller (1932/1965) characterized what he took to be the prevailing stereotypes of teaching as an occupation of unmarried women and unmarketable men. Koerner's *Miseducation of American Teachers* (1963) was not only a scathing indictment of teacher education, but it was also a criticism of the qualities and characteristics of those who taught in American schools. Much of the reform movement in American Education in the 1960s was predicated on the assumption

that the qualities and qualifications of those who occupied classrooms were less than desirable. The Master of Arts in teaching programs and the teacher corps, for example, resulted from the belief that a new breed of teacher was needed in the classroom. NDEA and NSF created summer institutes on the assumption that American teachers were inappropriately trained or woefully under trained (Schlechty & Vance, 1983).

In 1950, only 7 percent of the male population and 5.0 percent of the female population above the age of 25 had completed college. In 1959, this figure had increased to 10.1 percent for males but stayed at a steady 5.0 percent for females. Thus, between 1950 and 1959, there was a 42 percent increase in the number of adult males in the population with college degrees and an 18.0 percent increase for females. Between 1960 and 1970, there was a 39.6 percent increase in the percentage of the male in the population with college degrees and an increase of 39 percent for females. However, between 1950 and 1970, the rate of growth in the size of the teaching corps was substantially higher than the rate of growth in the college educated population generally (48 percent from 1950 to 1960, 52 percent from 1960 to 1970). In addition, the period of 1950-1970 was a time of substantial upgrading in certification requirements for new teachers. These changes, which made college degrees mandatory for teachers, increased the demand of the teaching occupation for the services of college-educated personnel

and thus compounded the problem of providing an adequate supply of teachers (Schlechty & Vance, 1983).

Nationally, in 1960, the total number of men teaching in public schools was 419,528. Of these, 30,597, or about 7 percent, were Negro men. In the same year, there were 101,512 Negro women teachers out of a total of 1,111,721, or about 9 percent. Altogether, there were 132,109 Negro teachers in elementary and high schools. This is approximately 9 percent of the total number of teachers who taught in the public schools in 1960. This proportion of Negro teachers to white is roughly in the same ratio as the proportion of blacks to whites in the country as a whole (NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, 1972).

A study from the demographic perspective, conducted by W. Timothy Weaver, on the effects of a decline in undergraduate enrollment, asked how this social force might affect the selection process that will attempt to recruit classroom teachers. The data on such accepted measures of academic ability as the Scholastic Aptitude Test (SAT), the American College Testing Program (ACT), grade point averages (GPA), and the SAT scores of graduating colleges seniors (class of 1979) from the National Longitudinal Study (NLS) as well as NLS's own vocabulary, reading, and math test. In addition, Graduate Record Examination (GRE), and National Teacher Examination (NTE) score data are presented to show the effects of three conditions on the quality of teachers: (1) a

decline in the job market in teaching, (2) a shift in student preferences away from the field of education, and (3) a sharp decline in test scores of college bound students and enrolling freshmen who intend to study education and a score decline of graduating seniors and those who find teaching positions (Schlechty & Vance, 1983).

The data presented by Weaver (1979) raised questions about the ability of the education profession to recruit and select teachers of high academic quality. The conclusion drawn from this study revealed that the over all quality of those recruited to teaching in the 1970s (as measured by tests of academic ability) is probably lower than the quality of those recruited in the 1960s (Schlechty & Vance, 1983).

In the 1940s, the professional preparation of African American teachers in the South began to increase noticeably, and in some cases surpassed that of Whites. As Rogers (1967) indicates, in the years between 1841 and 1948, the nonstandard certificates of Whites increase from 1,022 to 2,909 during this period, whereas the number of African American teachers holding Class A certificates increased from 5,806 to 6,204. Part of this difference may be attributed to the increased opportunities for graduates and professional training that appeared for African Americans in the 1930s, resulting primarily from the suits initiated by the National Association for the Advancement of Colored People (NAACP) (McCandless, 1999). By 1948, there were 60 times more nonstandard

certificate holders among White teachers than in 1937. By 1949-1950, African American teachers' preparation exceeded that of White American teachers. Whereas White teachers averaged 3.8 years of college, African American teachers averaged 4.1 years of college (Rogers, 1976).

These trends continued into the 1960s. According to Rogers (1966), 90 percent of the principals responding to his survey of African Americans in high schools in North Carolina reported that 75 percent to 100 percent of their teachers held masters degrees by 1964. Likewise, on the eve of the Brown decision in 1954, *the Journal of Negro Education*, reported that the training of African American teachers was comparable to that of White teachers (Thompson, 1953). In six states, (Maryland, North Carolina, Oklahoma, Texas, Virginia, and West Virginia) and the District of Columbia, the training of Black teachers exceeded that of White teachers (McCandless, 1999; Siddle-Walker, 2001).

The fact that African American teachers in many states were better trained than Whites teachers is no longer a disputed historical fact, although it is seldom acknowledged in contemporary discussion. The most obvious explanations are state policies and available travel funds. For example, in the 1940s Georgia began to require that teachers have a bachelor degree for certification (Georgia Teachers and Education Association, 1966). This requirement caused large number of teachers who had normal degrees or who had not completed their degrees to turn to the summer schools offered by the Black colleges to complete their degrees.

Another explanation, southern states would send their African American graduate degree candidates to the North, rather than admit them to the southern White institutions. Finally, another possible explanation for the increase in African American teaching certification level could be the increased use in the South of the National Teacher Examination (NTE) as a tool to continue to justify African American teachers lower salaries. Yet, neither interviews nor professional publications support this plausible hypothesis (Fultz, 1995; Siddle-Walker, 2001)

The increase in levels of African American teachers training seem directly linked to teachers' self-perception that they were professionals and the influence of their organization's philosophy. The context of the era in which they taught might also be linked to the teachers' aspirations (Warren, 1989; Comer, 1988; McCullough-Garrett, 1993; Siddle-Walker, 2001).

The Civil Rights Movement of the 1950s and 1960s, and the Civil Rights Act of 1964, expanded opportunities for blacks significantly. For college trained blacks, professions that had been available only to a token few or to none at all, gradually became accessible. The opening of previously closed doors to blacks was followed by new fields becoming available to women because of the "Women's Movement" of the 1970s. Both of these movements were of particular significance to black women, since black women faced severely limited employment options (Warren , 1989).

In the 1980s, blacks began in increasingly large numbers to take advantage of the fact that many professions other than teaching usually were more financially rewarding and prestigious. Black communities have always held educators in high esteem; but as communities became more integrated, and as teachers moved their residences from the communities in which they taught, teachers' statuses among blacks began to drop. In addition, because society evaluates one's worth and status according to income, low salaries have contributed to the decline in teacher status within the black community as it assimilates the values of the larger society (Warren, 1989).

It is to be noted, specific historical data are limited in the area of teacher recruitment practices.

Population Changes and Their Impact on Public Education

Changes in the Populations of Public Schools

The baby boom echo, the 25 percent increase in the nation's number of annual births that began in the mid-1970s and peaked in the 1990s, and rising immigration have boosted school enrollment. Growing enrollment in public elementary and secondary schools is expected to continue through 2005, before decreasing slowly (U.S. Department of Education, 2001).

After declining during the 1970s and early 1980s, enrollment in public schools for grades K-12 increased in the latter part of the 1980s and the 1990s, reaching an estimated 47.2 million in 2001. This enrollment was projected to be

47.4 million in 2002. Through the first half of this decade, public enrollment for grades K-12 is projected to continue increasing to an all time high of 47.5 million in 2005 and then will begin to decline slightly (U. S. Department of Education, 2001).

Today, about 65 percent of the nations' school aged youngsters are non-Hispanic whites. However, this figure will drop to 56 percent by 2020 and to under half by 2040. At that point, the majority of school age children in the United States will be members of "minority" groups. The largest growth will occur among Hispanics. Between 1999 and 2010, Hispanics are projected to account for 43 percent of U.S. population growth. The Hispanic school age population is predicted to increase by 60 percent in the next 20 years; and by 2025, nearly one in four school age youngsters will be Hispanic. The Asian and Pacific Islander population will also increase by about 64 percent over the next 20 years, but starting from a much smaller base. The proportion of school age population that is Asian non-Hispanic is estimated at 4 percent in 2000 and is projected to rise to 6.6 percent in 2005. Meanwhile, the percentage of the school age population that is African American and Native American is predicted to remain relatively stable (Olson, 2000).

From 2000 to 2015, the total minority school age population is projected to increase in all states but two, Arkansas and Mississippi, with the greatest gain in Wyoming, Rhode Island, and Alaska. Even so, the minority population is

expected to remain concentrated in the same states, Texas, Arizona, New Mexico, New York and California. In these states, the minority school age population is at more than 50 percent. In Nevada, Louisiana, Mississippi, Georgia, Florida, South Carolina, Illinois, and Alaska, the minority school age population is less than 50 percent but more than 40.1 percent. The remaining 38 states have a minority school age population that range from less than 20 percent but not exceeding 40 percent (U. S. Census Bureau, 2000).

Ethnic groups have always been underrepresented in the United States teaching workforce, but the situation is worsening. The proportion of teachers of color is shrinking (Jorgenson, 2001). By the year 2001, the nation's schools will be serving more children than ever before, 5.4 million, and the total number of teachers grew to over 3.5 million, up from 2.5 million in 1980 (Darling-Hammond & Berry, 1999). In addition, the U. S. Department of Education reported in 1991 that 44 of the 100 largest schools districts in the United States had minority enrollments of more than 50 percent; fifteen of these schools districts have minority enrollments of more than 80 to 90 percent (Branch, 2001).

Another researcher stated that since 1980, 8 million immigrants have arrived in the United States, bringing 2 million students into the nations schools (Ascher, 1993). Due to the great influx by immigrants, American schools changed from biracial to multiracial, multicultural. These demographic trends

demonstrate that students of color will continue to increase in urban and inner city schools. (Stinnett & Karr-Kidwell, 1998).

Changes in the Educational Needs of Students

American public education has evidently failed, to a very large degree, to address the special needs of minority and disadvantaged children. The socio-cultural idiosyncrasies of black children, in particular, have not been adequately addressed. The very structure of public education and the philosophies that have guided its development and implementation have neglected to recognize and incorporate salient features of black culture and the black experiences in America. In a seminal work edited by McAdoo and McAdoo (1985), researchers discussed the importance of socio-cultural and psychodynamic factors as they influence the psychological, social, personal, and cognitive development of black children. Boykin (1979) also reported that black children perform better on school related tasks that are culturally and experientially salient than on other tasks (Willie, Garibaldi,& Reed, 1991). These factors appropriately implemented into the educational setting can yield a positive outcome for all minority students and their educational experiences (Carter, 1969).

Children come to school possessing differences in cultural backgrounds and states of cognitive development. Nevertheless, schools appear to be deliberately implementing policies and practices that each year creates a continual stream of unsuccessful students (Rist, 1973). While role models enhance a child's

impression of what he or she can learn, there is another even more important goal in securing a racially and ethnically balanced teaching population. Teachers of color bring with them an inherent understanding of the backgrounds, attitudes, and experiences of students from certain groups and therefore can help inform majority teachers on effective ways and means to communicate with students of color (Dilworth, 1990). Minority teachers provide examples of behavior and attitudes that can enable teachers of other racial and ethnic backgrounds to work more successfully with African American students and with all students in the nation's school (Mitchell, 1998).

Recruitment of Ethnic and Minority Teachers to Public Education

National Perspective

The increase in the ethnic and minority student population and the needs of the ethnic and minority student have become a national concern. Thus, drawing attention to the deficit in the ethnic and minority teaching force required to serve and meet the needs of the minority student population. It has been reported that the number of African American teachers in the nations' teaching force has been declining since the 1960s (King, 1993), whereas the percentage of African American students in public schools has been increasing (Pallas, Natriello, & McDill, 1989). In central city schools, almost 33 percent of the students are African American but only 15 percent of the teachers are (U.S. Department of Education, 1996b). The Carnegie Forum on Education and the

Economy (1986) pointed out in its report, *Nation Prepared*, that there is a direct link between economic growth in the United States and the skills and abilities of people who contribute to that growth. In calling for the overhaul of the teaching profession, the report argues that if the changes it suggests are not implemented rapidly, the well-being of the American economy will continue to decline, as will the nation's standard of living. Since minorities constitute a growing percentage of the U.S. population, it is vital that the minority work force be an educated and competent one. It follows that, in order to provide quality education for the growing number of minorities in schools, the American teaching force must be composed of well-prepared individuals who reflect the diversity of the U.S. urban population (Jacullo-Noto, 1991).

Nearly one third of school age children in United States are members of ethnic and minority groups, compared with about 12 percent of teachers. The proportion of African-Americans in teaching the force has declined in recent years, and that of Latino teachers has increased slightly. The percentage of K-12 students of ethnic and minority groups is in the midst of a long and steep incline, largely because of an increase in the Hispanic population (Archer, 2000). Therefore, advocates for restructuring K-12 education recognize the link between effective teachers and student learning (Lewis, 1989). Effective teachers must address the needs of all children in a K-12 student population that is growing

more diverse (Nieto, 1996) even as teachers are becoming less so (Ladson-Billings, 1991; Cockrell, Mitchell, Middleton & Campbell, 1999).

Implication of “In-Kind” Teaching Models

Research continues to support that “in-kind” models are more successful with and minority students than their counter-parts. “In-kind” teachers are those teachers who look like the students they serve and teach. Researchers such as Ladson-Billings (1994) sought to investigate the characteristics of teachers who were effectively teaching African-American students. They discovered that ethnic and minority teachers employed a variety of teaching styles resulting in an active and participatory learning environment. According to Irvine (1992), emphasis on higher order thinking skills and the provision of a nurturing environment were strong characteristics of ethnic and minority teachers. Others have identified classroom interaction, organizational styles, community ties, and moral/religious mores` as important characteristics of these teachers (Au, 1980).

Another study found that increasing the number of Hispanic teachers tends to reduce the dropout rate and increase college attendance for Hispanic students (Fraga et al., 1986). Research suggests that it is important to provide children with role models that reflect their cultural background and have shared similar experiences (Paige, 1987; Perkins, 1991; Simmons, 1990). As the Carnegie Forum on Education and the Economic (1986) reported, “The race and

background of their teachers tell them something about power and authority in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments, and their views of their own and others' intrinsic worth. The views they form in school about justice and fairness; also influences their future citizenship" (Quezada, Galgo, Russ & Vang, 1996).

A staff that represents society in miniature has much to offer adolescents. Students often perform well in classes taught by adults who bring special interest and diverse ways of thinking into the educational setting (White-Hood, 2000). Ethnic and minority teachers can have a strong, positive influence on schoolchildren in several ways. Ethnic and minority teachers act as role models for ethnic and minority students. Studies of young black children have shown that simply having a black teacher increased their self-esteem. Black males, especially, need to see black men as professionals in the schools (Power, 1988). Students also excel when the content comes to life through real-world examples, artifacts, and documents often shared by those from other cultures (White-Hood, 2000). Ethnic and minority teachers allow ethnic and minority, and non-ethnic and non-minority students to develop an appreciation of diversity and cultural difference. As our society in general and our schools in particular become more and more diverse, there is an undeniable benefit in exposing students to all sorts of role models (Gursky, 2002). Ethnic and minority teachers are necessary role models for all children as they develop their own ideas concerning which

individuals can hold roles of authority and influence. Without enough exposure to ethnic and minority teachers throughout their education, both ethnic and minority, and non-ethnic and non-minority students come to characterize the teaching profession, and the academic enterprise in general, as better suited for non-minorities (Loehr, 1988; Jacullo-Noto, 1991)

Greater representation of ethnic and minority teachers would provide positive role models and highlight persons of color in positions of authority (Michael-Bandele, 1993). There are also pedagogical benefits (Villegas, 1991). Ethnic and minority teachers often bring to the classroom cultural understanding that informs their pedagogical approach and improves their ability to work effectively with African American students (Hollins, 1992; Ladson-Billings, 1992). Ethnic and minority teachers convey a message of success to ethnic, minority and other children that as a teacher, they are worthy of respect and admiration. However, while they serve as “models of success” for all students, these teachers also play a critically important role as mentors for academically able ethnic and minority students, communicating to them that they too can become competent and then respected and admired (Pasch & Krakow, 1990). The presence of teachers of various cultures also enhances a community’s view of the school and becomes a springboard to teacher collaboration. The high visibility of teachers from various cultures helps provide a framework for continuous inclusion (White-Hood, 2000).

It is believed, the experiences ethnic and minority teachers bring will help them to be empathic toward and skilled in crossing cultural and linguistic boundaries in school context (Irvine, 1989). It is their share of social and cultural experiences (Carrason, Vera, & Cazden, 1981; Nieto, 1998), as well as the cultural mediation skills they have developed for connecting between home and school (Irvine, 1989; Meier, Stewart, & England, 1989), that strengthen their potential for effectiveness in teaching (Quiochos & Rios, 2000).

Partnerships Focusing on Minority Teachers Recruitment

The Role of the School District in Minority Teacher Recruitment

The recruitment of ethnic and minority teachers to the public schools must be a continuous effort extended by all stakeholders beginning with the school districts, followed by the community, and higher education.

In staffing a school system it is important not only to think of the desirable qualities to be sought for each individual, but also to think of the desirable characteristics of the school staff as a total entity. In a standard one-room school, a standard description of the best teacher might be appropriate. In the modern school, there is no standard comprehensive description of the “best” teacher because the best teacher is one who will fit in with rest of the staff, with the program, and in the community context (Miller, 1965).

The recruitment process, as one of the interlocking components of the personnel function, is aimed at bringing into the school system the quality and quantity of work force needed to fill the position openings.

The impact of general personnel policies on the recruitment process becomes clear by analysis of policy considerations that organizations must resolve with respect to: race, creed, national background, age, sex, and physical handicaps of position candidates; internal promotion via career path; personnel development programs; and employment of relatives, veterans, part-time and temporary personnel, mothers and working wives, minors, and rehiring of former personnel (Morpet, Johns,& Reller, 1975).

Texas has achieved success in ethnic and minority recruitment and retention through its alternative certification program. According to William Wales of the Texas State Board of Educator Certification, approximately 30,000 teachers have been certified through the alternative certification programs since its inception in 1985. Between 42 percent to 52 percent of those have been minorities. In some years, the program has certified as many as 6,000 new teachers in one year, but in recent times, the numbers have fallen to around 3,000. The percentage of minorities in the program has remained roughly the same (Gelb, 2000).

