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# Effective School District Recruitment Strategies of African American Teachers

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EFFECTIVE SCHOOL DISTRICT RECRUITMENT STRATEGIES OF

AFRICAN AMERICAN TEACHERS

by

CHRISTOPHER P. WATKINS

(Under the Direction of Dr. Linda M. Arthur)

ABSTRACT

There has been a continual decline in the number of available minority group teachers to supply America's public school for the past six decades. Several factors were noted for this decline which included better opportunities for minority advancement in other professions, low teacher salaries, the low prestige and status of teaching, institutional racism, and challenges with teacher certification and state licensure exams.

The purpose of this study was to identify strategies used by school district officials to increase African American teacher hiring in Georgia. This study examined the district strategies that were implemented to recruit and hire minority teachers and the challenges the districts encountered in recruiting African American teachers in Georgia.

The researcher examined the Certified Personnel Index data from the 180 public school districts in Georgia to determine which districts had at least 5% growth in African American teacher hiring from 2000-2007. Initially, criteria sampling was used and sixteen districts met the criteria. Purposeful sampling was also used to select nine school districts to participate in this study. The nine school districts included three rural districts, three urban districts, and three suburban districts. The geographical location of the districts consisted of two in South Georgia, three in Middle Georgia, and four in North Georgia.

In the findings of this study, there were sixteen district recruitment strategies used and eleven district challenges mentioned by respondents regarding African American teacher recruitment and hiring. The recruitment strategies and challenges were similar in comparable districts based on size and geographical location. Rural, suburban, and urban districts had similar strategies and challenges. The North Georgia districts tended to use somewhat similar strategies and faced similar challenges. The Middle Georgia districts also tended to be similar in use of strategies and the challenges faced by the district. However, there was a noticeable difference in the two South Georgia districts with one being a small rural district and the other being a large urban district. Three district strategies were noted by all participants including college and university partnerships, job fairs, and the use of the Teach Georgia state recruitment website. All participants mentioned a tight budgetary constraint in a struggling economy as the most prevalent challenge in their districts. Five districts also named salary competition and teacher recruitment competition as a major challenge in its overall recruitment plans.

The researcher drew two conclusions from the findings. First, there was little difference in African American teacher recruitment strategies and overall teacher recruitment used by the selected districts. Second, there was little difference in the challenges that districts faced with African American teacher recruitment and overall teacher recruitment.

INDEX WORDS: African American teacher, Teacher recruitment, Teacher hiring, District teacher recruitment strategies

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DEDICATION

I dedicate this dissertation study to the two most important human beings in my life:

Betty Jean Watkins (my mother)

Marcus David Watkins (my son).

I dedicate this work to my mother who has always encouraged me to "reach for the stars." I appreciate your prayers, advice, and wise counsel while I was completing my doctoral degree. You have always been there for me and shared in all of my academic achievements. I am proud to be your son and to call you Mom. I also dedicate this work to my son who is the delight and joy of my life. I am proud to call you son and hear you call me Daddy. Your smiles are a blessing and encouragement to me. I love you and thank God for both of you.

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CHAPTER I

INTRODUCTION

Many research studies were conducted on minority teacher shortages and state

and national minority teacher recruitment efforts. Researchers noted a sharp decline in

the number of minority teachers in the United States since Brown v. Board of Education

in 1954. Several factors were suggested to explain this decline, including better

opportunities for advancement in other professions, low salaries for beginning teachers,

institutional racism, testing bias with teacher certification, and other factors.

However, there had been little research conducted on exploring the strategies used

by local school districts to increase minority teacher hires. There was a significant gap in

the research literature regarding district strategies used to increase minority teacher

hiring. There was a need to conduct a study with district officials that make recruiting,

screening, and hiring decisions in their local school districts, and make the

recommendations for hiring school personnel to the local school board. Therefore, the

focus of this research proposal was to explore the strategies used by district officials to

recruit and hire African American teachers in Georgia.

Background of Study

There has been a continual decline in the number of people entering the teaching

profession and specifically a decrease in the number of minority teacher or teachers of

color since Brown v. Board of Education in 1954 (Milner & Howard, 2004). The greatest

decline in the number of minority teachers has been within the African American

population (Green, 2004). Prior to 1954 there were approximately 82,000 African

American teachers and 2 million African American students (Green, 2004). During the

time period of 1954-1965, there were 38,000 African American administrators in 17

Southern and border states that lost their jobs through desegregation (Green, 2004;

Milner & Howard, 2004). Further, during the time period of 1975-1985, there was a 66%

decline in African American students majoring in education (Green, 2004). During the

years 1984-1989 there were an estimated 37,717 minority teacher candidates and teachers

eliminated from the teaching profession,  of which 21,515 were African American

teachers or teacher candidates, due to changes in teacher certification requirements and

admission requirements to teacher education programs (Green, 2004).

A report from the Southern Regional Education Board (SREB) found that the

number of minority students in public schools was steadily increasing while the number

of minority teachers was rapidly decreasing in the United States (Smith, 2003). Today,

there are nearly 18 million minority students, consisting of African Americans,

Hispanics, Asian Americans, and Native Americans who attend elementary and

secondary schools in the United States of America (Smith, 2003). Researchers also found

that minority students, and students in general, had higher levels of performance,

achievement, and better self-esteem when they were either taught by teachers from their

own ethnic group or by teachers who promoted learning from the context of cultural

diversity in their classrooms (Gursky, 2002; Cokley, 2003; Smith, 2003). Therefore, the

decline of minority teachers was a cause of great concern for public school stakeholders

in the United States and abroad.

*Factors Contributing to the Decline in Minority Teachers*

Several factors contributed to the decline in minority teachers in America's public schools. Low salary was mentioned as a reason for the decline in students considering a career in teaching (Coggshall, 2006). A survey of college graduates revealed that 78% of them believed that teachers were seriously underpaid (Coggshall, 2006). In another survey, 298 undergraduate students at the University of York in England were given a questionnaire to complete that measured the importance of salary amount and the extent to which teaching could offer a good starting salary amount (Kyriacou & Coulthard, 2000).  Only 5% of the undergraduate students in the study believed that teaching would definitely offer them a good starting salary (Kyriacou & Coulthard, 2000).

Brown and Butty (1999) provided research on factors that influenced African American male teachers to choose certain educational and career pursuits.  A 40 question Likert-type survey, consisting of 12 predictor variables and 3 criterion variables, was administered to 140 African American teachers in a suburban school district in Maryland (Brown & Butty, 1999). Results showed that motivation to teach was the sole predictor based on a desire to impart knowledge (Brown & Butty, 1999). The choice of undergraduate major also was the sole predictor of teachers' beliefs of whether they would continue working in public schools for 10 years or more (Brown & Butty, 1999).

In another study, Shipp (1999) surveyed 263 African American college students regarding their potential choice of teaching as a career. Contribution to society was the top factor ranked by education majors (Shipp, 1999). Non-education majors ranked the chance of advancement opportunities as being the greatest determining factor in choice of career (Shipp, 1999). Non-education majors also placed more importance on salary and

job security (Shipp, 1999). The perception of low teaching salary and low prestige of teaching were the least attractive for education and non-education majors (Shipp, 1999). Many college students said that teaching was not regarded highly as it was in previous years and this perception of low prestige was a consideration when choosing a major (Shipp, 1999).

Difficulty in acquiring an acceptable passing score on teacher licensure tests was another factor noted as a reason for a reduction in minority teachers and teacher candidates (Nnazor, Sloan, & Higgins, 2004; Bennett, McWhorter, & Kuykendall, 2006). Minority education majors that could not make an acceptable passing score on their licensure test were not able to gain certification from their respective states (Nnazor et al., 2004; Bennett et al., 2006). A longitudinal study was conducted with 44 undergraduate Latino and African American students at a Big Ten university in Indiana which found students who were successful at passing Praxis I had a combination of high GPA, high SAT scores and high ethnic identity scores (Bennett et al., 2006).

Testing bias was given as a reason for the difference in the test scores of Latino and African American students versus their Caucasian counterparts in Pre-Kindergarten through twelfth grade schools (Bennett et al., 2006). Increases in high stakes testing and government accountability and oversight by provisions of Title II requirements revised in 1998 and the No Child Left Behind Act of 2001 posed even more challenges for Pre-Kindergarten through twelfth grade students (Darling-Hammond, 1997). Students who were not able to get acceptable passing score on criterion–reference tests and norm-reference tests received certificates of attendance but were not granted their high school diploma (Darling-Hammond, 1997). A high school diploma or general education diploma

(GED) was a requirement for most admissions office when students apply to attend colleges and universities (Darling-Hammond, 1997).

This could cause problems with postsecondary institutions that are trying to develop ways to recruit more minorities into teacher education programs (Nnazor et al., 2004). Many Historically Black Colleges and Universities, afterwards referred to as HBCUs, are improving student test and study skills by providing test prep sessions to improve minority passing rates and scores on teacher certification and other standardized testing, such as test for admission to graduate school (Futrell, 1999; Nnazor et al., 2006).

*Strategies for Increasing Minority Teacher Recruitment and Employment*

The decline in the number of minority teachers in comparison to the increase in the number of minority student population has caused many educators to study the issue and develop strategies and policies to increase minority teacher recruitment (Dandy, 1999; Gantner, Jenkins, & Layton, 2006; Nweke, Eads, Afolabi, & Stephens, 2006; Landgraf, 2007). Researchers and scholars have noted several strategies to increase minority teacher recruitment in public schools. The recruitment of paraprofessionals to become fully certified teachers was a strategy used by some states to increase teacher diversity (Villegas & Clewell, 1998). The majority of teaching assistants and paraprofessionals were minorities who had many years of experience in education (Villegas & Clewell, 1998). Some school districts and states have allowed those paraprofessionals to maintain their salaried positions while pursuing bachelor's degrees and teacher certification (Villegas & Clewell, 1998).

Statement of the Problem

Researchers have identified the growing problem of finding enough available minority candidates willing to enter the teaching profession and to fill teaching vacancies in U.S. public schools. According to the research, there has been a sharp decline in the number of minority teachers in the United States since Brown v. Board of Education in 1954. This problem was extremely significant considering that the number of minority students have continued to increase in public schools across the United States.

The researcher found very few strategies that had been developed to increase minority teacher recruitment in public schools at the local district level. Researchers have focused primarily on what policymakers and educational leaders at the state and federal levels have done to recruit minority teachers. Little is known about the strategies employed by school district officials in their recruiting and hiring practices of African American teachers.

There is a gap in the research with regards to strategies used by school districts to increase minority teacher recruitment in public school districts. Local school districts were the primary agencies that employed the majority of school personnel in the state of Georgia for both classified and certified positions. Thus, there was a need to employ effective strategies at the district levels to increase African American and other minority group teachers in public schools in Georgia. The purpose of this study was to identify strategies used by district officials to increase African American teacher hiring in Georgia. Fifteen Georgia school districts were noted in the research with increasing their percentage of African American teachers by 5% over a seven year period. Therefore, the

researcher interviewed nine of the fifteen local school districts that increased minority teacher hiring.

## Research Questions

The researcher addressed the following overarching research question and the two sub-questions to guide the research study:

What recruitment strategies and obstacles exist in recruiting African American teachers?

1. What school district strategies are being implemented to recruit and hire African American teachers in Georgia?

2. What challenges do these school districts encounter in recruiting African American teachers in Georgia?

## Significance of the Study

School districts have experienced problems in hiring minority teachers to public schools at all levels, K-12, throughout the United States and abroad. Studies have been conducted on strategies used by agencies and organizations at the state and federal levels. There was a gap in the literature on strategies used by school districts to increase minority group teacher recruitment in public schools. Since there was limited research in this area and the number of minority teachers was decreasing, there was a need to explore the strategies used by district officials responsible for teacher recruitment and hiring to increase minority teacher recruitment in public schools. The researcher conducted this study with selected school districts in Georgia that increased their percentages of African American teachers between the years 2000-2007. The study will be used to add to the literature on strategies that district officials can employ to increase African American teacher recruitment in their local school districts.