Some states have begun trying to help districts recruit more people of color. Most efforts involve scholarship or loan forgiveness programs. Some seek

to draw the best and the brightest minority college students into traditional teacher preparation programs. Other allow districts to “grow their own” teachers by tapping local career changers or encouraging students to consider education careers before they go to college (Archer, 2000).

Ethnic and minority representation on the school board has contributed to the recruitment of black administrators, who in turn have hired more black teachers (Scribner & Layton, 1995).

The Role of the Community in Minority Teacher Recruitment

Although not traditionally involved in teacher recruitment, the community can, in fact, play a key role in identifying prospective minority teachers, in providing a network, and in offering financial assistance. Various community organizations, such as the Urban League, NAACP, and minority fraternities and sororities, can help in identifying minority residents in the community who are interested in teaching (Greer, 1989; Husk, 1989).

An example of such a project is one in Fayetteville, North Carolina. The Cumberland County Board of Education and the Fayetteville Chamber of Commerce have formed a partnership called the Chamber Task Force for Teacher Recruitment. The task force’s first initiative was to host a reception in honor of first and second year teachers in Cumberland County Schools. To recruit teachers at the state and national levels, the Cumberland County Board of Education has

adopted a model of recruitment based on a project developed in Richmond, Virginia. Through this model, business leaders provide support by traveling with the school system to recruit teachers, reducing cost for overnight lodging and meals during local recruitment fairs and interviews, conducting tours of the city and reducing security deposits and first month rental deposits (Weeks, 2002).

The Role of the University in Minority Teacher Recruitment Practices

There are numerous universities with minority recruitment programs in place. They have varied descriptors from collaborative partnership with school districts to providing advanced degree possibilities. Some examples of these types of programs are:

- The Minority Teacher Recruitment Project in conjunction with Jefferson County Public Schools and the University of Louisville;
- The Houston Area Initiative in conjunction with The College of Education at Texas A & M University;
- University System of Maryland in conjunction with the K-16 Outreach Committee;
- The Pathway Program at Armstrong Atlantic State University in conjunction with the Savannah-Chatham County Public School Districts. The North Carolina Consortium includes three universities: Winston Salem, Elizabeth City State, and North Carolina Wesleyan.

-The Urban Teacher Program supports the Detroit and the Romulus School Districts in conjunction with Wayne County Community College, Eastern Michigan University, and Wayne State University.

In addition to these programs, there is the Lighthouse Partnership for Teacher Preparation, a program designed to be a catalyst for improving teacher education across the country by funding a number of partnerships among teacher preparation institutions and school districts of high poverty in urban and rural areas. This project was established in 1997, by the Clinton administration through the Department of Education, Title V, Higher Education Act.

Contribution of Interest Groups to Recruitment of Minority Teachers

Private interest groups and corporations are joining in to assist school districts with their minority teacher recruitment efforts.

-The Ford Foundation Minority Teacher Education Program supports eight statewide consortia, involving 50 colleges and universities across the nation. The effort is aimed at developing new models of teacher education focused on drawing more minorities into programs preparing them to teach kindergarten through 12th grade. These consortia organized meetings with policy makers at the state level to determine ways in which successful approaches might be replicated (Genzuk, 1997).

-Bank of America Beginning Support and Assessment Induction Program for K-3 Teachers of Language Minority Students provides professional development for

new K-3 teachers resulting from California class size reduction, the School of Education at USC is developing a Beginning Support and Assessment Induction Program. The program's focus is on beginning teachers with an emphasis on language, math, reading, and diversity (Genzuk, 1997).

-ARCO Foundation / LAAMP Foundation Language Acquisition Program is a multi-university collaborative sponsored ARCO Foundation and Los Angeles Annenberg Metropolitan Project to develop a language acquisition model of staff development for novice and practicing teachers to meet the needs of language minority student population (Genzuk, 1997).

-Edison School Incorporated will launch an ambitious research effort into opening its own teacher education colleges. The foray into teacher preparation would be aimed at helping the company, the nation's largest private manager of public school, guarantee a steady supply of new teachers. The teacher's college could take any of several forms, such as affiliations with existing colleges and universities, freestanding company-owned campuses, and courses offered over the Internet. The company is already pilot testing on-line professional development programs for its current teachers in such areas as English as a second language and special education (Walsh, 2000).

These are only a few of the examples of partnerships with Interest Groups that are assisting with the minority teacher recruitment efforts.

Conclusion

This chapter reviewed relevant literature pertaining to: A Historical Perspective of Teacher Recruitment, Population Changes and Its Impact on Public Education, Recruitment of Minority Teachers to Public Education, and Partnerships Focusing on Minority Teacher Recruitment.

The literature suggested that the need for appropriate individuals with the abilities and characteristics to address the needs of the increasingly growing minority student population is critical. In addition, the literature contained information about the demographics changes occurring across the nation and in the public schools. Finally, the literature suggests that a concerted effort by all stakeholders is needed to locate and recruit more minority teachers.

Chapter Three will describe the methodology that will be utilized to research the minority recruitment practices of suburban public school districts.

Chapter Three

Methodology

Introduction

Qualitative methodology will be applied in this study. A multiple case study design is applied to address ethnic and minority teacher recruitment practices. This chapter will consist of the following sections: description of the research design, description of the sample, procedures and data collection, data analysis, and summary of the chapter.

The purpose of this study will be to examine the recruitment of ethnic and minority teachers in selected Texas public school districts. This researcher will focus on recruitment plans and recruitment practices of selected Texas school districts and how these plans are implemented.

The research questions are:

1. What strategies do selected school districts in Texas have in place for the recruitment of ethnic and minority teachers?
2. What recruiting procedures do selected school districts in Texas use for the recruitment of ethnic and minority teachers?
3. Do the recruitment policies and practices of selected Texas school districts result in the effective recruitment of ethnic and racial minorities?

Research Design

Qualitative research is useful for describing or answering questions about particular, localized occurrences or contexts and the perspectives of a participants group toward events, beliefs or practices (Gay & Airasian, 2000). Guba and Lincoln (1989) see qualitative inquiry as an inherently social, political, and value oriented activity. They see the meaningful construction of individuals and groups, created through interaction, as the only reality that can be studied; “there is no reality except that created by people as they attempt to make sense of their surroundings” (p, 12-13). These realities are constructed rather than “out there” and depend on an observer for their existence. Guba and Lincoln’s epistemology is thus radically relativist rather than realist, subjective rather than objective, and monist rather than dualist; they argue that an evaluation creates the reality that it presents, rather than discovering some objectively existing reality.

Case Study

Case studies research is a time-honored, traditional approach to the study of topics in social science and management. The strength of case study research is that it has the capability of uncovering paths and mechanisms, and through richness of detail, identifying causal influences and interaction effects, which might not be treated as operationalized variables in a statistical study. In recent years, there has been increased attention to implementation of case studies in a

systematic, stand-alone manner, which increases the validity of associated findings (Jensen & Rogers, 2001).

The case study is but one of several ways of doing social science research. Case studies are the preferred strategy when “how” or “why” questions are being posted, when the investigator has little control over event, and when the focus is on a contemporary phenomenon within some real-life context. Two other types, “exploratory and descriptive” case studies, also can complement such “explanatory” case studies. Regardless of the type of case study, investigators must exercise great care in designing and doing case studies, to overcome the traditional criticisms of the methods (Yin, 1984).

It is the opinion of Hamel, Dufour, and Fortin (1993) that the case study is an in-depth investigation. It accordingly uses different methods to collect various kinds of information and to make observations. The object of study will be understood through these empirical materials. The case study is based thus on a great wealth and variety of empirical materials. Most writings on the case method are in agreement with this. Nonetheless, the wide variety of empirical materials presents analytical problems.

This variety appears as much in the diversity of empirical materials as in their treatment. These may be news reports, official documents, remarks in context, personal writings, literary works such as a novel, and so forth. The case

study thus considers materials of different origins, which are produced by different types of knowledge (Hamel, et al., 1993).

Qualitative methodology is appropriate for this study because it allows the researcher the opportunity to answer the “hows” and the “whys.” Furthermore, the case study design allows the researcher to interact with the selected participants in order to receive the input needed to develop a sense of feeling regarding the study. The methodology will explain the causal link in real-life interventions that are too complex for the survey or experimental strategies, describe the real life context in which an intervention has occurred, an evaluation can benefit, again in a descriptive mode, and explore those situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 1984).

In addition, this study will be a multiple case study because three suburban school districts will participate in the study. “Comparative case methods” is the term used synonymously with multiple case studies. When the same study contains more than a single case, the multiple case design is used. A common example is a study of school innovations, in which independent innovations occur at different sites. Thus, each site might be the subject of an individual case study, and the study as a whole would have used a multiple-case design. In the past, multiple case studies have been considered a different “methodology” from single-case studies. From the perspective of this author, the choice between

single-and multiple-case design remains within the same methodological framework (Yin, 1984).

“The multiple case designs have distinct advantages and disadvantages in comparison to single case designs” (Yin, 1984, p45). The evidence from multiple cases are often considered more compelling, and the overall study is therefore regarded as being more robust. The multiple study requires extensive resources and time beyond the means of a single student or independent research investigator.

The logic underlying the use of multiple case studies is the same. Each case must be carefully selected so that it either (a) predicts similar results (a literal replication) or (b) produces contrary results but for predictable reasons (a theoretical replication).

The strength found in the qualitative methodology is that it allows the researcher to receive answers to questions about the study and to get the opinions of phenomenon from the participants’ perspective. The research in a case study focuses on questions that ask “how” or “why”, and the study does address a contemporary event (Yin, 1984).

The limitations of the design are that a multiple case study may not have the generalizability for all schools. In addition, the interpretation of non-verbal communication can prove to be a limitation.

Description of the Sample

Suburban Texas public school districts were selected to participate in this study. The selection of these districts is being considered because of the large minority student enrollment. The definition of “suburban public school” as defined by the Texas Education Agency determined the characteristics of the school districts selected.

The researcher will contact the superintendents of the selected Texas public school districts. The initial contact will be by telephone. During the conversation, a brief description of the study will be given and a request for an appointment will be made. The telephone call will be followed by a written communication. The communication will include all the information shared in the telephone conversation and other details needed to clarify the researcher’s quest.

While visiting with the superintendents, specific details regarding the study, the need for the districts assistance, and why this district was selected will be shared. Permission will be solicited and any other information as it pertains to moving forward with the study will be requested.

When the superintendents grant permission, the Directors of Recruiting will be contacted by telephone. The researcher will explain the need to interact with the Directors of Recruiting. The request for an appointment will be made. The conversation will be followed by a written communication. At the first

meeting, the researcher will share all the details of the study and explain how the director and the district are needed to assist with the success of this study.

Individual interviews will be scheduled with the superintendents, the directors of recruiting, school board members, principals, and teachers who have been employed with the districts for no more than three years. Each participant will be asked a set of questions. In addition, the districts' policies and procedure regarding recruitment practices will be reviewed, specifically the areas pertaining to ethnic and minority teacher recruitment practices.

The timeline will be established with the assistance of the participants.

Procedure and Data Collection

Initially, a pilot study of a set of questions to be used on the questionnaire will be administered. A selected group with similar characteristics of the individual who will participate in the study will be solicited to pilot the set of questions. A pilot study involves a small-scale testing of procedures that the researcher plans to use in the main study, and revising the procedures based on what the test reveals (Gall, Borg, & Gall, 1996).

Once the questionnaire is tested and any needed adjustments are made, the instrument will be administered to the participants. The data will be compared.

The external validity of the study will be tested by replication of the findings. This replication logic is the same that underlies the use of experiments (and allows scientist to generalize from one experiment to another) (Yin ,1994).

Qualitative interviewing refers to interviews of semi-structure type with a single respondent (the depth interview) or group respondents (focus groups). For the purpose of this study, the form of qualitative interviewing will be the highly structured questionnaire (Gaskell, 2000). A questionnaire consisting of the predetermined questions resulting from the pilot study will be applied. According to Robert Farr (1982), this technique or method is essential for establishing or discovering the viewpoints or perspectives of those other than the interviewer. Qualitative interviews provide the basic data for the development of an understanding of the relationship between the social actors and the situation (Gaskell, 2000).

Structured interviewing is a more formal, orderly process that the researcher can direct (Glesne, 1999). Interviewing provides a way of generating empirical data about the social world by asking people to talk about their lives. In this respect, interviews are special forms of conversation. While these conversations may vary from highly structured, standardized, quantitatively oriented survey interviews, to semi-formal guide conversations and free-flowing informational exchange; they are all constructed to produce talk between interview participants. Understanding *how* the meaning-making process unfolds in the interview is as critical as apprehending *what* is substantively asked and conveyed. The *hows* of interviewing, of course, refer to the interactional, narrative procedures of knowledge production, not merely to interview

techniques. The *whats* pertain to the issues guiding the interview, the content of questions, and the substantive information communicated by the respondent. A dual interest in the *hows* and *whats* of meaning production goes hand in hand with an appreciation of the constitutive activeness of the interview process (Bryman & Burgess, 1999).

The examination of the districts' ethnic and minority recruitment policies and practices will provide more data to use as an instrument for comparison. To understand a phenomenon, the researcher needs to know the history. The researcher can ask the research participants to produce documents. Documents and other unobtrusive measures provide both historical and contextual dimensions to the observation and the interviews (Glesne, 1999)

Data Analysis

Data analysis will be completed by using coding to find themes or similar characteristics. One approach to successful analysis is to make case study data conducive to statistical analysis, by coding events into numerical form, for example. Such qualitative case studies (Pelz, 1981) may be possible when one has an embedded unit of analysis within a case study, but this approach still fails to address the needs of doing analysis at the level of the whole case, where there may be only a single or a few cases.

A second approach has been to use various techniques (Miles & Huberman, 1984) such as: putting information into different arrays; making a

matrix of categories and placing evidence within such categories; creating data displays, flow charts and other devices for examining the data; tabulating the frequency of different events; examining the complexity of such tabulations and their relationships by calculation second order numbers such as means and variances; and putting information in chronological order or using some other temporal scheme. These are indeed useful and important techniques and should be used to focus coding the evidence in some order prior to actual analysis. Moreover, such preliminary data manipulations are one way of overcoming the stalling problem mentioned above. At the same time, the manipulation must be done carefully to avoid biasing the results (Yin, 1984).

Qualitative analytic coding usually proceeds in two different phases. In *open coding*, the ethnographer reads field notes line-by-line to identify and formulate any and all ideas, themes, or issues they suggest, no matter how varied or disparate. In *focused coding*, the field worker subjects field notes to fine-grained, line-by-line analysis on the basis of topics that have been identified as a particular interest. Here, the ethnographer uses a small set of promising ideas and categories to provide the major topics and themes for the final ethnography. Reading through and coding field notes on a line-by-line basis inundates the ethnographer with a mass of ideas, insights, and connections (Emerson, Fritz & Shaw, 1995).

Coding begins with the ethnographer mentally asking questions of specific pieces of field note data. In asking such questions, the ethnographer draws a wide variety of resources, including direct experience of life and events in the setting; sensitivity toward the concerns of orientations of members; memory of other specific incidents described elsewhere in one's notes; one's prior experiences and insights gained in other settings; and the concepts and orientation provided by one's own profession or discipline (Emerson, et al., 1995).

The results from the interview questionnaire and the review of the policies and practices provide the data to proceed with triangulation. Qualitative researchers depend on a variety of methods for gathering data. The use of multiple data collection methods contributes to the trustworthiness of the data. This practice of relying on multiple methods is commonly called triangulation, a term taken from surveying and navigation. The purpose for method triangulation is not "the simple combination of different data, but the attempt to relate them so as to counteract the threats to validity identified in each" (Berg, 1995). Although multiple data collection method is the most common form of triangulation in qualitative research findings may also involve the incorporation of multiple kinds of data sources, multiple investigators, and multiple theoretical perspectives (Denzin, 1988).

Summary of Chapter

Chapter Three details the guidelines that will be used to proceed with the exploration portion of this study. The findings from the interview questionnaires and the review of the policies and plans regarding ethnic and minority teacher recruitment practices and procedures in suburban public schools will provide the researcher with data needed to proceed with the development of recommendations.

Chapter Four

Findings

Introduction

Chapter Four will examine the information gathered during the research process of this study including the pilot study, the description of the focus groups, responses to the questionnaires, summary of the findings, and conclusion.

Pilot Study

The pilot study was conducted to test the validity of the questions to be posed to the focus groups. On October 22, 2002, twenty-five individuals enrolled in doctorate level of Education Administration classes at the University of Texas at Austin were asked to participate. These individuals received a consent letter with an attached copy of the questionnaire.

Twenty questionnaires were returned on November 11, 2002. The researcher reviewed the responses. The responses from the pilot group provided the feedback needed to assist the researcher with determining whether the questions would produce the preferred facts needed from the focus group participants.

No adjustments were required to the instrument. The researcher proceeded with contacting the Focus Group participants in order to establish timelines for interview sessions.

Description of Focus Groups

Three suburban public school districts were selected because of their propinquity to the three largest urban cities in Texas and the demographic composition of their student population.

Focus Group A is located in Dallas County, ten miles from the city of Dallas. District A encompasses approximately 53.79 square miles. The total student population of District A is 21,648. This population is divided into the following subgroups: American Indian-0.75%, Asian-4.05%, African American-14.97%, Hispanic-52.25%, and White-27.97%. District A's professional staff population totals 2,336.9. This population is divided into the following subgroups: African American-9.2%, Hispanic-11.9%, White-78.3%, Asian/Pacific Islander-0.7%, and Native American-0.5% (AEIS Report, 2002).

Focus Group B is located in Harris County, approximately 15 miles from downtown Houston, Texas. District B encompasses approximately 39.72 square miles. The total student population of District B is 42,151. This population is divided into the following subgroups: African American-37.1%, Hispanic-37.2%, White-10.0%, Asian/Pacific Islander-15.6%, and Native American-0.1%. District B's professional staff population totals 3,160.8. This population is divided into the following subgroups: African American-19.7%, Hispanic-11.0%, White-65.9%, Asian/Pacific Islander-3.3%, and Native American-0.1% (AEIS, 2002).

Focus Group C is located in Bexar County, approximately 12 miles from downtown San Antonio. District C encompasses approximately 320.19 square miles. The total student population of District C is 65,717. This population is divided into the following subgroups: African American-6.6%, Hispanic-54.3%, White-36.7%, Asian/Pacific Islander-2.21%, and Native American-0.1%. District C's professional staff population totals 5,4479. This population is divided into the following subgroups: African American-3.4%, Hispanic-26.3%, White-69.7%, Asian/Pacific Islander-0.4%, and Native American-0.2% (AEIS, 2002).