School district officials can use research data gained from this study to address the shortage of African American teachers and how to recruit African American teachers within their school districts. Districts that are having problems recruiting and hiring African American teachers can learn about the strategies that have been used by school that are successful in increasing their percentages of minority teacher hires within their school districts. Also, policymakers can use this information to develop district goals and plans to increase African American teacher hiring in Georgia.

The importance of this study was to present data to district officials, researchers, and other interested stakeholders with the findings of the study so that they will have an additional knowledge base on what strategies have been successful in the recruitment of minority teachers. These district officials can then use this information to improve African American and other minority group teacher recruitment in their districts.

This study had personal significance for the researcher who believes that minority students need to see positive role models from their own cultural and ethnic backgrounds throughout their schooling experiences. The researcher was greatly enriched by being taught by teachers and role models that were from his ethnic background as well as those from other cultures and ethnic backgrounds. These experiences motivated the researcher to become an educator with the expectation and challenge to make a difference in the lives of future students in public education.

Some researchers have shown that minority students tend to have better classroom behavior, have increased self-esteem, and have higher rates of student performance and student achievement when they see and are taught by teachers with similar cultural and ethnic backgrounds (Foster, 1991; Stafford, 1997; Carrington & Tomlin, 2000; Fairclough, 2004). Other researchers, however, have shown non-minority teachers who promote cultural diversity also have minority students with high performance and student achievement (Reed, 1998; Walker- Dalhouse, & Dalhouse, 2006). Practitioners and researchers can use the results from this study to assist and guide them in developing a teacher recruitment plan of action that takes into account a need for diversity within the teaching staff. Results from the research could be used to develop strategies that could be employed at the local school district level.

Research Procedures

Design

The focus of this study was to investigate effective strategies used by school districts to increase African American teacher recruitment in Georgia. The researcher used qualitative methodology with this study. This design will be used because there was scant prior research that had been conducted with school district recruitment strategies to increase minority teacher recruitment. The use of qualitative research also allowed the researcher an opportunity to gather rich information that would not be available through quantitative research. Also, since there was no established research on this topic, qualitative research method was the best option to get this detailed information from research participants.

Population

The participants in this study were district officials from nine selected school districts that showed at least 5% increase in African American teacher hiring over a seven year period in Georgia. The participants were selected by using the Certified Personnel Index (CPI) data from the Georgia Department of Education for the years 2000-2007.

Instrumentation and Data

The researcher was granted approval from the Institutional Review Board (IRB) at Georgia Southern University before conducting this study. The researcher conducted a semi-structured interview with each of the nine district officials of the selected school districts in this study. Participants were notified of their rights to participate or not participate in the study and received an informed consent letter to sign if they agreed to participate in the study.

Data Analysis

The researcher recorded the data from each interview and looked for recurring themes and patterns from each in-depth interview. Interviews were conducted in person with a recording of each interview conducted for trustworthiness of the data.

Delimitations

The population used in this study included district officials that have shown an increase of 5% of minority teachers hires in their school districts over a seven-year period between 2000-2007. Information on this demographic was gathered from the CPI Data from the Georgia Department of Education. Purposive sampling was done to get a cross section of public school districts locate in various regions throughout the state of Georgia to participate in the study. The researcher focused on districts that had high African American teacher growth percentages in Georgia and thus results may not be easily generalized to other districts.

Limitations

Some districts that had high percentages of African American teachers based on student population and other demographics were excluded from this study to get a cross-section of districts across the state of Georgia. These districts were generally excluded because they did not meet the criteria for growth in African American teachers used in this research study.

Definition of Key Terms

1. Boundary heightening - exaggeration of the dominant culture's group solidarity where majority group values were emphasized with acceptance of traditional instructional methods.

2. Race consciousness – pride in race and what it means as an attempt to define separate, unique, and worthy of praise for an ethnic group in the overall culture.

3. Racial congruence – the match or mismatch of teachers and students race and how it shapes perceptions among various groups of people.

4. Role entrapment – stereotypical role inductions encapsulated as tokens and which could result in loss of opportunities and promotions for certain individuals.

5. Second - Generation Discrimination – the categorization of group of students by ability grouping, tracking, and racially biased disciplinary actions in which two variables were found to be significantly related to lower levels of discrimination.

6. Cultures of power- the dominant cultural group accumulates the majority of the power and sets the acceptable norms while other cultural groups are at the margins of power.

## Summary

Researchers have shown in the literature that there was a sharp decline in the number of African American teacher hires in the United States since desegregation. Several factors were proposed as reasons for this decline in minority teachers. These reasons included institutional bias and racism, changes in teacher certification, increased opportunities for advancement in other fields, and low salaries in the teaching profession. The research was limited on effective strategies that resulted in an increase in the hiring of more African American teachers.

There was a gap in the literature regarding effective district recruitment strategies to employ more African American teacher hires. The researcher explored the following overarching research question: What recruitment strategies and obstacles exist in recruiting African American teachers?  The two sub-research questions were used to guide the research study and included the following questions:

1. What school district strategies are being implemented to recruit and hire African American teachers in Georgia?

2. What challenges do these school districts encounter in recruiting African American teachers in Georgia?

The researcher designed a fourteen question semi-structured interview protocol to gather the data. The researcher wrote a summary of the results in this study along with recommendations for future research. This researcher provided sixteen effective strategies for districts that to increase their efforts in the recruitment and employment of African American teachers. Researchers, policymakers, and school officials can assess the data, analyze it, make inferences about it, and draw their own conclusions from the results of this research study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Many researchers have noted that there was a crisis with regards to the available teacher supply in today's public schools (Dandy, 1999; Gursky, 2002). The current teacher workforce is getting closer to retirement and school districts in the United States are looking for 3 million teachers annually to fill teacher vacancies (Gursky, 2002). The situation was especially dire in urban schools, which tended to be high poverty and high minority areas (Reeves, 2000). Many of these schools fit the 90-90-90 demographic profile: 90% minority, 90% of students received free or reduced lunch, and 90% of students lived in families that are below the poverty line (Reeves, 2000).