Collection of Data

The initial contact was made on November 13, 2002 with the Superintendents' Secretaries of District A, B, and C. During this contact, the researcher explained the purpose of the call and provided a brief description of the study. The researcher informed the Secretaries that copies of the letter of consent and the survey questionnaire would be forwarded within the week. The Secretaries agreed to make a return call to the researcher once the information was received and reviewed. Due to the holiday breaks approaching, it was agreed that interviews would be scheduled after the first of the new year.

Districts A and B's Secretaries agreed that after the holiday break would be a better time to make contact regarding an interview with the Superintendents.

On November 18, 2002, District C's Secretary contacted the researcher. The researcher was informed that in District C in order to proceed with a research

study the researcher must submit an application to the External Research Department. The researcher received the application via email. On December 6, 2002, the researcher returned six (6) copies of the application to the Director of External Research.

After the holiday breaks, the researcher contacted the Secretaries. The researcher was informed that all information had been received and scheduling could begin.

District A's Superintendent's initial interview was held on December 17, 2002. The researcher discussed with the Superintendent the subject of the study, why the topic was selected, and why District A was selected. The researcher requested permission from the Superintendent to proceed with the study. Permission was also requested to interview the Director of Recruitment, a School Board Member, a Principal, and a teacher who had been hired less than three years. District A's Superintendent agreed to allow the researcher to move forward with the research study. The Superintendent agreed to provide a letter stating he agreed with allowing the study to be conducted and that the individuals who were needed had his permission to participate if they chose to do so.

District A's interviews begin with the Superintendent on January 23, 2003. The interview with the Director of Recruitment and Retention was held on January 24, 2003. The Board Members interview was held on January 29, 2003 followed by the Principal and Teacher interviews on February 7, 2003.

District B's interview schedule was coordinated by the Superintendent's Secretary. The interviews were held on February 10, 2003 at the Administration Building in the Board of Education Chambers beginning at 10:00 a. m. with the Superintendent followed by the Director of Recruitment, the Principal, the Teacher, and the Board Member. The sessions end at 11:35 a.m.

District C's External Research Department approved the research application on January 15, 2003. The Director of Testing and Evaluation contacted the researcher and instructed the researcher to contact the Superintendent's office to arrange to interview the Superintendent and a Board Member. The Director of Secondary Human Resources (also, the Director of Recruitment) was to be contacted directly; she would be able to assist in locating a principal and the principal would assist in locating a teacher.

District C's interview sessions were held on February 11, 2003. The interview session with the principal and the teacher was held at C High at 9:00 a. m. and 10: 00 a.m. The Director of Secondary Human Resources (also, the Director of Recruiting) interview was held at the Human Resources Building at 2:00 p. m. The interviews with the Superintendent and the Board Member were held at the Administration Building at 3:00 p. m. and 4:00 p. m.

Responses to the Survey Questionnaire

The following sets of questions were posed to the individuals of Focus Groups A, B, and C.

Administration/School Board Members

1. What position do you hold in this school district?

Superintendents

Supt. A: I am the Superintendent for District A.

Supt. B: I am Superintendent of Schools, I took over in November of last year, so for about 15 to 16 months.

Supt. C: I am Superintendent of Schools in District C.

School Board Members

SBM A: I am a Board Member, Trustee.

SBM B: I am Secretary of the School Board

SMB C: I have been a School Board Member of the Board of Trustees since 1999.

Principals

Prin. A: I am the Principal at A Middle School.

Prin. B: I am Principal at B Elementary, I have Pre-K through 5th.

Prin. C: I am the Assistant Principal at C High School in District C.

2. How long have you held this position?

Superintendents

Supt. A: I was employed by the school district as Superintendent in September of 1998. I am presently in my 5th year as Superintendent.

Supt. B: I have been in the district for right at 13 years, so when the last Superintendent retired, the Board promoted me to that position.

Supt. C: I have been in this position for about 7 months now, but I have been a Superintendent for many years.

School Board Members

SBM. A: I have held this position for the past year.

SBM B: This is my 6th year on the Board. I have been President twice, Assistant Secretary, and Board Member. I have to run for re-election this year.

SMB C: I am currently a Vice President for the Board and Vice President for the last 2 years.

Principals

Prin. A: This is my first year as a Principal. I have been here for 6 years and served as an Assistant Principal for 5 of those years.

Prin. B: I have had that position for about 6 months.

Prin. C: This is my 7th year. This is the first year for C High School; this is a brand new school. The first six years I spent at C2 High School, which is on the north side of the district. This is my first year here at C High School.

3. What duties are involved with the position you hold?

Superintendents

Supt. A: Well, obviously I am the Chief Executive Officer for the school district and am responsible for all of the oversight and supervision of the school district. Certainly, I have a number of people that I work with who involve themselves in various components of the district. My responsibility is to ensure that the youngsters in our school district are being delivered a quality education. To ensure that our staff is properly trained and properly motivated to deliver quality instruction; and to ensure that the people in the community feel that the education that their youngsters are receiving is beneficial and is adequately preparing them for a productive life as an adult.

Supt. B: I have all the responsibilities of any General Superintendent in a district of our size, where we have 25,000 students; I think that is one of your questions on down. I have a very qualified staff both in area of recruitment and retention.

Supt. C: Of course the duties involved in the position are basically to implement the policies of the board and the oversee the operation of the District.

School Board Members

SBM A: As a School Board Member we are responsible for creating policies, adopting the budget, overseeing the management of the District, deciding upon a depository, which means a bank, making sure that we have an annual audit, holding titles on property, for sale property, setting

the tax rate, to sue and be sued. It is also our responsibility to hire the Superintendent, but I think our most important duties are hiring the Superintendent, managing the budget and setting policy.

SBM B: As a Board Member, mostly what you do is promote the School District in my opinion, and you know, out in the public. We try to get people to understand what it means to be on the School Board, and how important education is. But also, we adopt the budget, hire a Superintendent and those sort of things; levy taxes, which doesn't make you too popular.

SMB C: The general requirements for the Board is overseeing the budget, aspects overall, some degree in administration and the immediate supervisor to one individual, the Superintendent, and taking care of the board policies and an advocate for the different communities that we have.

Principals

Prin. A: What duties are involved in the position of Principal? The Principal is responsible for everything that goes on at the campus, from top to bottom and inside and out. You are responsible for making sure that the students are receiving an education and your teachers are performing to the maximum level, that everything is running smoothly, and that everyone is treated fairly. You are just basically in charge of the whole show.

Prin. B: I am responsible for implementing the academic programs and student achievement and insuring that we have a safe environment for our students.

Prin. C: My duties at C High School entails as far as being an instructional leader, based on PDAS instrument as far as being an appraiser of English, speech and journalism. Also dealing with discipline, we are divided by alpha and I have A-G. I am also in charge of the Spirit group, Dance, Pep and Cheerleading, in charge of New Teachers as far as Orientation. We have monthly meetings that are the most exciting duty that I like the most. They are fresh, they're new, and I am able to train them to go in the right direction that we like. We are currently doing a book study on; let me get the book for you, "Teaching of Love and Logic". It is more of a disciplinary ideas that District C is trying to gear their teachers to go into. I am also in charge of Attendance, as far as for our students and that entails Saturday School, and Waiver committee. What else? I am in charge of the United Way campaign, of Federal funds this year, in charge of Subs for our teachers, and also in charge of our Mentoring Program for young women. I am currently, as a side duty, kind of a co-sponsor for African American Student Club for our students here on campus.

4. Have you been involved in the recruitment of ethnic and minority teachers? If yes, when and how.

Superintendents

Supt. A: I have been and certainly, when I came to the District it was very clear, as in many other school districts in the metro area, that we needed to intensify our efforts to recruit minority teachers. We have proceeded with a number of initiatives in our Human Resources Department. Within that population, we have tried to diversify our representation of Human Resource Personnel. And, that for a very real reason, if we have people who have an interest in District A and their first contact, and their first eye-to-eye meeting is with Human Resources Personnel then we think it is important that they see ethnic minorities represented in the Human Resources Office.

Supt. B: I have been in the area of policymaking and discussions with our School Board. As far as the day-to-day activities of recruitment, no I have not.

Supt. C: Not specifically for District C, but I have been involved in various capacities that I have held previously as Superintendent. Also, I was the state Superintendent in Oklahoma, which is the equivalent of the Commissioner of Education in Texas. So I have been involved, you know, as far as you know, trying to do more to help school districts recruit minorities. Then as a Superintendent in a suburb of Oklahoma City, a suburb of Houston and now a suburb of San Antonio, I have certainly been involved in the recruitment of minority teachers.

School Board Members

SBM. A: I am not involved in any recruitment activities.

SBM B : No. Not personally.

SMB C: I haven't, I wouldn't say I have been directly involved but one of the things I have done as a Board Members is to make sure that we have provided all candidates from all various backgrounds equal opportunity. That is something that, overall we do see the selection process and get some type of opportunity to see how successful we are doing in recruitment of minority candidates. So that has been a major involvement.

Principals

Prin. A: I have been on several recruiting trips with the District to recruit new teachers, but I am not aware of any specifications of targeting minority candidates particularly or we have not received any instructions in that area.

Prin. B: I haven't been involved in the recruiting aspect, but I have been involved in interviewing for my campus. I guess you could call it recruiting, but I haven't gone out searching for recruits. There is such a shortage right now in the State of Texas, that, you know, sometimes at our campuses we have more openings than there are applicants. So you are really looking at who you interview because you are going to grab and take them and offer them the position if they are a qualified candidate for

the position. You know, if you see that there is a match between that candidate and your needs as staff as a school, so that is what I am looking at. You know, unfortunately we don't have the luxury, of say, like 20 applicants for 1 position, you know we may have 5 applicants for 20 positions, so, who ever gets those 5 applicants is pretty lucky. We are not in a position where we can say I am going to hire a certain number of candidates based these qualifications because of the shortage of teachers that we have in this state.

Prin. C: Not directly, I am involved with the recruiting of teachers as far as going to campuses for example UTSA, not primarily minorities, just teachers in general.

5. What strategies are used to recruit ethnic and minority teachers?

Superintendents

Supt. A: We have initiated a number of activities in the area of recruitment. We certainly collaborate with Region X representatives when we look at recruitment trips to various universities as well as various job fairs that take place, not only here in the metro area, but throughout the state and even out-of-state. The other thing that we have done ourselves is to have last year initiated a job fair, which we think was very successful because, in that regard, we involved our principals and our teaching staff. What we have learned over the past few years is that we have been most successful

when we hire minority individuals and they have a positive experience in our school district. We find that word spreads by word of mouth. We have been more aggressive in involving our administrators who are minorities themselves and teachers who are also minorities to have an opportunity to participate in the recruitment process.

Supt. B: There are and the strategies are of course that we want to make sure that we make recruitment trips to locations where there is going to be a higher percent of minority candidates and that is difficult. We have found that looking locally and professionally in the Southern states we have a better job at getting good minority candidates than we have at others.

Supt. C: Well, and again, I am so new at District C it is hard for me to talk about specifically what District C is doing and I know you visited with S F about that. I am sure they do a lot of the things that probably everybody does. I do think one of the things, they advertisement in letting, entities know that we are interested in the recruitment of minority teachers.

School Board Members

SBM A: Yeah, I think the HR department uses ethnic and minorities to go out and recruit and pinpoint certain skills needed to address the needs of our students. I think primarily it has to do with African Americans going out and African Americans can see other minorities in leadership type positions, that is something that we do. Of course, African Americans can

look on-line at positions available. Also, we cannot hire simply because of race, but I think we do a good job of hiring minorities who are well qualified for positions. Of course, those numbers are not as high as I would like for them to be, but I do think that we have a good image. We are not as behind as some of the other school districts, we do not have some of the larger budgets, even though I think we have the facilities and do have bonuses and that type of stuff. I think our numbers are lower than I would like for them to be.

SBM B: One of my good friends was our director of parental involvement, she just retired, and she is Hispanic, so we send people out that work for the district that are various different ethnicities to try to recruit people. Also, we go to various colleges like Prairie View, Texas Southern, some of the ones that are heavily one minority or the other and try to recruit and we send out teachers that like to be in District B and hopefully they will recruit some people.

SMB C: Yeah, I would say, not as much as specific strategies, but let me give you a couple of examples: I think the main thing again, our strategy is to make sure that we get candidates from everywhere, different locations, different places and different backgrounds. I know one thing the district has done is look at our colleges for example where we are attempting to recruit teachers from etc., as well as, across the country.

Principals

Prin. A: Well I think that District A itself is a very diverse community, I think that when we go on recruitment trips there is a good blend of people represented, whether it is the Hispanic group or the African American group.

Prin. B: One of the things I can say right away that is we have a very strong instructional program, coupled with that we have a very diverse ethnic population of students so teachers want to come.

Prin. C: Part of the credits goes to Human Resources, specifically, to S F, when she came on board, she initiated the program as far as us going out to universities and increasing that. We have had that before, for example someone came from UT Austin and I talked to them and they came on board to District C. S focuses on going to our black institutions such as Prairie View, Alabama, and Tuskegee, that type of thing. We are focusing more as far as those types of universities.

6. What factors are most effective in attracting ethnic and minority teachers to your district?

Superintendents

Supt. A: I think our approach to the recruitment of ethnic and minority teachers is multifaceted. I don't think we simply do one thing. I think we do a number of things and I have mentioned some of those. We have also been pretty aggressive in the use of technology in recruitment of teachers in the last few years. Individuals who have an interest in the District A can now

apply on-line. They don't even have to come to the district to fill out an application. We think that makes that application right there available to them at the point of their reviewing information about the district on-line, thus we think they are more likely to submit that application. The other thing that I think we have done is that as we have become aware of positions that are open, we move aggressively to work with our building principals to seek out teachers who might have contacts and who might be able to encourage those contacts to apply in the district.

Supt. B: I think determining the locations of where the most applicants are and the most applicants who are willing to move to Texas is one of the big things. I think the other area is advancement, we do promote. Our promotion practices as far as administrators, if you look over the last 10 years, our percentages have increased dramatically, and I think when a minority sets down across the table from a minority administrator that is of benefit and then I am still convinced that the biggest incentive is to have a quality program. A good program is why minority recruitment leads to improvement. If you have happy minority teachers who have friends and relatives, that they are the best folks to be recruiters for you. I think that it is self fulfilling in the prophecy of, if you do well and you treat the folks right, the initial minority folks, then you are going to

find that they are going to be your best recruiters. They do an excellent job

with telling other people, especially in some of our neighboring districts.

Supt. C: When I look at this district, we are about 58% Hispanic and about 8% African American. In Spring, outside of Houston, we were about 35% African Americans and about 25% Hispanic and so we were always constantly looking. You know, to see what we needed to do and so again I think it's, as you go out recruiting you put on your web page. You put in your brochures, you put on all of your advertising type publications, that you are interested in recruiting minority teachers, and that is one aspect. The other thing, strategy, that I think, is used quite often, basically, is going the college fairs that recruiters go to and they certain that their information that they send to the university ahead of time. They indicate that they are interested in talking with minority applicants and they target that at that particular career fair that they want to recruit minorities. I think the other thing that is done, another strategy, is to basically identify colleges and universities that specifically have large populations of minorities in their school, you know, find out what the universities are that have a large African American population, a large Hispanic population

and you target those and the teacher education programs in those institutions to try to recruit more minorities and convince people. So, you go to universities maybe like Pan American or Edinburg or places like that that would have a large Hispanic. Go to the University of Houston you are going to get quite a variety of ethnicities to recruit there. You go to like an Oklahoma, if you went to a Langston University that was a predominately African American and so you target institutions in higher education that have the populations in which you are wanting to recruit. I think one of the other strategies that probably is used somewhat in terms of showing the minority population that you have in your district to the candidates and convincing the candidates that, in fact, they are needing to come teach in your district because you have a large minority population. We want Hispanic teachers because we have a large Hispanic population. I know in Spring, I specifically said, you know, one side of the district especially had a large African American population and we need to target African American people that are teachers to come in here to teach in our schools with a large African American population.

School Board Members

SBM. A: I think the most effective way is word of mouth from one minority to another minority. That is the most effective way. Another one would be, seeing minorities in high-level positions.

SBM B: Teachers that actually like it here. Once they get here, they get used to it and they think it is a wonderful place. Then you send those people out and they can bring people back.

SBM C: We mainly focus on Texas and we, also look at other areas too. So in a way it is not a direct type of solution I have seen, it is one that is catch as many as we can and then we are going to help in all of the different areas.

Principals

Prin. A: We have a nice cluster of people that go and we are able to, just by the representation of the recruiting team that is there, people see that we have that.

Prin. B: A lot of teachers do come aboard in District B because they want to be in a district and a campus that has a high or a big diversity in terms of ethnic and linguistic populations.

Prin. C: I think when we give them the facts of District C. We are probably one of the most diverse districts in the State of Texas. We are one of the fastest growing districts in the State and we are the most diverse when you look at our population of Hispanics, African Americans, Anglos, and Asian. With that fact, the knowledge of the district, I think attracts the teachers to our campuses.

7. How do you assure that the recruitment practices are implemented?

Superintendents

Supt. A: We have, for the past few years, required the human resources department to file an annual report. That annual report is presented, not only to the superintendent and to the administrative council, but is also presented to the school board. I will tell you that the school board that I work with has also been very concerned and I think have been very supportive of our recruitment efforts. There is no question, that they recognize that our population is changing, and that we certainly have a majority /minority student population that is not reflective in our teaching staff and they see the need for that to happen. I think the difficulty, and you know it as well as I do, is that almost every school district in this state and probably other states, is doing the same thing. Everyone sees the need for additional minority teachers. I think we have a long way to go and I think we must begin early. I think we have tried to do that here in District A, to encourage youngsters even at the high school level to go into the teaching field. That is another initiative that we have taken, we have established a class at both of our high schools for youngsters who have an interest in teaching. Basically, it is an elective class, but they have an opportunity to go in and tutor youngsters. They have an opportunity to visit with teachers, basically, establish a mentoring relationship with a teacher. They have an opportunity to talk to administrators to get an understanding of what their teaching responsibilities would be; and most

recently, we have decided that with those youngsters, when they graduate from high school, we will issue them a letter of intent to hire them. If they go to an institution of higher education, and complete their program, we are saying to them that we will hire you back here as a teacher in District A.