A noteworthy trend has occurred in public schools in the United States since desegregation (Smith, 2003; Epstein, 2005). Statistics showed that roughly 85%-90% of public school teachers in United States were young, white, and female (Epstein, 2005). Nationally, 50% of students in public schools were minority students (Bolich, 2003; Smith, 2003). The minority student population consists of the following ethnic groups: African American, Asians, Native Americans, and Latinos (Bolich, 2003; Smith, 2003). This percentage increased to 70% for inner city, urban school districts (Epstein, 2005; Walker-Dahlhouse & Dahlhouse, 2006).

Dee (2004) said that there were three major concerns that have dominated educational policy with regards to teachers: the shortage of teachers since the 1980s, the declining number of those choosing teaching as a profession and a decline in the number and percentages of minority teachers in public schools. Researchers have written that

teachers who share the same racial group membership as their students may generate a role model effect that could promote student effort, confidence, and enthusiasm (Dee, 2004). For instance, the presence of Black teachers with underprivileged Black students may have a positive impact that influences them to improve their educational possibilities (Dee, 2004). However, other researchers say that there is no direct significant empirical evidence to support this claim (Cizek, 1995).

*The Case for Students Having Teachers of Their Own Ethnicity*

There has been a sharp decline in the number of African American and other minority teachers in the United States public school over the last six decades. Since 1954, the greatest decline in teachers of color has been African American (Green, 2004; Fairclough, 2004; Milner & Howard, 2004). After Brown v. Board of Education, there were approximately 38,000 African American teachers and administrators who lost their positions due to desegregation and the creation of a unitary school system primarily in the South (Green, 2004; Milner & Howard, 2004). This trend proved to be at a high cost for African American educators and the African American community. Thousands of African American teachers lost their positions and their influence as role models, community advocates, and local intelligentsia of the African American community (Ehrenberg, 1995; Fairclough, 2004). Some African American students decided to pursue non-teaching fields because of new opportunities for advancement in other career fields (Kyriacou & Coulthard, 2000).

Many African American teachers and students shared their stories about the impact of former African American teachers on their career choices in segregated schools (Harper, 1995; Milner & Howard, 2004). These former students and teachers talked about

how their African American teachers would motivate them to achieve academic success in school so that they would be prepared for their future career choices (Harper, 1995; Milner & Howard, 2004). Many of these students decided to become teachers because of the positive influences these early role models who were viewed as pillars of the community, role models, gatekeepers of the community, and social activists who sought a better, more balanced society for the next generation (Green, 2004; Milner & Howard, 2004).

The advent of the unitary system of schooling in the 1960s and 1970s brought about a lack of voice, presence, power, and opportunity for African American and other minority group teachers (Green, 2004; Milner & Howard, 2004). In the segregated schools, primarily in the South, African American teachers were considered the visionaries of hope, opportunity, and success for many of their young African American students (Ehrenberg, 1995; Green, 2004). Teachers and community members formed community solidarity in which teachers encouraged their students to achieve academic excellence despite societal limitations (Stafford, 1997). Teachers motivated their student by having them to adhere to the motto, "Lifting as we climb," which asked that all members of the community would embrace each other, help each other, and encourage each other to be successful (Stafford, 1997). These teachers were successful in setting high expectations for their students, using homogenous grouping for instruction, and building students' self-esteem and values (Stafford, 1997). Teachers also developed cooperative and collaborative learning strategies to ensure that their students would succeed. They also assumed familial roles like those of surrogate parent in order to motivate their students to achieve high academic success (Foster, 1990).

Those teachers were also concerned with the needs of the whole child by addressing their students' social, emotional, and cognitive developmental needs (Carrington & Tomlin, 2000). The teachers accepted the challenges of teaching their mostly low-income students in spite of their students' low socioeconomic status and academic difficulties (Stafford, 1997). These teachers believed that all students could learn, had self-worth, and could overcome their difficulties and become successful citizens (Fairclough, 2004; Foster, 1991).

African American teachers served historically as role models in the African American community as well as community gatekeepers by focusing on the community's norms and encouraging African American students to achieve feats greater than their society's expectation (Foster, 1991). Many of these African American teachers said that they chose teaching for a variety of reasons which included the opportunity to increase students' self-esteem, pride in their race, increased professional development training for black teachers, and dissatisfaction with some white teachers who taught in majority black schools during segregation (Foster, 1991). Black teachers were recruited and hired in predominately black schools districts located in San Antonio, New Orleans, Lexington, KY, and Nashville (Foster, 1991). The percentage of black female teachers increased from slightly 50% in 1890 to 84% by 1960 (Foster, 1991). After Brown v. Board of Education, some black teachers refused to promote integrated schools because of the fear that they would be replaced with white teachers or that their position would be eliminated (Foster, 1991). Black teachers were generally not hired in proportion to their previous number in these unitary, desegregated schools in the South (Foster, 1991).

Foster (1991) concluded that there were several positive characteristics in the segregated schools that did not readily transfer to the desegregated schools. One was that there was a constant variable found in the predominately African American schools: a positive connectedness among the teachers and the community (Foster, 1991). Teachers were aware of students' culture and the communities that they lived and these African American teachers also were race consciousness and built community solidarity in the community (Foster, 1991).