Supt. B: The thing that we have the problem with is that our demographics have changed so quickly. You always want to be fair and I want to be a fair superintendent and even though I have said that I am going to always hire the best candidates and I am going to have good minority candidates available to choose from. We still have a lot of Anglo teachers and administrators who have been here over the last 10 years who you hate to penalize them and once they feel that this superintendent is only going to promote and hire minority candidates the few remaining, I think those that we have they are going to be gone. It is interesting that not only does it make good common sense that you want a good minority representation with your student population.

Supt. C: Again, you are going to probably have to get most of that from HR.

School Board Members

SBM. A: No answer.

SBM B: Well, they are real good about keeping us informed all the time about what they are doing as far as recruiting, because teacher retention and

recruitment is so important, as you know, with the teacher shortage. So, every year, that is one of our goals as a board is to recruit and retain teachers so they keep us very informed about that. Like our intern program for administrators, that sort of thing. So yes, I would say that since they report to us, then we know

SBM C: No answer

Principals

Prin. A: Well, I certainly try to find the best candidate. I interview many candidates per position and try to select the best one that will serve at our campus. I look for that person, because our campus is extremely diverse you know. We have a large Hispanic population, and we certainly try to take in consideration personnel that would be a good quality teacher, but that would also be a good role model. Because a lot of our kids need that, our African American kids need role models, our Hispanic kids need good role models, all of them need good role models to look up to and to relate to.

Prin. B: Well, you know, you go back to the number of applicants that you get, with the shortage that you try to hire who is the best available for the job. So, you know right now, really, that's really what we base it on. I will say that we have a lot of minority candidates come through and we hire a lot of them. We don't necessarily look at ethnic groups as terms of the people

that we are going to hire, certainly we follow federal law in terms of when we hire and everybody has the same opportunity. But, it is the number of candidates that you are getting in and we are all fighting for the same apples in the state and it is not just in District B, but it is in the State of Texas.

Prin. C: I am not on a committee, but I am on the interviewing team and we spend the fall semester interviewing applicants and the spring semester especially. So, I see the applicants that our human resources went out and recruited. They discuss them and they come back. So, I am able to see them come through the pool.

8 How important do you feel it is to have a balance of diversity between student and teacher populations? Why?

Superintendents

Supt. A: Well, obviously, I think it is very important. Certainly the school board is also very supportive of making sure that we do have a balance. As we become more of a majority minority population, we think that it is important, number 1, for youngsters who come in to the school setting to see people who represent their minority and to see that they have been successful. Essentially to see them as role models that they can emulate and intend to become as they are. I think the other thing is that it communicates not only to our youngsters, but also to our community that people of minority background certainly have the intelligence and the

discipline and the wherewithal to achieve a level of expertise as a classroom teacher or as an administrator. I think, it tends to do away with some of the stereotypes that people have relative to minorities, and what kind of capabilities minorities have. So, in my opinion, those are two reasons, two very important reasons that we need to always work towards achieving a balance. Will we succeed? I don't know, because one of the things that I think we have working against us in today's time is that minority youngsters have learned that this is a time in which, I think, they have many opportunities open to them, not only teaching, but from my perspective, they can make their choice about what career they go into. I think that you know as well as I do, that too often the thing that drives youngsters to a certain career is the compensation they get for that career. Education has not historically been a high paying position and youngsters, unfortunately, are attracted to other careers that result in more monetary compensation for them.

Supt. B: I think it is very important. I don't think it the most important, I don't think they have to be exactly parallel, that every African American child has to have an African American teacher and so forth, but I think and I have looked at some research that there has been research that has proven that some children, especially minority children, do better academically. I think the issue is that it is a great opportunity for a teacher to be a

positive role model is one, I think there is also research that shows that in some instances Anglo teachers expect less of minority children, the expectations are not there. So I think those are two fold and there was some good research done by Weimer here at the University of Houston. I don't know if you have looked at that.

Supt. C: Well, I think it is important that you do have some balance there. I am going to be very honest with you. I don't think we are ever going to achieve that particular balance in terms of equality with numbers. I am going to get to that, but I think the biggest problem in recruiting minority teachers has been that there are so many occupations that have opened up to minorities, and with pay scales that we pay in education that minorities have chosen other routes to the profession. I would say that about women. Used to women went into nursing and teaching and now as that pool of jobs began to open up to women there were so many more opportunities there and I think the same thing has happened in terms of trying to recruit minorities. So, I think it is going to be very difficult to ever achieve the equity in terms of numbers. That doesn't mean we should not strive to recruit as many as we can because I think, number 1, if we have a large Hispanic population then our kids need to see people that are Hispanics that are teachers in terms of role models. They understand the culture and that could be Hispanic, African American, Asian, whatever

it might be they understand the culture they understand in working with that population, you know their aspects of their social forays, they understand many times the politics that are involved with various groups. But then, also I think the bottom line to it is I think it is good for kids to see people of their own color teaching and maybe that would be a good way to help them consider going into teaching. Good role models, I mean kids need good role models today. They need heroes and because of socioeconomic status and no other reason, a lot of times minority population of students are looking for those people who have been successful and so forth and they need to see that.

School Board Members

SBM. A: Well, I think it is very important in the sense that I think in my own life and some of my own mentors or role models. I would say that most of those were African Americans. When I look at my education, those who made the most impact upon me having a strong education and keeping me motivated were African Americans. Not all of them were African Americans, but most were African Americans, and from my experience, African American educators had more concern for me as a person and concern for me learning and probably more concern in making sure that I was disciplined. So, I think it is very important and not just based upon my own life.

SBM B: Well, I have mixed feelings on this one. Because partly, I think that it shouldn't matter what color a person is in the classroom. But, I also know that for some kids this may be the one person that is their role model for the future. So I have mixed feelings back and forth because for my kids I don't care, as long as it is the best teacher we can get, I don't care what teacher is in that class. But, I do know that we do have some parents that do care and want somebody in that classroom that is the same ethnicity as their child. So, for me, I would say I want the best teacher, that is number 1. Secondly, I would like to get a good balance of ethnicity and I might add male/female too, because we need more male teachers. That is secondary to me to having the best teachers we can get. Unfortunately, we don't have, over 60% of our teachers are white, and so I might add, there is just not that many. We are fighting with all these other districts for what minority teachers there are, especially Hispanic. We are real low on the Hispanic teachers, and that is our biggest percentage of students.

SMB C: I think it is important, depends on what you mean by balance of diversity. Oh, I think it is important, not only to see people like you, but to see people from all various cultures. With us being a multi-cultural type of community. That is everywhere currently. I think it is important that my African American background that I know there is African Americans that could serve as role models, but on the other hand, I may have others

too that could serve as role models. So, I think it is extremely important that we have as much diversity as we can among our teacher workforce. I would add one other aspect, one of the things you get also from the community, the community at times wants to get a little bit closer and sometimes rightfully so. We have sort of an equal proportion, where you just mentioned not necessarily the one per one but sometimes when you are talking to the community, they say well that should be our goal to make sure our community to at least be flexible and our society looks like that. And, I agree with that thought also. And one of the reasons why, is we also had to make sure, not only at the teacher end, when you get to administration, superintendents, etc, you know, for not relatively reflect the right community we are not going to have the opportunities for administration and others also to have the diverse backgrounds etc. So, I think from that aspect you have to look at it both ways.

Principals

Prin. A: Like, I said kinda in the question before, I think it is real important. Because, I think when you look at a teacher teaching that's of your same ethnicity you look up and you see a part of yourself there and to see role models that you can relate to and to see them successful is extremely important to your own self esteem as a child.

Prin. B: I think it is important, you know. I think that students need to be able to see that, because we are a high minority campus. It is also important that students see that there are people from the same ethnic background as they are that are professionals that are role models and that is extremely important, that gives the student sense of motivation that I could be someone too. Our kids come from low socioeconomic backgrounds and perhaps they will be the first ones to graduate from high school and college. So, it is good to have that diversity in the staff so the kids are able to look at that and use it as a role model too.

Prin. C: I think it is very important. I can speak because I am an African American female and my at-risk babies, as I call them, I am more of a role model for them. They can say, okay she did it; she went to District C School, she went to Texas, she graduated and I can do the same thing. It gives the students someone that they can relate to.

8. What specific policies are in place that addresses ethnic and minority teacher recruitment?

Superintendents

Supt. A: I believe there are. I believe that when you speak with representatives from the Human Resources Department, they can do that. I think, that first of all, we have a, if you will, the standard equal employment policy. That is reflected in the policy that we have not only as it relates to how youngsters will be treated in the school setting, but that we will reach out

and hire individuals as staff members without regard to their race or background, and of course, all of the other things that are included in the federal law. So, we do have that and we also have some policies that indicate that we will be aggressive in our recruitment process.

Supt. B: Really, don't have specific policies that address the issue. I think it has been more of a goal and a strategy of our district that we want to have the best instructional environment for our children and we feel that that is it. But, there is nothing in policy, now.

Supt. C: As far as specific policies and things like that, probably a couple of things I would address just in turn in general. I don't know if this really would be a policy, but I think it would be a standard, if you would want to call it that, I think you need to set goals and targets. Definitely, it needs to be a priority place for your school district and your board needs to say that it is a priority. They need to set in your strategic planning documents. They need to have statements relative to over a five-year period. We hope to increase our minority population of teachers by a certain percentage. So, you set your goals and everything in place in terms of the policies. That forces the people who are actually doing the recruiting to understand that when they are out there doing the recruiting. They are not just recruiting a special ed teacher, or a math teacher, but they are also recruiting a minority teacher that is a special ed teacher or math teacher.

So, I think that is one thing. I think you have got to set your standards and you got to set your goals and everything. I guess the other thing that needs to be established is, I think, you need to and I again, this may be more a procedure than a policy, but I definitely think the people that are involved in your recruiting program need to have minorities involved in that. I think when you send people out to a university, you know, the minority population that is looking for a job in teaching need to see the people recruiting are people of color. So, I think there are several things there that probably could be addressed, but again I think it is primarily just a priority that the district places on it.

School Board Members

SBM. A: Well, I think we've been, in our policy we say that we encourage ethnic minorities to participate and we still under the equal employment opportunities for them and saying that we cannot hire based upon color. We also have a grievance process if anybody feels that they have been discriminated against based upon any factors can come through our board and file a grievance.

SBM B: We don't have policies, we have practices, but we don't have policies. There is no board policy. Because mainly, like I said, #1 is the best teacher we can get, and if you put a policy in place, then your hands are tied and you might not get the best teacher in the classroom and I don't ever want

to do that. I have 5 kids and they go through this school district and I mentor students in District B. I am just real attached to all of these kids and making sure that they have the best teachers that they can have.

SMB C: Yeah, I'll tell you the truth, I can't speak to any specific policies or procedures that really target, from that perspective. But, I will add, if this is the time to add things I do other things that can be done the board sets policies and procedures. But there are other avenues too that are not directly involved in policy One of the things we have is called AIM and what this is, it sort of provides an opportunity for those interested in administration to go out and experience, go out and see what we do as far as finance, what human resources does etc. Individuals are selected from across the district to be able to do that. Now that is not really a policy per say, but I would think that should be one of the goals or objectives, of that is to try to make sure that we have the opportunities, and that reflects what we talked about earlier, in terms of opportunities for minorities and others to be a part of the AIM. Because teachers are extremely important because we have a shortage there, but so is administration, etc. and that is how you attract others from various backgrounds by making available to them those opportunities to grow. I think that is important to, that no matter we do, not just policy, but also, goals and visions that we keep that in our mind too and the different aspects that we deal with whether it be at the

administration level or not You know a lot of control is also at the campus level and I think it is varies at campuses and the daily practices and recruitment etc. They also consider those things, maybe not as specific in policy but it will help us achieve that goal and vision.

Principals

Prin. A: I don't think there are any specific rules that I am aware of that are in place in the District A regarding ethnic or minority teacher recruitment. I don't think there is anything that would indicate that.

Prin. B: In terms of policies, I know that we follow federal guidelines in terms of everybody having the opportunity, you cannot discriminate based on sex, religion, and all of those others. When I use practices for hiring I look and I make sure that everybody has the best opportunity and I select the person based on their qualifications to be able to render the instructional program that we have set for at our campuses and in our district.

Prin. C: I don't know of any, I am sure there are, I don't know, I don't know that there are.

9. If there are recruitment policies, how long have they been in place?

Superintendents

Supt. A: I would suggest that the Equal Employment Opportunity policy has been in place for some time. What we do is we look at that on an annual basis

and we do some fine tuning as situations change and as other information becomes available. We try to make sure that we look at that annually and make whatever necessary changes that need to be made.

Supt. B: You will see that our Human Resources Assistant Superintendent is Hispanic and three of her primary folks that work below her are all minorities. Which is another way, but that wasn't instituted by a policy, that was done from the board and the superintendent with the understanding that we needed to move in that direction and the best way to do that was to have Spanish speaking Hispanic folks who make people feel comfortable. Now the one area we are hurting in and it is becoming more difficult has been with the Asian population. I don't want to get you off your script.

Supt. C: You are going to probably have to get most of that from HR.

School Board Members

SBM. A: Unknown

SBM B: Unknown

SMB C: Unknown

Principals

Prin. A: Unknown

Prin. B: Unknown

Prin. C: Unknown

10. How is the effectiveness of the recruitment policies and procedures evaluated or monitored?

Superintendents

Supt. A: We are requiring the human resources department to put together that annual report. The board has been provided, I would suspect every six months, with kind of an update or progress report. For example, I believe, in December Mr. W, who oversees our recruitment process, provided a progress report to the board relative to what success we had as we recruited for this academic year. So, again they have an opportunity to gather data. We gather data, both from individuals who we have hired as well as those who we may not have hired.

We try to determine from them why they may have chosen not to come to our school district. We also gather information from staff members from within the district administrators, for example, relative to the success that those individuals who were recruited are having in their respective positions.

Supt. B: On an annual basis we have a personnel report that is reported to the board that shows hiring by ethnicity and, by experience. Not only are we worrying about ethnicity, we would like to have some experienced teachers, and that along with the teacher shortage, makes it a difficult situation. So on an annual basis as we review with the administration and

the school, and from time to time we have public information requests as well, I think that we have a workforce that represents us well.

Supt. C: I know this, that and again I am talking from experience from District C s well as other districts, generally our recruitment reports that we go over and we see how contacts were made with minorities, how many did you talk to? Then how many were actually, made an offer, then how many actually came. So, you know when you really get in to evaluation and monitoring I think you are really looking more at the data and the statistics that result in that. Then you target that data and see where we do we need to improve there.

School Board Members

SBM. A: We also have a grievance process if anybody feels that they have been discriminated against and based upon any fact can come through our board and file a grievance.

SBM B: I know they do monitor them every year because we check every year how many people we hire from all different ethnic groups and male and female; how many we lose and why we lose them. We try to get them to tell us, but a lot of times they won't because they say it is personal reasons. Well that is not real helpful, but we do try to find out if they are leaving because they don't agree with the teaching practices or they want to move to another district because they live closer to it. But, we

do try to check on that. So, yeah, I would say you know the practices are pretty well monitored by human resources department and they report to the board, we get a report every year on new hires, people who leave, and also where they go to recruit. A whole list of places they go to recruit.

SMB C: No, and that is something that I have pushed for across the board. One of the things I am concerned about is retention in general too. Yeah, I am worried about recruitment, but also retention across the board too. I have talked to our Human Resources, E. L. about that and she is trying to put that information together, because she knows I have asked about that. They are looking at providing that, but it hasn't been in the past, but it is something that has been addressed.

Principals

Prin. A: I believe through our campus AEIS report comes out in October and there is something that we receive at the end of the year regarding our ethnic background for our campus diversity.

Prin. B: It is probably done through Personnel. Personally, I don't. I have not received a report yet.

Prin. C: I am assuming through Human Resources they are.

Directors of Recruitment

1. What position do you hold in this school district?

DOR A: I am the Executive Director of Recruitment and Retention for District A.

DOR B: I am the Assistant Superintendent for Human Resources and I have been here for a year, just a little over year

DOR C: I am the Director of Secondary Human Resources.

2. How long have you held this position?

DOR A: I have held this particular position for approximately 6 months at this point in time. This is my 3rd year in the human resources department. Prior to that I was a campus principal with the district for a period of 2 years. So I am 5th year in the district.

DOR B: I have been in HR, this is my 9th year in HR. I came from another, I was the director of human resources in another district.

DOR C: I have been in this position for 10 years.

3. What duties are involved with the position you hold?

DOR A: The duties that are involved in the position of Executive Director of Recruitment and Retention, basically the recruiting responsibility for all professional and paraprofessional personnel with the exception the superintendent and from the superintendent and when you get into

assistant superintendent, other executive directors and directors, whereas we provide candidates for that. Those are more in the selection process and the superintendent is more highly involved in that. When it comes to recruiting campus administrators, we supply candidates to the appropriate executive director or assistant superintendent with the prospective elementary and secondary levels. Teachers, we supply qualified candidates directly to campus principals. Other professionals to their respective department heads, such as special education in particular we have a large population to serve. One of my assistants, L H, she is recently being trained to pretty much do a turnkey operation with the 400 plus paraprofessional positions that we have, including all secretarial, clerical and instructional aide positions. Again, in that capacity, she would provide qualified candidates to recommending supervisors and campus principals throughout the district.

DOR B: In my position, as Assistant Superintendent, it is more of overseeing the general operations of the HR department, which involves a whole gamete. We have staffing and recruiting, which is the front end employment side, then what I call already employed. Then the exit; which involves termination, grievances, employee discipline, problems, helping with retirement and guidance and assistance.

DOR C: Basically in my job, I am responsible for, the primary responsibility is staffing our middle schools and high schools teachers, counselors, librarians, nurses and professional staff other than administrators. Our Administration Deputy handles the administrators, but all other professional positions at the campus level. Also, I am involved in; I am not just a recruiter of teachers, many aspects of human resources for any secondary teachers; performance issues, misconduct, any of those things; I am very involved in that process. So for us to be our size, it is unusual for a person to carry that much, but that is just the way we are set up, our office is set up that way. I have an assistant that is an HR specialist that works under me and so the two of us are really primarily responsible for all of the issues with teachers and professional staff in the district.

4. What is the total enrollment of this school district?

DOR A: The total enrollment is in excess of 20,000 at this point. In fact, it is 21,648 as of our snap shot we take each October 15th. So those are the statistics from October the 15th of this current school year.

DOR B: Total student population, we are at about 44,000.

DOR C: Our last count was about 69,000. It may be like 69,010, we grew twice as much as we thought we were going to this school year. So, it has been very interesting that a lot of new positions have opened just since school started, but about 69,000 kids.

5. What percentage of the total student population is ethnic and minority?

DOR A: The percentage of total student population of ethnicity and minority: American Indian we are .75% or 163 students; Asian student population 4.05% or 877; African American we are currently at 14.97% or 3,241 students; Hispanic students we are currently at 52.25% or 11,311 students; Anglo we are currently at 27.97% or 6,056 students. Again, the total wrap up is 21,648 students. I might, have been looking at these snap shot surveys for the past five years and the one thing that is definitely a special note is the Anglo population in District A is on the decline in relation to the total. While the Hispanic population continues with steady growth each year and the African American population, percentage wise, pretty much remains the same. We have an increase in the number of African American students each year that percentage of total remains the same. Also, our Asian population, although quite small at this point being at only 4.05% of the total student population, appears to be growing at this point.

DOR B: Well, for a long time we have been saying that we are a third and a third and a third, but actually we are more like, half, almost half Hispanic, we are in the 45 -46% Hispanic, 38% African American and then the rest are white and other. So total we are talking about 70% minority. We have

a lot of nationalities represented, Middle Eastern; Asian; Eastern European.

DOR C: Probably about 60% or more students are minority.

6. What percentage of the total teacher/instructional population is minority?

DOR A: The percentage of total teacher instructional population, which is minority, we are waiting on a report that is supplied to us through Region X, our service center each year. It is the EEOC report and once that report is in, it will give ethnicity and gender by campus location as well as a total wrap up for the whole school district; and we should be receiving that report within the next few days.

DOR B: Now there, we are behind. Percentage wise, I want to say somewhere about 10% or 11% total.

DOR C: Teacher and minority staff, hum. I don't think we have that broken down. This is AEIS, but this has total staff. Which is teachers, total staff 46.5%. I have the teacher numbers. I will have look and see if I can find it. This is the only thing I copied that I thought you might need. Okay, here we go. Minority teachers, it is like 31%. They have it broken down African American, Hispanic. The African American teachers 3%; Hispanic 27.4%; Asian/Pacific Islander 0.5%; Native American 0.2%.

7. Have you been involved in the recruitment of ethnic and minority teachers? If yes, when and how.

DOR A: Well, I am going to kind of give you an historical background somewhat of the recruitment and retention efforts in District A. Last year was the last year that the plan for the school district included a lot of traveling between job fairs, etc. Last year we attended 38 job fairs, however, out of the 38 job fairs, these are nationwide, that were attended, only 12 new teachers were recruited, at a great expense and of course they were a mix of minority and non-minority teachers. Out of those 12, three of the teachers, excuse me four of the teachers, were bilingual interns who were already working in our school district from UTA. Three of the teachers came from Baylor University and at this point and time BU actually has a planned decline of student enrollment in their teacher prep program. They really want to go for graduate level course work and I have recently visited with them at the winter TASBO convention where that information was confirmed. So basically, out of 36 job fair trips, not including UTA and Baylor University, we only received 5 teachers. Know a lot of those trips were to Universities with high minority populations, so the results of that recruiting were very disappointing. The transition from the physical presence at the job fair, what has happened is that we have gone on-line

into an e recruiting mode, and being in an e recruiting mode we get a lot of students as well as experience teachers from all over the United States. But what we found we have a great increase in just the number of local recruits. Last year, and it was the first year to our web site, we had a total of 65 hits to the 200 plus jobs that were posted. Now a lot of those were multiple hits and I estimated that we had 1500 applicants to fill a total of 254 jobs as of August 8, 2002, which was our first day of instruction. Now, since then we have filled several other jobs, we have added jobs to the district, etc.

DOR B: Well, what we have done in the past and are continuing to do, is we focus our efforts on going where the minority teachers are. You know that in the Rio Grande Valley.

DOR C: Yes, I have been very involved, since we are, our staff is responsible for hiring teachers. There are 4 of us that are primarily responsible for the recruitment and hiring of teachers. The 4th person we just added in October, there had been 3 of us forever. We are responsible for every aspect of recruiting and hiring of minorities.

8. What strategies are used to recruit ethnic and minority teachers?

DOR A: The first day of school tells you where you are in the recruiting program. I do not have the recruiting information from that broken down by ethnicity, however, what we found once we went to e recruiting, we

recruited last year, number one, for the first time we had no classroom teacher job openings on the first day of school. Also, 14.67% more of our teachers were fully certified for the classroom assignment. Again, we have not run the ethnicity numbers on that. The one thing that we have found in District A in general we actually get a good mix of candidates. Just through our on-line recruiting we are the second school district in the United States. The first school district being Cooke County Schools, which is Las Vegas, Nevada schools basically 650,000 students, the second largest district in the United States. Well, District A with 21,000 students is the second school district in the United States to, for instance, to advertise on Monster.com for teachers and other hard to fill special education teaching and support role positions. And we are also part of 3 national networks, one including our own on-line system, which is part of GreatSchoolJobs.com, however, it is custom tailored to come off as District A custom tailored web site. We are also part of Educate America network which has a spin off website, which I cannot recall what it is at this time. One thing we are also looking at doing here very quickly to capture some of the graduates that will be graduating in May is on Monster.com you can advertise free to colleges and students can apply for free as a service of Monster.com to help fill teaching positions nationwide. So we are getting through all of those e recruiting efforts we are getting a

wide variety of candidates. Basically it, yes it does, what strategies are used to recruit ethnic...well we are going to ethnic recruiting, so we are gaining experience in the ethnic recruiting. I am very anxious to see the report, our ethnic report for this year, as compared to last year to see if we really made gains there, because that is the database I will have to rely on for that or otherwise it is basically manually going in and counting for every ethnic subgroup.

DOR B: We go to the minority expo in New York, we go to the pockets and to those universities where new graduates, where we know there is a concentration of minority applicants. We do that, as well as, just our own job fairs that we have here where try for, it is a certified teacher job fair. Of course, we are always looking at balancing staff. We started this year, since I have been here, really compiling data and school profiles. Of course, a lot of that is in the AEIS report already, but really looking and making sure that the principals understand that they need balance that as much as possible.

DOR C: We use a wide variety of strategies and I will give you a copy of our, we have a deal that we have done, I went to a seminar and did a presentation of our effective recruiting strategies, as we are very successful in recruitment. But, ah, we try to do quite a bit of out-of-state recruiting. We try to target areas, universities that have a high minority

population, which you are not finding very many now. We are very successful at hiring Hispanic teachers because San Antonio is a predominantly Hispanic town, so you can attract people from the valley, from Laredo, from El Paso, because of the population of the city. African Americans are very difficult to attract because when you look at the city of San Antonio, only 7% is African American, and if kids have done their homework they look at that. A big draw for us is the military. What has happened is we will go somewhere to recruit out-of-state and a kid will come up and say my brother was stationed at LAFB to do his basic training and we came down for the graduation and I loved San Antonio. So the city is a draw at having the military, that is a big draw for us. But to attract them you have to get out and you have to provide a good salary package, good benefits and you have to make things accessible. So one of things that we do is particularly to recruit minorities, we do what we call select city interviews. We put an ad in the paper in McAllen, which is down in the valley. We run that ad we will have a set date, if we are going to the job fair at UT , we will go a day ahead of time or stay a day later and actually have people call from that area that are existing teachers to schedule interviews at the hotel. We will actually interview and they will call and schedule and we will take 3 or 4 recruiters down there and actually interview teachers who have experience. We are going to go to

the job fair already so we get the kids coming out of the college, but we also want to try to tap into the current teaching force and a lot of people want to move to San Antonio. We do that in Corpus, Laredo and McAllen. We wanted to do El Paso, but the newspaper ads are just outrageous; you would think it was Chicago or New York they are so expensive. We have pretty good success at getting people out of El Paso with the job fair, we just haven't wanted to spend the money because we don't have a; our recruiting budget is not that high. In order to recruit African Americans, we have done a wide variety of things. We attend, we have attended the National Alliance of Blacks Educator's Conference. We go to Prairie View, Jackson State, and you now Mississippi Valley. We try to hit those school but and it is really difficult because what happens, I know when I first got into this job I was like, they could get more black people, they are just not trying. Well, I went to Prairie View the first year and there were, they had, probably 25 kids graduating and none of them were at the job fair, they already had jobs. There were 160 school districts there, so we just chatted with each other all day. They had kids come through that were, you know, I am not certified, I have a degree in PE but I don't have a teaching certificate, which makes no sense to me what so ever, but the kids are not out there. What is happening with African Americans in particular and Hispanic kids, I think, if those kids are very bright, they are

discouraged from being teachers and I just recently was fortunate enough to do an external visit to Prairie View to review what they have done with this initiative money that A&M put out. It was really me and I asked them, why are you all not graduating more teachers, it is just ridiculous you used put out a lot. They said that black people do not want their kids to be teachers. They tell them you can go to school but you cannot go to school to be a teacher. So, they have a hard time of attracting students into their education department. Their numbers are getting smaller and smaller. However, they are doing alternative programs for kids because they are graduating kids with degrees that they cannot use, they cannot find jobs in sociology, or psychology, or criminal justice. So they are having them do an alternative program and it is, I said you have got to get them into the pipeline, which is so critical. So that is something that we are having, that we are really going to have to do. As the teacher salaries improve, and they have improved, that has helped, but there is still that stigma , so it is tuff, it is really tuff out there. We actually have used money from the ESA Grant, which is that Eisenhower Grant. I found out through someone from our staff development that there is money that is supposed to earmarked for minority recruiting. A lot of people don't know that and that money goes to the instruction departments and if they human resources people don't tell them, they are not going to give up that money.

So, I went to our Deputy Superintendent for instruction 8 years ago and told him about that money. They kind of looked and they said well, we have already earmarked everything but we will start giving you money; so we get money every year and it ranges anywhere from \$5,000 to \$10,000 to just focus on minority recruiting. To do those special things, I have been to the minority fair in New York before. One of the things that I hate about the minority issue, if you are going to advertise in a minority magazine or if you are going to go to any type of minority fair, they jack up the price so expensive. School districts are poor. We know that, to where you have to share a booth or get $\frac{1}{4}$ of a booth and it is really unfair for them to do that. But I have found that they tend to do that and it is not fair. So, it makes it difficult for school districts, where as companies can spend a lot of money to recruit minorities and wine and dine them and we are trying to scrap for the few there are and we are all beating each other up and trying to get them.

9. What factors are most effective in attracting ethnic and minority teachers ?

DOR A: I think, well what we promote in our recruiting efforts is the fact that District A and City A in general is a diverse community in itself and I have found that along working in the recruiting effort very closely with Dr.X that it is basically probably our best one liner. We are a diverse

community and rich in diversity along ethnic lines, along religious lines, you name it, we are a diverse community. We find that promoting that and being a very, in general, friendly school district that we attract a lot of minority candidates. We never can seem though to attract enough Hispanic candidates proportionally to our student population. That is always a challenge, particularly male Hispanic teachers. That is going to continue to be a challenge to find those teachers to be role models for students. Very much, also in City A, the tax rates are average, the cost of a starter home is very reasonable, and you can move up in your housing and not leave the school district. We have, I know from checking, we have starter home housing that starts from the 90's and you can buy a home, there is one home in City A for sale right now, a model home, for \$350,000 in the new section The Hills of Westchester. A gorgeous home, I just walked through it and my mouth watered. Which brings up another point. Economic diversity in City A is very great also. The location is a very good location for access to colleges, to attractions and activities. It is a good location and it is kind of until probably the last five years, when the Westchester area started developing rapidly and also west City A. Really a lot of, I think an overlooked area, a lot of people were moving to or viewing, we are becoming the south Arlington which is very overcrowded at this point. A lot of people don't even want to go there because it is just

to congested. Of course, we have the potential for that congestion to, but we have attracted a lot of new retail, restaurants, along our little I-20 corridor area that is in City A and that is where the majority of our growth up through Pioneer Pkwy, that is the growth area of City A. We also, one thing I think attracts new teaching talent and helps keep teaching talent, and we do recruit a number of teachers each year from Oklahoma in particular and some teachers from Arkansas, some teachers from Louisiana. We have some special arrangements with some apartment complexes for teachers. When a teacher is coming from out-of-state, from a smaller area nothing will make them feel more comfortable, when they are not ready to move into a home, but to be able to move into a reasonably priced, gated, secure apartment community and that has been a big boom. We have many, many faculty members that we have sent to one particular apartment complex. They go in and they realize the values there and the apartment complex is kind of the unofficial partner with the school district because of the wonderful deals, for like of a better term, they offer to our faculty. And we have found that that has been very, very helpful.

DOR B: I think what really helps us, is when we bring other teachers with us and then they see that yes, we do, the word of mouth and the reputation of the district in terms of support for teachers in staff development. That seems to be a very strong drawing card.

DOR C: You have to be aggressive also, when you go to those fairs, like when I go to Southern, oh yeah we go to Southern, go to the New Orleans minority fair, you have to aggressively go after those kids, and like we will offer them jobs hoping they will come. We will get some every once in a while and it is worth it. When they come they usually stay.

10. How do you assure that the recruitment practices are implemented?

DOR A: Our approach to recruitment is that anyone can apply and when they apply they are an application, however we do not move them forward to a campus principal or other recommended supervisor until they become a candidate. What that means in the District A is that they have an acceptable state wide DPS criminal history check, we have all of their necessary paperwork in, everything except for original of their transcripts, but we have copies of their transcripts on all of their degrees confirmed, copies of their letters of completion from universities. They are at a point where they are moved forward and given candidate status and given the opportunity to interview with the principal, they, the principal or recommended supervisor, that this person is qualified, there will not be any glitches, so to speak, should they be recommended to the principal. Because that sets up an embarrassing situation, not only for the applicant or candidate, but also for the recommending supervisor, when a person is

presented that really should not have been presented. And on our on-line recruitment system the applicants apply to, create an on-line application and then as jobs occur, they apply to specific jobs. Once they move from applicant to candidate status their information is electronically made available to recommending supervisors in the form of a review committee. So they review all of their information on-line, their application, current resume can be attached, letter of interest, all of their references. In our district, it is up to the recommending supervisor to check references. There is a hot link to applicant or candidates e-mail their phone number is right there and it is up to them to contact them. No, who do we move forward? We have a practice here of moving forward anybody who qualifies. Okay, that means, for instance, for an elementary position, a general elementary position, a principals may see 20 candidates, these candidates can come from alternative certification, from traditional programs, or maybe they walk in through the door with you know, 10+ years of experience for example. We are going to present all of the qualified candidates to our principals. Our principals, we stress to our principals, the important of ethnic role models. Our principals know that and really the results I see are just very pleasing. They know what is needed on their campus to create a high impact instruction situation for their teachers and they take it from there. It is really their responsibility to

do that. And I think they do a very good job of that and it is reflected in the reports that, in the report that we will get back later, the one I referenced earlier that shows ethnicity and gender by campus. Of course, that is public information all of the principals are aware of that and again the biggest challenge is finding, in our school district, which continues to have growing Hispanic population is finding enough teachers to be Hispanic role models. That is very difficult and also just to find bilingual teachers, because when we say bilingual here it is strictly English Spanish, even though there are 27 dialects in our district addressed by our ESL that is a very, very small number when we compare it to simply the English Spanish bilingual population that needs to be served.

DOR B: Well, what we do is data collection, this year I implemented an exit interview process with teachers leaving. I want to know why they are leaving. Then we also did a new teacher survey, wanting to know why they are coming. Then that will help us in also tracking recruitment activity to see which sites are really being the most effective and productive for us. It is kinda like fishing. You go one year and you don't get any bits, then the year you don't go then you hear, "oh there were so many"

DOR C: What we try to do is, we train. We have an HR recruiting team, also. With their just being 4 of us to do the hiring, we cannot get everybody

interviewed. Another thing that I didn't mention is that we interview on Saturdays. I don't know any school districts that do that. We don't do it every Saturday, but we have certain times of the year, in the spring in particular. We will start in March and interview just about every Saturday through May. And what we try to do is get people in and get them interviewed earlier, make it convenient for them. But we have a team of about 20 other campus administrators; they are either assistant principals or vice principals, that actually do the same thing that we do. They come in on Saturdays; we will bring in 10 folks and have them interview here and interview 80 people in like from 8 to like 12 noon. We have a very diverse group their. We make sure we have African American representation. We make sure we have Hispanic male representation, because the school business is female predominately and I think men are also a minority in the school business. So, we try to make that team and we get them trained. Then they go back to their campuses and make sure that their staff is trained. We just did some interview technique training today. We do this every year so that people know what they can ask people. What is appropriate and things that are critical that you need to look for and to make special efforts in those areas. One of the things we also do is that we have a campus count and we look at campus by campus their minority teachers and if we don't like the numbers we will tell that

principals, hey, you need to do some things in this area because you are lacking here. Your student population is this and this needs to be at least this much based on what the school district looks like.

11. How important do you feel it is to have a balance of diversity between student and teacher populations? Why?

DOR A: I think it is absolutely, important and it is something again, that is a continuing challenge particularly in Hispanic role models for our students. In District A where diversity is the name of the game, it just kind of goes without saying, this is our goal. Someone would have to have their head in the sand not to think that a Hispanic student, male student, may need a Hispanic male teacher role model to look up to or any other combination of gender or ethnicity. Of course, the flip side of that to, we want to not only show students that there successful ethnic role models in all areas. We want the diversity of our students to be reflected in the diverse richness of our faculty in the district as well. I don't know if that is the answer you are looking for.

DOR B: I think it is important because of, from the student's perspective, when we know that people have an infinity for others like them. I think you have seen in research. So, it is not because one is better than the other or anything like that. It is just that sometimes, if you are really trying to build

a relationship, and that is what we are suppose to be doing, you know having that infinity is one of the core elements in starting that relationship.

DOR C: I think that's very important and I think that's a lot of what our problem is in education today is that the teachers cannot relate to kids; if a teacher is white and the kid is minority, they don't understand what that kid, we are different. And so, I think kids need to see role models as teachers; they need to have that interaction. They need to have diversity within; and I think that our school being diverse, it is good for kids too. In our society it is not good for you to send your kids to a school with all white kids and it is not good to send your kid to a school with all blacks, it is just not the real world. I know that if you live in the valley 99% of their kids are Hispanic and that is different. But I think you have to try your very best to have that representation at that campus so that the kids see that and I think you need that in every area and not with just teachers but you need it with your secretarial staff, your custodial staff, the food service workers every department needs to have that diversity. And it is tough to do but it is important.