Foster (1990) interviewed sixteen exemplary teachers (twelve females and four males) who were selected by community nomination to participate in a research study. These teachers shared their personal experiences about the challenges they encountered in public schools in the North and South, before and after desegregation (Foster, 1990). These personal sharing experiences led to discussion regarding inadequate public facilities, hand me down textbooks, which were used previously in the predominately white schools, and how black students walked to school while white students rode the bus (Foster, 1990). However, they shared that African American teachers had a connectedness with their students and these teachers saw themselves as the motivators, inspirers, surrogate parents, and other mentoring roles to prepare their students for success after graduation (Foster, 1990). They also shared that prior to desegregation, there were scores of African American teachers in the South because of the dual school systems that were prevalent before public school integration (Foster, 1990). Those in the Northern public school systems noted that there were few Black teachers largely because the schools were unitary and unionized, and the unions sought primarily to protect the

privileged status of the white teachers while disavowing the peculiarities common to black teachers (Foster, 1990).

In this study, eleven of the teachers spent their entire childhoods in segregated communities and schools (Foster, 1990). Four of them grew up in communities that were not segregated by law and one spent half of her childhood in a legally segregated community but in early adolescence moved up North where she completed school (Foster, 1990). African American teachers during segregation usually earned lower salaries than their white colleagues and were assigned remedial classes consisting of African American and poor white students (Foster, 1990). These teachers imparted subject matter but were limited in their ability to have "critical dialogue" with African American students as they previously had with these students (Foster, 1990). This critical dialogue, based on Critical Race Theory, challenged students to do as well as those in the majority culture to be able to compete for jobs after graduation (Foster, 1990; Young, Wright, & Laster, 2005).

The researcher said that school districts need to include the voices and perspectives of African American students and teachers (Wilder, 2000; Young, Wright, & Laster, 2005). Also, a larger proportion of teachers of color were more likely to be employed in school districts with a greater proportion of students of color (Foster, 1990).

*Factors that have contributed to the decline in the number of minority teachers*

Research studies revealed a decline in the number of minority teacher in public schools. Researchers noted several factors that were given by respondents for this decline. Factors mentioned by research participants included better opportunities for advancement in other professions, low status and prestige of teaching, low beginning

teacher salaries, institutional racism and bias, and problems with teacher certification tests (Kyriacou & Coulthard, 2000). Prior to integration, teaching was one of the few professions that were afforded to African American college graduates (Green, 2004; Milner & Howard, 2004). However, desegregation efforts changed the economic, social, and career outlook for African Americans and other minority groups (Schumann, 2001). Minorities were able to enter fields that were once closed to them with many minority group individuals deciding to choose these new career opportunities (Gordon, 1995, 2002; Schumann, 2001).

Two major events necessitated the need for a more diverse workforce. One was the lack of available workface labor during World War II (Gordon, 2002). Ethnic minority groups, especially African Americans and women were recruited to fill job vacancies that had been historically denied to them (Fisk, 2001). These occupations were in industry, manufacturing and factories (Gordon, 2002). Minorities also were allowed to participate in the military officially during the war years (Schumann, 2001). The other major event that led to a more diverse workforce was the passage major governmental legislation reforms. These governmental reforms included Civil Rights legislation and the Great Society reforms of the 1960s as well as governmental reforms such as the programs of the 1970s (Schumann, 2001). These reforms led to advancement for minorities in the private sector as well as in the public sector (Fisk, 2001; Schumann, 2001). Many young African Americans and other minorities pursued a variety of career opportunities to maximize their economic and social capital (Gordon, 2002).

Low Teacher Salaries

A second factor that many researchers cited as a reason why some of these undergraduates did not pursue careers in teaching was low beginning teacher salaries (Kyriacou & Coulthard, 2000). These respondents reported that the private sector generally offered more competitive salaries, bonuses, and financial incentives than the public sector (Kyriacou & Coulthard, 2000). Even those undergraduate students that chose to pursue an educational career acknowledged that low teacher salary was the least attractive factor in their decision to become teachers; however, these teacher candidates were more motivated to pursue careers in teaching for intrinsic reasons such as giving back to the community, love of children, and sense of working in a worthwhile helping profession (Kyriacou & Coulthard, 2000).

Historically, African American professionals chose teaching as a career because of their denial of entry in many other professions (Green, 2004; Milner & Howard, 2004). African Americans and other minority group teachers were allowed to teach their own children in segregated schools (Green, 2004; Milner & Howard, 2004). As opportunities for entry level positions in other fields became available, African Americans began to pursue educational training in business, engineering, law, medicine, and other professions with the perception of a higher status in society (Gordon, 2002).

Gordon (2002) found that the mainstream community's status and respect for any profession was based on money. The low salaries and low status of teaching were not as attractive to African American college students once other career opportunities became available to them (Kyriacou & Coulthard, 2000; Gordon, 2002). Perhaps this may be a

reason why students of color were not encouraged to pursue careers by family and friends as K-12 teachers in the present society (Gordon, 2002).

Gordon (2002) examined factors that influenced new teachers to focus their career goals on the teaching profession as a possible strategy to increase teacher recruitment, especially minority teacher recruitment. Face to face interviews were conducted with 160 minority group teachers over a two-year period from Seattle, Long Beach, and Cincinnati (Gordon, 2002). These teachers mentioned affective attributes as the reasons for entering teaching rather than cognitive attributes (Gordon, 2002). The affective attributes named were dynamic, creative, caring, strong, patient, flexible, sensitive, and the ability to work with and understand low-income kids (Gordon, 2002). The teachers also noted that although low salary was a consideration, the deciding factors for entering the teaching profession were a willingness to give to others and a sense of self-worth (Kyriacou & Coulthard, 2000).

<div align="center">Low Status and Prestige of Teaching</div>

The low status and prestige of the teaching profession was another factor cited by undergraduate respondents for not pursuing a teaching career (Kyriacou & Coulthard, 2000). The teaching profession was once held in high-esteem and teachers were considered as role models of the community. Now, teachers have seen a decline in status and respect for teaching and some teachers have even encouraged college students to consider fields other than teaching (Kyriacou & Coulthard, 2000; Gordon, 2002). Scholars have noted that some policymakers suggest that teacher salaries should be based on student performance, an implication that would support different salary structures for teachers much like pay for performance is done in the private sector (Hull, 2003). The

low status and prestige in teaching have influenced many undergraduate students to seek employment in fields where there is less criticism from the public arena and more respect from society (Gordon, 2002). The organizational culture determined whether African Americans sought employment within a particular school, system, or institution and also determined their employee retention rates (Mabokela & Madsen, 2000; Williamson, Slay, Shapiro, & Shivers-Blackwell, 2008). African Americans tended to seek employment in organizational cultures that promoted employee diversity, a positive work environment, and opportunities for advancement (Mabokela & Madsen, 2000; Williamson et al., 2008).

Institutional Racism

Institutional racism or bias is another factor noted in several research studies that may explain the decline in the numbers of available minority teachers and teacher candidates in public schools (Epstein, 2005). Many African Americans teachers experienced the loss of teaching positions due to a variety of reasons. Many of these teachers also experienced a loss of voice when it came to curriculum input and decision-making (Epstein, 2005). Many of the remaining teachers were given the most difficult students who had the most frequent occurrence of student discipline problems, experienced negative school climates, worked in environments that did not foster diversity and diverse viewpoints, and were given standardized curriculums that were devoid of any multicultural perspectives (Liu & Meyer, 2005).

Also, new minority group teacher hires tended to be placed in hard to staff schools especially in large, urban inner-city school districts (Epstein, 2005). Many of these teachers had less experience and came to teaching from other professions through alternative certification pathways (Haycock & Crawford, 2008).

Also, there was a cultural disconnect between the students and the teachers since many of the teachers in public education had little in common with their students and had problems identifying with their students (Ford & Harris, 1996; Graybill, 1997). A disconnect between students and teachers may be a reason why many teachers leave public education in their first three to five years (Afolabi, Eads, & Nweke, 2008). Some of these teachers also opted to move to more affluent school districts, especially with teachers that had less than five years of experience (Elfers, Plecki, & Knapp, 2006).

<div align="center">Teacher Licensure and Certification Testing</div>

Nnazor and Higgins (2004) cited teacher certification testing as a factor for the decline of minority teachers in public schools. The researchers noted that the increase of high stakes testing, especially with teacher certification, has caused major problems among minority group students and teachers (Nnazor & Higgins, 2004). Researchers have also shown that many minority group teacher candidates have had problems passing state teacher licensure tests (Nnazor & Higgins, 2004; Gitomer, Latham, & Ziomek, 2006). State licensure tests were initially created to make sure that all teachers were competent to teach in their particular subject content areas (NAS, 2001).  Research has shown that reforms with teacher training, teacher knowledge and teacher accountability improved and evaluators were able to base teacher evaluations on performance- based measures (Gaines, 2000). However, a negative effect occurred with teacher certification tests. Teachers and teacher candidates that could not make an acceptable passing score on their licensure test either were not allowed to enter the teacher workforce or were not allowed to continue their employment (Green, 2004). Licensure testing concerns was a factor that some researchers also noted in their study as a response from some

undergraduate students on their deciding not to choose teaching as a career (Kyriacou & Coulthard, 2000).

Epstein (2005) posed the question about the fairness of high stakes testing as the only assessment to measure student and teacher performance. She also wrote that there was a testing bias in favor of the predominant cultures' views on what is important to measure teacher quality (Epstein, 2005).

Bennett and colleagues (2006) wrote that many Latino and African American students had negative experiences with testing, especially with the PRAXIS I test. PRAXIS I is a standardized test that is used to measure educator's competencies in their math and reading (Gitomer et al., 2006). PRAXIS II is another standardized test that is used to measure educator competencies in their particular subject knowledge content areas (Gitomer et al., 2006). Gitomer et al. (2006) examined a comparison study of SAT/ACT mean scores, race/ethnicity, and passing status on Praxis I and II.  A careful examination of the pass rates for Praxis I and II scores and mean scores from the SAT/ACT from 1977-1995 revealed that White candidates had the highest pass rates and African American candidates had the lowest passing rates (Gitomer et al., 2006).

The study examined candidates who took the SAT/ACT and observed their pass rate percentages by subgroup and the whole group for Praxis I. The pass percentage rate for SAT takers on Praxis I were 82% White, 76% Asian American/Asian, 69% Hispanic, 64% Native American, 46% African American, and 77% all candidates (Gitomer et al., 2006). A look at the pass percentage rate for ACT takers on Praxis I by subgroup and whole group were 89% White, 83% Hispanic, 81% Native American, 77% Asian American, 63% African American, and 88% all candidates (Gitomer et al., 2006).

An examination of SAT/ACT scores and pass rates on Praxis II revealed similar results with 87% of all candidates that took the SAT and 89 % of all candidates that took the ACT making passing scores on Praxis II (Gitomer et al., 2006). A list of candidates by ethnic group who took the SAT and their relative scores on the Praxis II test included a pass rate of 91% for Whites, 80% for Native Americans, 80% Others, 75% for Asian Americans, 69% African Americans, and 59% Hispanics (Gitomer et al., 2006). The candidates who took the ACT and their relative pass percentages on Praxis II were 93% Whites, 82 % Asian Americans, 81% Hispanics, 81% Native Americans, 74% others, and 61% African Americans (Gitomer et al., 2006). The researchers noted the consistency of the SAT/ACT scores in predicting pass rate scores on future standardized test such as Praxis I and II (Gitomer et al., 2006). A look at the PRAXIS I and PRAXIS II statewide scores revealed that teacher licensure tests might indeed be a factor in narrowing the pipeline of certain minority group teacher applicant pools (Clark & Flores, 2002; Gursky, 2002; Epstein, 2005; Bennett et al., 2006).