12. What specific policies are in place that addresses ethnic and minority teacher recruitment?

DOR A: We don't really have a policy in place. Really, now at one point, there was a minority recruitment committee. It was outside of the realm of

human resources, although there was human resource representation on that. I believe that came out of Mr. A's office. And it would pose questions on what are we doing with minority recruitment. Well other, once you go on-line, and you are on the world wide internet you really cannot target recruitment for a particular group and as I mentioned earlier, the results of campus recruiting for 38 job fairs were less than, well they weren't fruitful when compared to the cost. It is just one of those things that goes without saying. That is a heavy need here that is understood amongst campus principals is that we need to continue to recruit minority candidates to be role models to our kids. If we said well that we need X number of Hispanic role model teachers, it is just like if we said we need X number bilingual teachers, you are not going to get them unless they are out there. And one thing we have started and we have actually increased the number, I don't have a hard number, but we have increased the number of student teachers in our district and student observers between 400 and 500 percent this year. We have 8 bilingual interns on our campuses just from the UTA program. We also have one from the TWU program as our first bilingual intern. And, we are getting more and more student teachers from DBU and other university from UNT. We will have for the first time, we will have 44, I think it is beginning next week, 44 student observers, no that is for UTA. From UTA, we will have 44 ESL

student observers matched up to an elementary and middle school, for instance, Schools B, C, and D okay. Because now UTA is saying, “Hey District A is receptive.” We are going to be flexible, they are going to work with us. And so we have gone from just the bilingual to know we are going to go to ESL. UNT for the first time, we have, we might get one or two student teachers, in the past, very rarity, the student would literally have to beg, but with the opening of the satellite campus on South Hampton and 20 we have approximately 6 that will be coming aboard for the first time. That is just our first, first introductory hopefully, and a group of student teachers I am working very closely with someone who happens to new in place at UNT, B M, who is a retired principal, I am not sure from where, but he is very receptive to the fact that we are very flexible with our student teachers. We know that universities are strapped in regards to the number of student teacher supervisors they have out in the field. So what we have done for UNT, we have developed what we are calling the north side cluster for secondary teachers, which includes, does include elementary. But right now all I have is secondary teachers, whose feeder schools up the middle such as L Middle School, A Middle School, that will feed into AHS 9th grade center and that is the north side cluster. That makes in convenient for began at 2 elementary and schools and we are now at 4. Also, we have some retired, some principals who will be

retiring soon and some of them, particularly one of those principals would like to become student teacher supervisors, and so I am trying to market him to everybody. Because it will be great to have, because he knows what our district needs and he has been a teacher and an elementary principal, he knows what the district needs are and that flexibility is the key to accommodating these students who are running hectic schedules. And one thing we are finding more and more is people who are entering public education even though they are going through a traditional university program, over 50% have established families, so they are juggling school, they are juggling children and many of them are single parents on top of that so if you are not flexible you loose. Okay and I think that we just interviewed 8 of the alternative teachers, offering 5 of them letters of intent to employ already. That is another, we are looking at in recruiting. We are going to look at ah, in fact we are sending an e-mail out today to the deans of instruction at both of the high school and talking to principals to see if they want to buy into this pre-interview type scenario for hard to fill secondary math and science teachers. And when we do that we'll get the pick, and when we do that we can identify, I think we will have a better opportunity to identify young minority talent just coming out of school. That is going to be an opportunity for that and a something we need to pursue. I am elated and pleased at what has happened between

District A and UTA so far. It is just blossoming and it is growing. I am very hopeful that the next situation that blossoms like will be through UNT simply because of the satellite program.

DOR B: It is just procedures. You know, we don't really, you know we are an equal ` opportunity employer anyway, so you can't target one over another, but we do have that kinda in the back of our mind.

DOR C: When you say policies, that means board policy to me and there is nothing in board policy that address that. I have never seen it. Now practices are another thing. I think one key piece is, in your human resources office, you need a You need to have minorities on that staff because that in and of itself is going to hopeful insure that you have that. So, you need diversity there and you will find a lot of places you don't see so that is very important and you will need to have a balance and we do in our office. We have, my assistant is Hispanic and then the elementary director is a white female, their had been white male in that position for years and the lady that I, who's place I took was a white female. Our assistant superintendent used to a Hispanic male, he has retired and my boss is Hispanic female. And so, we have a real nice ethnic balance in our department. In fact, we probably have, if you look at our departments we have more African Americans in our department that any of the other departments. My boss interviews people, but she also keeps that in mind,

that that is important that we have that representation. So as far as recruitment policies, the fact that we have that minority money earmarked, we cannot use it for anything else, it is strictly for minority recruiting and we make sure that we cover our bases. What I try to do on some of the trips, because they are pricey, we may do them every other year or every 3rd year just depending. And we really don't do any advertising in those magazines because they are over priced and I think that know that we have a website, that has been an excellent recruiting tool for us. We use a CD to recruit, we do not have a paper packet anymore, kids are real impressed by that, its like whoa, y'all are pretty cutting edge. But, we try to, we look at our new hires each year. We look at, we have a deal that we do and I am going to give you some copies of some the documents where we actually look at places we have been, how many students we talked to and how many students actually send applications, how many students we hire. When our board, we did a board report, and when they looked at the number of teachers we hire from out of state, when we do our out of state recruiting, we don't get a lot of kids from out of state. We get kids from Iowa and Illinois and Minnesota because we have student teachers that come from those places and then their friends will come and that kind of thing. That is what I am working on now, I am trying to get my foot in the door at Prairie View and when I went on this visit I got my foot in the

door so I am working, I am going to work on some things there. But we make sure we are there, we go to Alabama and they have A&M Oakwood College, that is probably one of the best fairs for recruiting African Americans, those kids are sharp. You have to also look at the quality of the candidates and the type of program that they are coming from. Because we have been some places where the quality is just not there, the kids can't pass the test. Mississippi, they have a lot of problems, they cannot pass the NTE and so we were going every year and none of the kids are certified so you have also go to be wise about how you use your money and if things aren't working then you move on to something else. You try to find a different avenue. I think that are practices are pretty effective, the key to school business now in hiring teachers because there is a teacher shortage is can you get your vacancies filled. We do, people are amazed at how, as large as we are, hiring 700 teachers and when school opens we might have 3 or 4 openings and people are going "how did y'all do that"? I even have some charts that I can give you from last couple of years on the hiring of the different districts. We get the job done and you know, HR is real high profile. People watch you, they look at you and they are looking at the quality. At our new teacher academy, I am sitting there every year saying "I can't believe it." I was excited this year because we really did well in that area. It is tough out there and a lot of it

is, just you know people, I think the reputation of your school district is critical; that you provide quality staff development for people and that you, you know, make people feel comfortable, because then they will tell their friends and so word of mouth is a big part of it. But, we do, we look at our numbers every year and determine are we going to go back to these places or are we not going to go and that is kinda how it works.

13. If there are recruitment policies, how long have they been in place?

DOR A: So there is not really, to my understanding, any type of policy in place. Do I think we need a policy? I really, at this school district, I really don't think we need a policy.

DOR B: Unknown

DOR C: Unknown

14. How is the effectiveness of the recruitment policies and procedures evaluated or monitored?

DOR A: On the monitoring, which is coming up in February, we are going to present the recruitment and retention plan for the school year. Probably the most significant reporting we do is a report that takes a snapshot of where we are the first day of school. How successful has the recruiting process been? As I mentioned previously, this past year what we reported

was the fact that we had zero teaching openings the first day of school. But more importantly what we reported was the qualifications of our teachers. That was not reported by ethnicity but it probably would have been a good idea had I had data at my fingertips to do so. But, the way we have collected data through the recruitment process on up through individual's board packets or individual's information that goes before the board. While that information was not as readily available, we are moving into a new reporting system. It is a new software which I think will allow us more flexibility in creating specialty reports where we can capture that information, it is called "Ultraquest". We are also working with our on-line recruitment system software vendor so that we can pull up a variety of parameters from the recruitment end, that way we know who is applying to District A without going in and physically looking at each applicant and tabulating, we can print a computer generated report. I know that is very valuable data, I think to quantify or to verify or validate, whatever the correct word is, that data though, we need to have a better hand on what are the percentages of minority students who are going through the alternative certification programs that feed District A and the local universities. As I mentioned, we are not going to do 38 US wide job fairs. We are doing approximately 10 local job fairs with local

universities, as well as we will have our on job fair Saturday, April 5th, and that is our 2nd annual job fair, we will have that as well.

DOR B: I do think what we have been doing is effective. Of course, we always want to do better and that is why now we are collecting data. I am sharing it also with principals so that they can see the big picture. As a matter of fact, when we have principals meeting next week I am going to be doing a little presentation on our staffing analysis. Because that has never been done before and I think if they see the big picture when they go recruiting then they go “oh I need to work there”.

DOR C: Yeah, that kind of thing. Then our boss and our superintendent, our new superintendent, he is very interested in what HR does. He has been very impressed by, and everybody says “they do a great job, blah, blah, blah.” Our boss, you know, she lets us do our job. She you know, when you hear from the principal, hey, we have got some great teachers. That is how you know you are doing a good job. It is based on the feedback that you get from the campuses. When we have the Teacher of the Year awards and they do all the new teachers of the year and when it comes non-renewal time, contract time, you know you have done a good job when you have very few non-renewals of these folks because that is a big piece of it. The recruitment is kinda like when you have a budget of \$28,000 or \$30,000 and you start school and you have 100 vacancies, what is wrong,

you are not, something is not right, you know you are not doing your job. And so, you've gotta, we are held accountable for that and that is getting positions field and trying to get a diverse population. Also, experienced teachers vs. non experienced teachers, there is a big thing there and what I have been told since I have been here is that you find the best, I don't care how many years they have...

Teachers

1. What position do you hold with this school district?

T A: I am an ESL teacher, I teach 6, 7 & 8 grades.

T B: I am teaching 4th grade bilingual language arts, social studies.

T C: I am a special education language arts teacher.

2. How long have you been employed with this district?

T A: I have been employed with District A for, this is my 3rd year

T B: I started December 9th of last year.

T C: This is my second year, a first year as a teacher I was an assistant previously.

3. What duties are involved with the position you hold?

- T A: I teach level 3 students who have the most proficiency in English. Some of my students are required to take the state exam for TAKS. I have been employed with GPISD for, this is my 3rd year and along with my teaching responsibilities, I do administrative work, documentation with ESL/LEP students, AR documentation and that sort of thing. General are the duties that a teacher does, communication with parents, communication with the administration building, filling in for testing, that sort of stuff.
- T B: I teach language arts and social studies. I teach my students how to read better, how to read on level in Spanish, and I am working with them in English as well. I am preparing my students to take the TAKS test in writing and reading and so, I teach them how to write well and be organized in their writing and how to develop their ideas. In Social Studies, I teach about Texas.
- T C: What is involved with teaching language arts for special education students? Our goal is to have them employable. I work with them on teaching them how to do resumes, speaking proper English, writing proper English. Basically, filling out an application so once they get out in the real world they are able to have the basic knowledge to get out and use it.
4. Describe the recruitment process/practice that was utilized to recruit you to this district. Other.

T A: I simply went to the internet and I looked up the process for completing the application, which I downloaded, prepared, and brought to the human resources office.

T B: I was a student at the University of Houston and I went through the PUMA program in the Spring of 2002 and in my program I was in this school at B Elementary and then did my student teaching last fall and at the end of my student teaching I was interviewed for a job. PUMA is a program at the University of Houston where you, basically, learn your methods for teaching math, science, social studies and language arts. Then, you go into the elementary schools and you observe and you start to teach a thematic unit and I did my thematic unit on electricity for 4th grade and so, but we had to do an integrated thematic unit so we had to teach it for language arts.

T C: I actually was a Pre-K teacher for a while and a lot of the students parents that I had were schoolteachers for District C. They felt that I would be an asset, so I had a lot of recommendations from the teachers when I started looking for the job; because I am in a masters program along with teaching so that is how I kind of got put into the position.

5. How important do you feel it is to have a balance of diversity between student and teacher populations? Why?

T A: It is because I think it sets a tone for the students being able to see an adult in a responsible professional position, to see someone who looks like them, so to speak, being in that role and it gives them a goal to shoot for in completing school and trying to do good in school. It just needs to be as evenly represented as possible.

T B: I think it is very important because I think it is important that the students feel comfortable and feel like people can relate to them. But, I don't think that it is the most important thing. I think the most important thing is that you have a teacher who is qualified, a teacher who cares, and a teacher who is going to give their all to helping the child learn. I think it helps if the child feels that they can relate to the teacher and the teacher understands where they are coming from and they have things in common, but I don't think it is the most important thing.

T C: I think it is very important because a lot of the students are minorities. There is such a large population now. Being able to relate to the students and to understand where some of their backgrounds are and to be able to get them to focus into your classroom and to see you as a human being that they understand that you come from a different background and the utopia that some of them have kind of envisioned.

6. Of your knowledge, what specific policies/practices are in place that addresses ethnic and minority teacher recruitment in this district?

T A: That I am not sure of. I have no idea, since I wasn't recruited at a job fair.

T B: I am not sure, to be honest

T C: Actually, I don't know.

7. In your opinion, how would you compare the total district population with the diversity percentages of teachers to that of the diversity percentages of students in this district?

Extremely Balance

Somewhat Balanced

Needs More Attention

Not Close

T A: I feel it needs more attention

T B: Somewhat balanced. Well, I know that I grew up in this district. I went to elementary school, middle school, and high school in this district. When we first moved to Texas, I remember being one of the few African American people in my class and I think that as the years have gone by it has become, the population is more, it has a lot more minorities, it has a lot more African Americans and definitely a lot more Hispanic. From what I understand just from hearing other people talk and observing, I think that the school district is not as diverse as the students, but the reason I think that is because the teachers have been here so long. I have noticed that there are a lot more white teachers than white students in this district and I think it is because they have been here so long and it used to be there lot more Anglo students.

T C: I think it is very important because a lot of the students are minorities.

There is such a large population now. And being able to relate to the students and to understand where some of their backgrounds are and to be able to get them to focus into your classroom and to see you as a human being that they understand that you come from a different background and the utopia that some of them are kind of envisioned.

8. Why do you feel this balance or lack of balance exist?

T A: Well, I tend to see more Anglo teachers, particularly here at my campus, rather than Hispanic, or Asian or African American and we do have those populations represented here. This campus is approximately 60% Hispanic and we only have 2 maybe 3 Hispanic teachers on campus and I am not sure of the African American population but there are 3 African American teachers plus 1 African American administrator. I am not real sure, but I think that one of the ways that they can kind of get over that hurdle is make sure that, you know, we don't want to have preferential treatment, but I still feel it is important for students to see someone that looks like them teaching them sometime during the day. They may need to go to historically black colleges, at this point I don't know of any predominately Hispanic or Asian colleges, but they need to definitely check out qualified candidates in those ethnic backgrounds.

T B: This is a low-income district. Many minorities live here so the children are minorities. Teachers and staff are not more diverse because they have been here for a while or they know it is a good district and they don't mind the low socioeconomic status.

T C: I believe it would need more attention. Being in San Antonio it is a large Hispanic population, it is very large, and it appears there are not enough Hispanic teachers, there are not enough black teachers to balance out the population of the kids. There are so many more minorities than there is anything else in the classroom and it just doesn't seem that it balances out.

9. Which ethnic group/s do you feel is/are well represented in the teacher population of this district?

T A: Ethnic groups are a variety thereof, but under the large umbrella the Anglo ethnic group is highly represented in this district.

T B: Definitely, Hispanic and I think that is because District B has bilingual education and the campuses, like for instance at my school, there is, there are a lot of students who are Hispanic and then because of that there are a lot of teachers who are Hispanic and teaching bilingual classes. There are a lot of African American students and there is a pretty good population of African American teachers. I think Hispanics are more represented.

T C: I would say Hispanic. I would say Hispanic and then maybe blacks. There is much more Hispanic.

10. Which ethnic group/s do you feel need/s more representation in the teacher population of this district?

T A: I feel there should be more African American teachers, more Hispanic teachers, more Asian teachers, the Asian cultures of Vietnamese and Korean, and also some representation from the Middle Eastern. I think at District A, they have quite a few of people from Pakistan.

T B: Definitely, Asian and Indian. I think, that is the population that has grown a lot in the District B. There is a large Vietnamese community and Indian, also. It has grown a lot. And, I have seen that I hardly see any Asian teachers or Indian. I think I have seen substitutes but as far as people who are teaching, full time, I have seen one teacher that I can think of that is Indian, but I haven't seen any Asian, off the top of my head. I think that would help a lot. I really do. I know that there aren't bilingual classrooms for these students who speak Vietnamese, but I think that it would help them to have teachers that could help the students out.

T C: I think black, African American.

11. What suggestions or idea, if any, would you like to see implemented that could assist this district with improving its ethnic and minority teacher recruitment process, practices, and/or policies?

T A: Again, going to some of the historically black colleges would be one, where they do have teacher job fairs. District A probably needs to advertise in some of those ethnic group or community newspapers for

qualified candidates. One thing to is to probably talk to or make this be known that some of the minority teachers that are on board to say do you have friends or relatives that want a teacher certification or have gone to school and might want to become teachers that would be interested and that way that could be word of mouth. Word of mouth is the best way to get someone employed. Because you know first hand what is like to work for the district. I think if they just kind of use some general PR to targeted areas and they improve the representation of teachers and administrators.

T B: I don't know, because I don't know what the policies are now. Well, the only thing I can think of, I mean where you would recruit teachers, job fairs and you know just being aware of people who are looking for a job. But, I mean, even when I was at the University of Houston, I didn't see very many Asian that were going to school to become teachers. So, I mean, the only thing I can think of is job fairs and spreading the word of District B.

T C: Well, I know, the district they do recruit some out of state teachers. And that is a good idea, but a lot of them are Caucasian. But, I feel that if they went out of state and went to some of the black, predominately black universities and recruited there also, that would probably get more people in to the district.