In order to study the effects of standardized testing on minority teacher candidates, researchers examined data from selected HBCUs (LeMelle, 2002; Nnazor & Higgins, 2004). Research data showed that HBCUs are primarily the institutions that trained a greater percentage of African American undergraduate college students (LeMelle, 2002; Nnazor & Higgins, 2004). These statistics show that states and the federal government must develop strategies, initiatives, and partnerships, like the P-16 initiative to assist HBCUs in developing strategic plans to improve the number and percentages of their students with successful pass rates on teacher licensure tests (Roach, 2001; Nnazor & Higgins, 2004). These underfunded schools may see their Title II funds

tied to pass rates on the teacher licensure test such as the PRAXIS Exams. In 1999, the

Educational Testing Service (ETS) reported that the national pass rate for white

candidates on the PRAXIS I and II exams was 82% and for African American candidates

it was 46% (Gursky, 2002; Walker-Dalhouse & Dalhouse, 2006).

*Strategies for increasing minority teacher recruitment and employment*

There has been a decline in the number of highly qualified African American

teachers in public schools. Researchers have used U.S. school demographics to show

while the number and percentages of white students were decreasing, the number of

Black, Hispanic, and other minority student groups were increasing in public schools.

However, a majority of the percentages of teachers at the nation's elementary and

secondary schools and those enrolled in teacher education programs were white and

female (Hunter-Boykin, 1992).

Hunter-Boykin (1992) wrote that U.S. public schools should be representative of

the cultural pluralism that is part of the framework of American society and democracy.

Programs and practices should be developed to recruit and retain more African American

teachers in public schools (Hunter-Boykin, 1992). Also, there should be a national

minority teacher force comparable to the numbers and percentages of the minority group

student population (Hunter-Boykin, 2002).

King (1993) wrote that the limited presence of African American teachers could

be attributed to many factors. These factors included the role of HBCUs in preparing

African American student for other career fields, the impact of school desegregation,

alternative career opportunities for African Americans and the impact of teacher

competency test (King, 1993). King (1993) made the following recommendations for

increased African American teacher presence: the need for school districts and higher education institutions to work together, the need to promote diversity in school districts, the creation of policy initiatives, and collaboration with community organizations that encouraged and promoted diversity. Researchers discovered several strategies that school systems used to recruit and hire teachers to their school districts. These strategies included the use of financial incentives, employing teachers certified through alternative certification programs, attending job and college fairs, creating a climate of diversity, and targeting students attending HBCUs and community colleges as potential teacher education candidates.(Dandy, 1999; Roach, 2001; LeMelle, 2002; Gaines, 2004; McKay & Avery, 2005).

<div align="center">District and University Collaboration</div>

Strategies for increasing the African American teacher supply included collaboration between K-12 educators and university faculties, developing programs designed to attract African American students to the teaching profession, early intervention teacher preparation programs, and specialized programs such as the "We Grow Our Own" programs conducted by many rural, urban, and suburban school districts in the United States (Hunter-Boykin, 1992; Dandy, 1999; Meyer & Smith, 1999; Nunez & Fernandez, 2006).

A collaboration of three institutions in Wisconsin was formed to offer the Metropolitan Milwaukee Teacher Education Program (MMTEP) as a systematic way to increase the number of high-quality African American teachers in Milwaukee Public Schools (Haberman, 2000). The collaborative consisted of the Milwaukee Public Schools, the Milwaukee Teachers Education Association, and the University of

Wisconsin-Milwaukee's School of Education (Haberman, 2000). Although the student

population increased in the Metropolitan Milwaukee Teacher Education Program by

13%, the minority teacher population increased by only 3.5% during the same period

(Haberman, 2000).

The group sought to address the untapped pool of highly qualified college

educated African Americans residing in Milwaukee as potential candidates to be future

educators (Haberman, 2000). Potential educators were recruited for the MMTEP program

and offered alternative certification pathways instead of the more traditional route of

teacher preparation programs (Haberman, 2000). Interestingly, while approximately half

of the teachers in urban districts usually leave in less than 3 years, there was a 94%

retention rate among teachers in the MMTEP program (Haberman, 2000). Also, 96% of

the teachers in the MMTEP program received satisfactory or exemplary evaluations from

their principals (Haberman, 2000).

Researchers discovered several school district strategies which were used to

recruit and hire teachers within their school districts. These strategies included the use of

financial incentives, employing teachers certified through alternative certification

programs, attending job and college fairs, creating a climate of diversity, changing the

image of teaching, and several other measures (Dandy, 1999; Carrington & Tomlin,

2000; Pitts, 2005; Lewis, 2006).

A researcher conducted a study of 147 African American male teachers in

Louisiana to understand what strategies school districts could implement to increase the

number of African American male teachers in public schools (Lewis, 2006). The study

was conducted in light of 20% of the public school population consisting of African

American students, yet there was only 1% of the teaching force that consisted of African

American males (Lewis, 2006). The research found that providing mentors to African

American male teachers was a successful strategy that could be used to increase their

retention rate (Lewis, 2006). Lewis (2006) recommended three best practices to retain

African American teachers in public schools:

1. Establish a strategic action plan designed to provide support services to increase the retention rates of African American male teachers.
2. Provide new African American male teachers with financial incentives to remain in the profession, such as financial support to continue educational forgiveness on student loans.
3. Monitor African American male teachers throughout the first three years and provide a mentor to help the teacher adjust to the demands of teaching.

Lewis (2006) also provided strategies for recruiting African American males teachers for

K-12 schools. These strategies included the following recommendations:

1. Collaborating with community organizations such as the NAACP and Urban League.
2. Providing faculty mentors.
3. Refining the entrance requirements to the teaching profession such as the use of alternative requirements to testing.
4. Collaboration between colleges and schools to recruit for the profession.
5. Providing academic support to new teachers and teacher candidates such as tutorial sessions, test-taking seminars for standardized test like PRAXIS I and II.
6. Collaboration with public schools and community colleges, which tend to have larger number of minority student on attendance roles.
7. Providing alternative routes to certification.