Summary of Findings

The Focus Group participants provided a substantial amount of information as it pertains to the recruitment procedures and strategies employed to address ethnic and minority teacher recruitment. Several themes emerged from these interviews. One prevailing theme was that “no specific policies” are in place regarding the recruitment of ethnic and minority teachers. The second theme was that “word of mouth” seemed to be the most effective recruitment instrument. Theme three regarding the racial and gender composition of the recruitment teams was most significant. Lastly, theme four, the importance of recruitment location and its bearing on the opportunities to recruit ethnic and minority teachers was repeated in each response.

To check the validity of this study, the research questions will assist with summarizing the findings, further.

1. What strategies do selected school districts in Texas have in place for the recruitment of ethnic and minority teachers?

The results from the Focus Group interviews determined that the following strategies are utilized to recruit ethnic and minority teachers.

District A has gone online into an e-recruiting mode. District A has an online application website. The mode of placing an application on-line allows this district the access to many teacher applicants. This includes teachers from all

over the United States. District A advertises on Monster.com and GreatSchoolJobs.com. The district travels to various Job Fairs; many of these trips are to universities with large minority populations.

District B attends the Minority Expo in New York. District B focuses on going to areas where there are pockets of minorities and to those universities where there are a large number of recent, minority graduates. They attend Job Fairs, also.

District C places newspaper ads in selected city newspapers. Attending Job Fairs and stay a day before or day after to meet with and interview experienced teachers has proven to have its advantages. District C attends the National Alliance of Black Educator's Conferences. District C attends recruitment fairs at Prairie View, Jackson, State, and Mississippi Valley. District C attends the Minority Fair in New York. District C has Saturday interviewing sessions. The online application process is utilized.

2. What recruiting procedures do selected school districts in Texas use for the recruitment of ethnic and minority teachers?

The Focus Groups interviews revealed the following recruiting procedures.

District A assist teachers with getting their loans forgiven by working in a school with a high percentage of at-risk students. District A procedures include stipends for teachers hired with special education and bilingual certifications.

They receive an additional \$3,000 stipend; ESL endorsement teachers receive an additional \$1,000 stipend; secondary math, science, and foreign language teachers receive an additional \$2,000. District A assist with housing placement. Intern Programs through the University of Texas at Arlington, Dallas Baptist, University of North Texas, and Texas Woman's University are utilized by District A. District A is receptive to these programs and flexible with the scheduling needs of the students. This allows District A the immediate opportunity to recruit these student directly out of college.

District B offers a bilingual stipend of \$3500 a year and has a strong Staff Development Program for new teacher.

District C offers a good salary packages, good benefits, and accessibility. District C uses the ESA Grant deriving from the Eisenhower Grant specifically earmarked for minority recruitment. District C has recruitment training through Human Resources for principals and other administrators.

3. How do the recruitment policies and practices of selected public school districts result in the effective recruitment of ethnic and minorities?

The effectiveness of ethnic and minority recruitment policies and practices is determined in the following ways.

District A presents a progress report to the Board of Education in the Spring. This report details the number of interviews held, the number of teachers

hired by ethnicity and gender, the number of teachers retained, and the number of teachers existing.

District B collects the data. The implementation of an exit interviewing process is utilized to find out why teachers are leaving. A new teacher survey is done to find out why teachers are coming. This helps with tracking the recruiting activities to see which sight is most effective and productive.

District C reports to the Superintendent in this manner, the Assistant Superintendent of Human Resources receives feedback from the principals regarding how well new teachers are doing. Campuses have Teacher of the Year and New Teacher of the Year awards. When contract times come around for renewal and non-renewal, Human Resources know they have done a good job when there are more renewals than non-renewals. The data that is compared is that of the number of applicants, number of teachers hired, the number of teachers who remain, and the number of teachers who exit.

Conclusion

The main goal of this study was to find whether strategies, procedures, and/or policies regarding ethnic and minority teacher recruitment existed in the selected Texas public school districts. If these strategies, procedures, and/or policies do exist, how similar are the implementations from district to district? Moreover, how is the effectiveness of these strategies, procedures, and/or policies determined and/or measured?

The Focus Groups shared with the researcher the strategies and the procedures that are implemented within their districts. There were similarities and disparities. Therefore, it is evident that more attention needs to be given toward the development of systematic strategies for the recruitment of ethnic and minority teachers. In addition, there is a need to revisit those procedures that will assist with attracting more ethnic and minority teachers to public education. The following chapter will address implications and recommendations.

Chapter Five

Recommendations and Conclusion

Introduction

Chapter Five will present: (1) reasons for the decline in the ethnic and minority teaching force to public education, (2) suggested strategies utilized to recruit ethnic and minority teachers to public education, (3) the recommendations, and (4) the conclusion.

Reason for the Decline in the Minority Teaching Force

In addition to actual recruitment efforts, experts believe a number of factors affect the ability of the teaching profession to attract candidates and of schools and districts to attract teachers. Comparative starting salaries are repeatedly cited as a key factor, as well as competency testing, and negative recruitment practices (Education Commission of the States, 2000).

Salaries

Disheartening and contributing to the low numbers of teachers of color are the low salaries reserved for the nation's novice teachers. Those who leave teaching because of low salaries more often do so within the first five years of teaching (Kemple et al, 1995). Because of training and opportunities in business, engineering, and technology, secondary teachers in math and science are more

likely to leave teaching. This situation is devastating to the teaching profession, because new teachers, as opposed to their veteran counterparts, are found to be more innovative and effective. In the 1970s and early 1980s, African Americans able to secure jobs as teachers usually continued to teach, though salaries were low, because occupational opportunities were relatively limited. Now, as testing bias and low salaries persist, and African American teachers are able to acquire jobs in other professions that offer higher salaries; this opportunity contributes to their declining numbers in education (Branch, 2001).

Most district impose a cap on salaries they offer experienced candidates; as consequence, highly educated and experienced teachers are often forced to take a cut in pay if they move to a new locality and want to continue to teach. Many chose instead to change professions (Darling-Hammond & Berry, 1999). 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. Researchers suggest that African American students' career aspirations had shifted to what was perceived as more prestigious careers (Stinnett & Karr-Kidwell, 1999).

Negative Recruiting Practices

What has been lacking in most districts, states, and at the national level, is a framework for policy that creates a coherent infrastructure of recruitment,

preparation, and support programs. The National Commission on Teaching and America's Future (NCTAF, 1996) summarized the dimensions of the teacher quality challenge, pointing to deficiencies in the way the nation currently develops its human resources for education. Recruitment of teachers and other educational personnel is frequently ad hoc. Selection and hiring decisions are too often disconnected from specific school goals or from a conception of quality teaching. Induction and mentoring efforts are frequently scatter shot and likely to be the first programs eliminated when districts cut their budgets. The Commission argued that, given growing teacher demand, changing student demographics, and more ambitious school improvement goals, the United States needs more thoughtful, sustained, and systemic approaches to teacher recruitment, development, and support (Darling-Hammond & Berry, 1999).

Some states and districts create their own shortages by implementing cumbersome licensing and hiring procedures that create barriers and delays in the hiring of qualified teachers. In many cases, school districts fail to hire the most qualified and highly ranked teachers in their application pools due to inadequate information management systems, demeaning treatment, and lack of timely response and follow-up (Wise et al, 1987).

Testing

Controversy regarding the testing of teachers in order to enter the teaching field is continuous and ongoing. However, Kemple, Murnane, Singer, and Willett

(1995) found biased testing, low salaries for novice teacher, poor working conditions, and increasing opportunities in other fields to be conspicuous elements in the decline of some students choosing teaching as a career. To license prospective teachers, 24 states require the National Teachers Examinations (NTE) or some portion of it. Prepared by Educational Testing Service, this battery of tests, like all standardized tests, is biased against African American (Sternberg, 1984).

Though tests to ensure a high quality and capability of teachers may be appropriate, care must be taken that assessments do in fact measure what they purport to measure. Some state will not grant license to individuals who do not pass the NTE. This test, however, may not be measuring teacher readiness. The “general knowledge” section of this test actually measures European American cultural knowledge (Kemple et al., 1995). The lack of desire for diversity on the part of faculty members in teacher preparation programs (Zimpher & Ashburn, 1992) seems to be reflected in the testing arena. Like, Smith (1986), (Kemple et al (1995), found that cutoff scores excluded more African American applicants than European American applicants. These finding discourage some potential teacher candidates and others concerned about the education of the nation’s children (Branch, 2001).

Like their African American counterparts, Latinos are negatively affected by competence testing. The biases of standardized testing negatively affect many

groups of students of color. It is not surprising, then, that the bias that locks many African Americans out of teacher education programs, and prevents them from being licensed to teach, has had the same devastating effect on Latinos. Using test to improve teacher quality may not be the most effective method for use with any group, and the practice reduces the numbers of African Americans and Latinos in the teaching profession (Schuhmann, 1992). Preventing individuals who cannot pass basic knowledge test from becoming teachers is appropriate, but test makers, and those who use them to screen out candidates, must be certain that the knowledge that is being tested relates directly to teacher effectiveness (Branch, 2001).

Strategies for Recruiting Minority Teachers to Public Education

Linda Darling-Hammond (1999) notes, “teacher shortages are much rarer in states with proactive teacher recruitment policies” (p.221). Her research suggests that states that are pro-active and organize comprehensively the preparation, recruitment, and retention of their teachers have more success and less of a problem finding a qualified teacher for every classroom. This noted there are some elements of teacher recruitment practices that are proven effective in meeting their desired outcomes. Successful comprehensive programs identify their local, state, and regional needs, recruit potential teachers from appropriate

sources, select the best candidates, and train and certify the candidate for teaching (Islas, 2001). Suggested strategies will be reviewed in the following sections.

Strategy One: Early Out Reach

Three model programs that have received wide spread respect and expert approval are the South Carolina Teacher Cadet Program, South Carolina Pro Team, and the South Carolina Minority Access to Teacher Education Program. These programs target middle and high school students as candidates to fill the teacher pipeline. All three have a sufficient research base as determined by the Department of Education's Planning and Evaluation Service (PES) and have satisfactory evidence of positive results and widespread expert consensus (Council for Basic Education, 2001).

These three model programs identify and recruit outstanding middle and high schools students to participate in additional academic preparation helping them to develop leadership skills and orient them to the teaching profession. Their schools receive extra financial support and the students receive social, academic, and career support services encouraging and easing their college transition. All efforts are aimed at encouraging the participants to explore and consider the teaching profession. Despite having a low relative cost, these programs have sufficient evidence of their success. Early data reviews of the South Carolina Teacher Cadet program show success in sustaining interest in teaching. Data is limited, however, because many of its graduates are still in

school and have not entered the workforce. The South Carolina Pro Team shows specific results in increasing student interest in the teaching profession. The South Carolina Minority Access to Teacher Education Program boasts 83 percent of one cohort currently teaches in the state (Council for Basic Education, 2001).

A survey carried out by Recruiting New Teachers, Inc., of pre-collegiate programs uncovered that in 1993, there were more than 236 programs of varying types in the U. S. (Darling-Hammond & Dilworth, 1997). The survey categorized the pre-collegiate program initiatives into five categories. The first being magnet schools or teacher academies, which comprised 13 percent of the pre-collegiate programs, were highlighted because they had a culture and a mission that promotes teaching (Darling-Hammond & Dilworth, 1997). The second pre-collegiate category, non-magnet school with curriculum offering represented 32 percent of pre-collegiate program. The third pre-collegiate category includes institutes and workshops and comprised 19 percent of the programs. The fourth category with the most participants (35 percent) was the extracurricular clubs. The activities and the participation of these programs varied. The fifth pre-collegiate category is programs that offer general career awareness activities. This category represents 45 percent of all activities, and often occurs in conjunction with other programs (Yasin & Albert, 1999).

Programs that aim to recruit pre-collegiate students often worked closely with teachers and counselors of the participating institutions (Villages & Clewell,

1999). The most comprehensive and multi-year programs structured their recruitment activities into three types: The first type was designed to expose and promote teaching careers to students through such student organizations as “Future Teacher Clubs” and “Future Educator Clubs.” Participants were exposed to day-to-day work of a teacher, and other civic and career activities. The second type of activity engages student in direct teaching experience through internships and after-school care. The third and final type of activity was designed to provide program participants with academic and social experience that include formal courses in pedagogy. In addition, programs often had academic support components where the importance of maintaining good grades were emphasized and high school and college transition mechanism created (Villegas & Clewell, 1995).

The Collaborative of the Supply of Minority Teachers in Louisiana recruits minority students who did not initially fulfill all the requirements for admission into college for teacher training. The Consortium targeted students in ninth grade through high school as well as college students. The selection process involved a review of applicant qualifications and recommendations as well as interviewing. The result was the recruitment of 83 people out of 230 teacher assistants who applied to the programs (Southern Education Foundation, 1996). The strategies used emphasized the importance of offering social support systems. Moreover, the support systems provided participants access and insight into

university systems and programs. One of the most important aspects of these programs was the commitment of the programs staff (Yasin & Albert, 1999).

The Teacher Education for America's Minorities (TEAM) in Florida was another program that largely focused on pre-collegiate population. The program set out to identify the obstacles to the recruitment of minority students. One obstacle found was the lack of role models and the competition among professions for potential teachers. To address these problems, the programs organized camps at a university in order to expose students to the college environment, and learning and studying techniques. Other efforts of these programs were to increase interaction between key individuals at high schools responsible for mentoring and students, to increase awareness of educational issues, and to encourage the membership of youth organizations such as the Future Educator Clubs (Thomas, et al., 1995).

The TEAM program strategies also included tutoring, apprenticing, providing college credits, and involving parental and community organizations when recruiting minority students for teaching. In addition, the program sought and supported alternative ways to enter and start a career in teaching among retirees, military personnel, and teacher aides (Yasin & Albert, 1995).

In programs where high school students were targeted as having potential for "feeder high schools," it was thought to be essential to share information and strengthen lines of communication with school officials concerning the

philosophy and strategies of the programs. One strategy used by programs in Louisiana was the establishment of Future Educators Clubs at high schools. School officials became heads and coordinators of these Clubs. In Georgia, programs targeted high school seniors who showed leadership and academic potentials (Yasin & Albert, 1995).

One of the challenges encountered by some of these initiatives in implementing programs was the relationship with feeder high schools in establishing trust and gaining access. As a result, the program coordinators enlisted only schools that were willing and receptive to proposed programs. The second challenge encountered related to institutional barriers. For example, institutional policies and regulations often did not permit summer programs intended for children of a certain age. A third challenge was the potential for students identified in teacher cadet programs to switch career plans. The recommendation for reducing this problem was the identification and recruitment of students who were committed to teaching careers. The fourth obstacle reported was the difficulty in tracking students. The process of evaluating the success of programs requires commitment to long-term evaluation and resources (Yasin & Albert, 1995).

Strategy Two: The Pathway Solution, Paraprofessional, and Emergency Certification Preparation Programs

Cognizant of the critical shortage of well-prepared teachers for public schools, particularly in urban setting, the DeWitt-Wallace-Reader's Digest Fund launched the Pathways to Teaching Careers Program in 1989. This \$50 million national initiative has four strands, each targeting a different population: paraprofessional and emergency-certified teacher in urban school districts, returning Peace Corp volunteers, middle school students and traditional undergraduate students. The strand serving the paraprofessionals and emergency-certified teachers is the most comprehensive component of the initiative, including 27 sites, each involving a teacher education program working in partnership with one or more urban school districts. The Peace Corp strand has 15 sites; it includes colleges and universities working jointly with either urban or rural school districts. The middle school strand entails a partnership between university and a large urban school district. A liberal arts institution of higher education leads the traditional undergraduate strand, 16 other liberal arts colleges and universities participants (Villegas & Clewell, 1998).

As of May 1997, the 27 programs in the sample had served 1,763 paraprofessionals and emergency-certified teachers. When they entered the program, most of the paraprofessionals (905) were instructional aides, but some were secretaries, cafeteria workers, bus drivers, and social service coordinators. The great majority of these participants lacked bachelor's degrees upon entry, but had completed between 30 and 60 undergraduate credits. Those selected from

among emergency certified teachers (858) generally held bachelor's degrees. They were all in temporary teaching positions that had been hard to fill with certified teachers. Some were substitute teachers assigned to different classes based on district needs. In most cases, the districts in which these emergency certified teachers worked require that they become certified within three years or risk losing their job (Villegas & Clewell, 1998).

In keeping with the Pathways goal of increasing the number of teachers of color in public schools, over three quarters of the participants are members of minority groups, with the largest percentage (62 percent) being African American. The group is overwhelmingly female (76 percent). The average age of the participants is 39, and almost two thirds (63 percent) have children. This group of teacher candidates differed from the traditional pool of teacher education students in at least two important ways: It is more racially/ethnically inclusive (by design), and its members are somewhat older. Interviews with site personnel, including teacher education faculty and school principals, suggest that Pathways participants are more knowledgeable about the lives of racial/ethnic minority students, more committed to urban education, and more pedagogically adept than traditional teacher education students (Villegas & Clewell, 1998).

District personnel reported that when they play a prominent role in selecting program participants, they have a strong incentive to hire graduates for teaching vacancies. Although programs completion does not guarantee graduates

will be placed in permanent teaching positions, those who have done well in the program typically gain an advantage in the hiring process. The program evaluation shows that the Pathway has met and exceeded its recruitment and retention goals. Research shows that Pathway participants are more diverse and have lower attrition rates than the national average.

According to Dr. Martin Haberman, Distinguished Professor of Education at the University of Wisconsin, California and Texas, most programs are aimed at recruiting and retaining minority teachers. Both states use routes to certification other than the traditional teacher preparation programs. These alternative programs include ones for paraprofessional, emergency permit teachers, and degree holders in areas other than education (Gelb, 2000).

Specifically, the Houston program is a collaborative partnership with school districts, the Region IV Education Service Center, the University of St. Thomas, and Teach for America. Candidates are recruited through advertisements in newspapers and television and radio public service announcements. The candidates must have a bachelor's degree with a 2.5 grade point average or above. The interns receive extensive training and support before entering the classroom. The program provides academic support, instructional support, and test preparation from a mentor teacher, assigned program specialist, and the school principal. Before the interns are placed, they received 73 hours of training from district personnel, including fieldwork, and nine semester hours of university

course work by the University of St. Thomas. In addition, they are required to complete six to nine more semester hours at the University and 35 more hours of district training. The programs have been extremely successful in recruiting interns to the program and preparing them to teach. The interns averaged a rank of 23 out of 62 in comparison to candidates from conventional teacher preparation programs. No data has been collected on the retention rate of the interns (Council of Basic Education, 2001).

In addition, the Los Angeles program is similar to the Houston Program. The Los Angeles Unified School District interns must have a baccalaureate degree with 20 units in a subject major, pass a state approved exam in the subject to be taught, and pass the California Basic Education Skills Test (SBEST). The interns receive mentoring support, two years of mentoring, and release time from the classroom to receive instruction. The interns are also prepared with 15 day pre-service training focused on procedural knowledge, subject matter content prescribed by the state and district, the district's approach to organizing and planning instruction, and survival skills. The program has had success in recruiting, selecting, and training academically competent individuals in subject matter shortage areas to teach in hard to staff schools. They also have a high retention rate in comparison with the retention rates for traditional teacher preparation programs (Council of Basic Education, 2001).

Lambeth and Aguerreberre (1996), in their review of the Ford Foundation's eighth year, \$25 million statewide consortia focused largely on paraprofessionals, emphasized the importance of personal, emotional, and academic support and the need to improve teacher preparation for these individuals and the role of foundations in setting policy agendas for such programs. In 1996, Haselkorn and Fideler identified 149 programs nationwide that prepared paraprofessionals and cited the following advantages for targeting such population: (1) larger numbers of this pool are minorities; (2) they are mature individuals who already have extensive classroom experiences; (3) their retention rate in teacher education programs is higher than that of traditional teacher education; (4) they have roots in their communities where many are already involved in service activities, (5) they are accustomed to working with challenging students, and (6) their experiences in schools help them make connections between colleges, classrooms, and communities (Dandy, 1998).

Strategy Three: Alternative Certification Programs

Texas has achieved success in minority recruitment and retention through its alternative certification program. According to William Wales of the Texas State Board of Educator Certification, approximately 30,000 teachers have been certified through the alternative certification programs since its inception in 1985. Between 42 percent to 52 percent of those have been minorities. In some years, the program has certified as many as 6,000 new teachers in one year, but in recent

times, the numbers have fallen to around 3,000. The percentage of minorities in the program has remained roughly the same (Gelb, 2000).

The program has been most successful in the large school districts, most notably Houston and Dallas. The program recruits people with college degrees in areas other than education and trains them to teach. Applicants must undergo a screening process before they are accepted. New recruits enter the program and initially take classes. Soon, however, they begin their internships. They work in schools as teachers. The programs take one calendar year to complete, but it is currently offered more than once each year. New teachers must take an exit exam upon completing the program, which tests them in pedagogy as well as their subject area (Gelb, 2000).

New teachers in Texas can work while they are being certified, and are paid as first year teachers. The program receives no funding from the state. Instead, the program takes the cost of tuition and support from the new teacher's salary over the course of 12 to 15 months. Universities, school districts, educational service centers, and communities all collaborate on an ongoing basis about the program. They currently operate under the same rule, which sets a uniform standard for certification that can be achieved by many alternate routes (Gelb, 2000).

Strategy Four: Financial Incentives

With increasing frequency, states and districts are using various financial incentives to lure teachers, including signing bonuses, housing allowances, moving expenses, and salary increases to teachers in high demand subject areas or hard to staff schools. States' experiences confirm that states and districts do successfully draw teachers from neighboring states and districts by paying higher beginning teacher salaries or offering attractive bonuses; this strategy has an adverse impact, however, on poor states and districts. Similarly, at least in the short term, salary bonuses for teaching in hard to staff schools have proved to be an effective incentive. There is no information, however, whether teachers who receive such bonuses remain in their assignments for the long- term. Surveys of teachers suggest that higher salaries will not motive them to teach in schools with poor working conditions (Education Commission of the States, 2000).

Teachers employed in certain low-performing Maryland schools, for example, receive cash incentive of \$2,000 each, as do Philadelphia teachers willing to work in 19 hard-to-staff schools. Teachers participating in South Carolina's Teacher Specialist On-Site Program for low performing rural schools receive bonuses of \$19,000, equivalent to half of the average teacher's annual salary in the Southeast (Branch, 2001).

In addition, California offers annual state income tax credits ranging from \$250 to \$1,500 to practicing certified teachers with at least four years of experience. California's tax benefit is not targeted specifically to teachers who work in high-poverty schools. However, AASA has proposed a federal income tax credit that would enable fully certified teachers and principals who work in high-poverty public schools to reduce their federal income tax payment by up to \$4,000 a year (Branch, 2001).

Strategy Five: Professional Development for Administrators

Leaders in urban schools play an important role in creating inclusive schools. School leaders are responsible for recruiting and retaining teachers that can respond to the needs of the diverse learner. Principals also create an environment to establish a team focus that will improve student achievement and provide a support to retain teachers. In urban schools, principals must also be able to manage and lead a diverse workforce that will be responsive to children of color. This implies that principals must develop recruiting strategies to attract and retain individuals who reflect an urban school's population.

Principals must also be able to facilitate teacher leaders into more administrative roles. The intent of the Houston Initiative is three fold with the critical focus on the following leadership area: Intent A: Recruit and retain a diverse pool of teachers that reflects their schools population. Principals will be given professional development experiences on how to develop a diversity plan

that will assist the school in hiring and retaining teachers of color. Principals will provide guidelines similar to what many organizations are using to develop an integrated plan to recruit a diverse workforce. Principals will also meet with personnel who prepare pre-service teachers to develop their understanding of how and where to recruit a teaching force that reflects the schools' population

Intent B: Administer a transition program that will retain teachers. Teachers in urban schools often leave the profession because of the lack of efficacy in improving student achievement. Transition programs that mentor new teachers and support veteran teachers have been useful in teacher retention. While these transition programs are perceived as important, few urban districts have "on site" transition programs. Most urban districts have mentoring programs at the district level, which results in new teachers not getting their professional development needs met at the building level. If principals establish a building level transition team, this may assist with retaining teachers.

Intent C: There is increasing concern over the need for school administrators to lead urban school. As most principals experience urban problems, they often struggle with their decisions. A mentorship program that establishes opportunities for principals to dialogue and exchange becomes important to their own professional development. Meeting on a regular basis through the facilitation of Texas A and M University could provide the outlet of matching principals, then bringing them together for professional

development experiences they feel will assist them (Houston Area Initiative, 2001).

Strategy Six: Evaluation of the Minority Teacher Recruitment Program

Consideration must be given on how to measure the effectiveness of the practices and programs being utilized toward the recruitment of minority teachers. The Planning and Evaluation Service (PES) (2000) of the U. S. Department of Education provides evaluation data regarding the practices and programs reviewed in this study. These methods provided limited results. It was determined by the Planning and Evaluation Service of the U. S. Department of Education that a need for more frequent and more rigorous evaluation was evident.

The results from PES (2000) provide some directive as to how recruitment evaluations should be designed. The Planning and Evaluation Service of the U. S. Department of Education suggests that program goals should be measurable, and appropriate outcomes should be identified to measure them. Particularly where different entities collaborate in the development and implementation of programs, all parties should agree on stated goals. In the design of program evaluation, intermediated and long-term outcomes should be matched to programs goals. Appropriate outcome measures should also be developed to measure progress toward goals.

In addition to the quality of teachers recruited, teaching effectiveness has become an important outcome in assessing the success of these programs, but constructing appropriate measures for teacher effectiveness is challenging. Some evaluators have relied on principal's rating but then the question becomes "effective compared to whom?" Evaluators have tried to address this issue by requesting that principals rate graduates of programs in comparison to other teachers who are similar to the program participants in some way (for example, other novice teacher or newly certified teachers). Andrew and Schwab (1995) review the literature on the validity of principals rating of teacher performance and conclude, "Evidence exist showing substantial agreement of principals' ratings and teachers' self-rating of performance." The use of principal ratings using a rating scale can be an appropriate approach "to gain a general assessment of teacher education programs and of the competence of a group of graduates of teacher education programs" (p.73).

Another approach to measuring teaching effectiveness is to compare the achievement gains (as measured by standardized test scores) of student taught by graduates of programs compared with the achievement of students taught by other teachers (who have, presumably, similar levels of experience). One difficulty here is ensuring that both conditions of teaching and the student's samples are matched with similar characteristics. One factor that needs consideration is the talent that individual students and teachers bring to the subject can affect the

outcome of the test. Therefore, teacher recruitment programs cannot be evaluated in the short term based on student achievement data (PES, 2000).

The data collection plan should be developed at the beginning of the project, to ensure available data is captured and collection procedures are in place as early in the program as possible. A brief training session regarding data collection might also be helpful to ensure the quality of data collected (PES, 2000).

Confidentiality is important when working with teacher and student data. Collecting data from minors requires parental permission, and gaining access to district and school level data can be difficult. These data collection issues should be anticipated and resolved at the beginning of the project, so that sufficient data is available for program evaluation. In view of the extensive use of state and district, and school level data in evaluation commissioned or executed by district agencies, it is recommended that permission be sought by private evaluators for similar access to data. Such access can increase the accuracy of data collected as well as reduce cost (PES, 2000).

If these suggestions are carried out, state and local programs will have more and better quality data on which to base their assessments about the effectiveness of recruitment programs and particular strategies. These assessments can then show how the nation can meet current and future needs for qualified teachers (PES, 2000).

Recommendations

A number of implications pertaining to the teacher supply can be drawn from the findings. There is useful data at the national level on sources of teacher supply. This data indicates three main sources of supply-early outreach, paraprofessional and emergency certification, and alternative certification. This is valuable information for policy makers or practitioners in identifying target populations for recruitment programs. How many policy makers or practitioners, however, actually use this type of data in formulating plans to recruit teachers?

In spite of the available information on teacher supply and demand and the numerous efforts to recruit teachers at the state and local level, there has been little attempt to develop a coherent, holistic plan to address these problems. Therefore, the following are recommendations that administrators and school personnel can consider for developing effective recruitment plans (PES, 2000).

Recommendation One: Information on supply and demand must be coordinated to yield an accurate assessment of needs (in terms of shortage areas and number of teachers needed to fill shortages) and sources of supply (pools from which potential teachers can be drawn). The quality and quantity of people in each of the pools are important considerations in identifying the appropriate pool(s) from which to recruit. Local officials overseeing recruitment efforts should ask: Are there enough individuals in the pool who possess the relevant characteristics to meet the needs identified? Needs assessments and plans to fill

these needs should be undertaken by local districts and information aggregated and coordinated at the state level in a state plan (PES, 2000).

Recommendation Two: Once the needs and sources of supply to fill these needs are identified at the local level then aggregated at the state level, a comprehensive plan integrating federal and state policies as well as recruitment strategies and programs should be developed. The leadership for developing and coordinating such a plan should come from the U. S. Department of Education in collaboration with the State education agencies. Too often policies and programs have been crafted without thought of how they fit with other policies and programs. This plan should take into account existing policies and programs and, if necessary, modify them. Using input from the state plan should articulate a national recruitment strategy. Current research on effective recruitment practices should also be incorporated into such a plan (PES, 2000).

Recommendation Three: State Education Agencies should build on the national comprehensive plan to design strategies and programs at the statewide level that are responsive to the needs identified by the local districts. These strategies could involve developing state recruitment policies such as offering loan forgiveness, increasing teacher salaries, and adjusting salary schedules, providing signing bonuses, and allowing portable pensions. Statewide recruitment programs such as South Carolina Teacher Cadet Program and

California State University Teacher Diversity Programs might also be established (PES, 2000).

Recommendation Four: Local education agencies should then build on state policies and programs in developing their local initiatives for recruiting teachers. Their initiatives should focus specifically on filling local needs for teachers (PES, 2000).

Recommendation Five: At the state and local level a continuous monitoring and evaluation loop should be established to provide formative data that will improve programs. Evaluation data should periodically be collected at both state and local levels on intermediate and long-term program outcomes to assess whether or not the general approach is yielding the desired results and, if not, why not. Data collection through such evaluations is critical for identifying effective models to be replicated nationally. In addition to informing program practice, this data should contribute to current research on effective practices, which, in turn will influence revision of the comprehensive national teacher recruitment plan (PES, 2000).

Any comprehensive teacher recruitment plan should work simultaneously on recruitment and retention of teachers in the teaching force. Induction policies and programs should be a part of the overall plan. Recruitment programs should be assessed in terms of whether or not they produce teachers who remain in teaching in high need districts or areas where shortages are chronic. Ensuring

teacher quality should be the goal of such a plan. The effectiveness of teachers recruited by programs should also be a measure of their success (PES, 2000).

Implementation of a comprehensive teacher recruitment plan requires not only the integration of resources, policies and programs at the national, state, and local level but also the collaboration of a variety of players. These include the U. S. Department of Education, the SEAs, LEA, teacher education programs at universities and colleges, teacher unions, communities, private interest groups, and others. Effective partnership structures are important components of successful recruitment initiatives (PES, 2000).

Recommendation Six: Once an effective pipeline is created to an adequate supply of teachers, all entities should look beyond the immediate goals of addressing shortage. Long-term goals might include assuring an adequate and constant supply of effective teacher for hard to fill positions, such as those in rural or urban schools; producing teachers who will be leaders in education reform; preparing teachers (regardless of racial and ethnic background) to be effective instructors of diverse student populations; and changing the infrastructure of institutions (colleges and universities, state education agencies, school districts, and schools) to encourage a seamless process of attraction into teaching, quality preparation, and placement in the classroom of teachers who will see teaching as their life's work (PES, 2000).

Conclusion

The recruitment strategies reported if implemented appropriately and with consistency should go some ways toward recruiting well-educated and well-prepared minority educators to the classroom. Nevertheless, these strategies alone are not enough to attract them or keep them. In order to assure they remain in the classroom, public education will not only have to pay all teachers much more, they will also have to make sure that schools are structured so that they enable teachers to maximize learning opportunities for their students as well as themselves. This means access to materials and resources that are readily available in our best schools must become the norm for all of our schools and students. Without these supports, even the most highly qualified and dedicated teachers will become frustrated and will continue to leave the profession. “We know that new challenges lie ahead for our nation. We owe it to our children and our grandchildren to give them the education they will need to preserve and strengthen our democratic institutions and build a better future for generations to come” (Feldman, 2002, p. 121).

Appendix A

1402 Harlandale
Dallas, Texas 75216

Dear :

You are invited to participate in a pilot study. My name is Deborah Hopton and I am a graduate student in the Department of Educational Administration at The University of Texas at Austin. This pilot study is part of my dissertation research requirements. You are being asked to participate in this pilot study because of the need to test the questions to be used in this research project. You will be one of 20 individuals participating in this pre-test questioning.

Any information obtained in connection with this study will remain confidential. This is an anonymous questionnaire and no participant's names will be used. If you have any questions about this study, please contact me at 214.946.6307 or my supervisor, Professor Donald G. Phelps at 512.471.7541.

An extra copy of this consent form is included for you to keep. Your signature below indicates that you have read the information provided above and have decided to participate in the pilot study.

Sincerely,

Deborah Hopton, Doctorial Student
University of Texas at Austin

Printed Name of Participant

Signature of Participant

Date

Appendix B

Interview Questionnaire

Name of Interviewee _____
Name of School District _____
Date _____ Time _____
Location _____
Name of Interviewer _____

11. What position do you hold in this school district?
12. How long have you held this position?
13. What duties are involved with the position of _____?
14. What is the total enrollment of this school district?
15. What percentage of the total student population is ethnic and minority?
16. What percentage of the total teacher/instructional population is minority?
17. Have you been involved in the recruitment of ethnic and minority teachers? If yes, when and how.
18. What strategies are used to recruit ethnic and minority teachers?
19. What factors are most effective in attracting ethnic and minority teachers to _____ ISD?
20. How do you assure that the recruitment practices are implemented?
21. How important do you feel it is to have a balance of diversity between student and teacher populations? Why?
22. What specific policies are in place that addresses ethnic and minority teacher recruitment?
23. If there are recruitment policies, how long have they been in place?

24. How is the effectiveness of the recruitment policies and procedures evaluated or monitored?

Use the back of the page or additional paper if more space is required.

Administration/Board Member

Appendix C

1402 Harlandale Avenue
Dallas, Texas 75216

(Individual's Name):

You are invited to participate in a research survey. My name is Deborah Hopton and I am a graduate student in the Department of Educational Administration at The University of Texas at Austin. This survey is part of my dissertation requirements. You will be one of 20 individuals participating in this research.

Any information obtained in connection with this survey and that can be identified with you will remain confidential. This is an anonymous questionnaire and no participant's name will be used. If you have any questions about this survey, please contact me at 214.946.6307 or my supervisor, Professor Donald G. Phelps at 512.471.7541.

An extra copy of this consent form is included for you to keep. Your signature below indicates that you have read the information provided above and have decided to participate in the survey.

Sincerely,

Deborah Hopton, Doctorial Student
University of Texas at Austin

Printed Name of Participant

Signature of Participant

Date

Signature of Investigator

Date

Appendix D

Interview Questionnaire

Name of Interviewee _____
Name of School District _____
Date _____ Time _____
Location _____
Name of Interviewer _____

25. What position do you hold in this school district?
26. How long have you held this position?
27. What duties are involved with the position of _____?
28. Have you been involved in the recruitment of ethnic and minority teachers? If yes, when and how.
29. What strategies are used to recruit ethnic and minority teachers?
30. What factors are most effective in attracting ethnic and minority teachers to _____ ISD?
31. How do you assure that the recruitment practices are implemented?
32. How important do you feel it is to have a balance of diversity between student and teacher populations? Why?
33. What specific policies are in place that addresses ethnic and minority teacher recruitment?
34. If there are recruitment policies, how long have they been in place?
35. How is the effectiveness of the recruitment policies and procedures evaluated or monitored?

Survey for Administration/School Board Member

Appendix E

Interview Questionnaire

Name of Interviewee _____
Name of School District _____
Date _____ Time _____
Location _____
Name of Interviewer _____

1. What position do you hold in this school district?
2. How long have you held this position?
3. What duties are involved with the position of _____?
4. What is the total enrollment of this school district?
5. What percentage of the total student population is ethnic and minority?
6. What percentage of the total teacher/instructional population is minority?
7. Have you been involved in the recruitment of ethnic and minority teachers? If yes, when and how.
8. What strategies are used to recruit ethnic and minority teachers?
9. What factors are most effective in attracting ethnic and minority teachers to _____ ISD?
10. How do you assure that the recruitment practices are implemented?
11. How important do you feel it is to have a balance of diversity between student and teacher populations? Why?
12. What specific policies are in place that addresses ethnic and minority teacher recruitment?
13. If there are recruitment policies, how long have they been in place?

14. How is the effectiveness of the recruitment policies and procedures evaluated or monitored?

Director of Recruitment

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