Gursky (2002) suggested that partnerships with HBCUs and school districts have

proven to be successful in urban school districts. HBCUs, Tribal colleges, and Hispanic

serving institutions are the biggest source of minority teachers in the South. These

institutions accounted for half of all bachelor's degrees for African American and Latino

students and 12% for Native Americans according to the Alliance for Equity in Higher

Education (Gursky, 2002).

Some states such as South Carolina and Georgia have developed programs to attract more Black male teachers to public schools especially at the elementary school level (Chmelynski, 2006). The Call Me MISTER program, which stands for Men Instructing Students Towards Effective Role Models, was founded in 1999 by university level educators at Clemson University and collaboration with several HBCUs in South Carolina such as South Carolina State University (Chmelynski, 2006). These university level educators wanted to develop a program initiative to address the shortage of black males in teaching (Chmelynski, 2006). In fact, there were only 180 Black males in South Carolina public elementary schools, which was less than 1% of the 20,000 elementary school teachers employed throughout the state (Chmelynski, 2006).

Several strategies and factors contributed to public school districts being able to attract, recruit, and retain male teachers and especially Black male teachers. Michigan has some of the highest percentages of male teachers because of its relatively high teacher salaries (Chmelynski, 2006). However, states like Mississippi have low male teacher percentages and it has the second lowest teacher salaries in the United States (Chmelynski, 2006). The research supported the premise that salary may be a huge factor in African American males deciding whether to pursue teaching or not (Chmelynski, 2006).

<div align="center">Tapping the Paraprofessional Pool</div>

In Georgia, several initiatives have been developed to study recruitment and retention strategies to increase minority teacher recruitment in public schools. One initiative that had been proven to be successful was the DeWitt-Wallace Reader's Digest Pathways to Teaching Program (Dandy, 1999). This program was a collaborative

between the Savannah-Chatham Public School district and Armstrong Atlantic State University to target paraprofessionals who would like to become teachers (Dandy, 1999). The reason for targeting this population was because most paraprofessionals tended to be African American females who had been in their school district for an average of 20 years, and were usually from the community in which they served (Clewell & Villegas, 1999; Dandy, 1999; Gantner, Jenkins, & Layton, 2006). Paraprofessionals in Georgia tend to be employed at the elementary level in regular education and P-12 for Special Education (Dandy, 1999; Afolabi et al., 2002). Many of these paraprofessionals already possessed experience in specific teaching content areas and had a higher employee retention rates compared to the teacher retention rates (Dandy, 1999; Afolabi et al., 2002; Clark & Flores, 2002). These paraprofessionals also tend to not exit the profession until their retirement (Clewell & Villegas, 1999; Dandy, 1999; Ganter et al., 2006).

According to research from the Supply and Demand of Georgia Teachers for 2007, there were 786 paraprofessionals that became teachers in Georgia over a one-year period from FY 2006 – FY 2007 (Afolabi, Eads, & Nweke, 2008). Of the total number, 42% or 330 became Special Education teachers and 32.8% or 258 became elementary school teachers, while another 25.2% assumed positions in other teaching fields (Afolabi et al., 2008).

Teacher Mentoring Programs

Mentoring has been used as a strategy by school districts to lend support to new teacher hires (Meyers & Smith, 2000; Holloway, 2002). Mentoring involved the pairing of a veteran teacher with a new teacher (Meyers & Smith, 2000). Mentoring has proven to be effective based on information gathered from research studies (Meyers & Smith,

2000). The retention rate of teachers who were mentored tended to be higher than those who did not receive the benefits of a mentoring or induction program (Meyers & Smith, 2000). This higher retention rate was especially true among minority group teachers, especially African American male teachers (Meyers & Smith, 2000; Holloway, 2002). Holloway (2002) wrote that it is important for school districts to create a school climate that fosters mentoring for greater teacher diversity within their districts.

## Alternative Certification Programs

Many states have used alternative certification pathways to recruit teachers. Some of these programs have included Teach for America, Troops to Teachers, and other state and national programs (Feistritzer, 2005; Boyd et al., 2006). These programs targeted districts that were in underserved and hard-to -staff areas and heavily recruited minority candidates to fill those teaching positions.

Teach for America (TFA) was used by New York City schools to recruit new teachers to its school district. College seniors were recruited by Teach for America for a two year work commitment in low income, hard-to-staff school districts (Boyd et al. 2006). The study's results showed that TFA teachers for Grades 3-8 performed as effectively with students as the other teachers in the district (Boyd et al., 2006). In fact, student taught by TFA teachers had higher gains with math test scores than the other teachers within the district (Boyd et al., 2006).

The researcher also cited a sample of seveteen schools in large urban school districts and in the Mississippi Delta that gave evidence of the effectiveness of TFA prepared teachers (Boyd et al., 2006).  The study was comprised of schools located in Baltimore, Houston, Chicago, New Orleans, Los Angeles, and the Mississippi Delta

(Boyd et al., 2006). However, there was no significant difference in English, Language Arts, and Reading socres among the teachers (Boyd et al., 2006).

Troops to Teachers was successful in recruiting 37% overall minority teacher recruitment as compared to 15% nationally (Feistritzer, 2005). There were also 23% percent Black teachers in Troops to Teachersas compared to only 6% nationally (Feistritzer, 2005). This research data was provided to show evidence that Troops to Teachers was effective in recruiting African Americans and other minority teachers into the teaching profession (Feistritzer, 2005).

Georgia had a state initiative called the Georgia Teacher Alternative Preparation Program (GATAPP) to recruit candidates with a minimum of a bachelor's degree, who lack initial certification, and is interested in becoming a teacher. GATAPP has proven to be a successful strategy to recruit and hire more African American and other minority group teachers in public schools in Georgia (Afolabi et al., 2008). Black or African American teachers accounted for 45.6% of the 1,577 teachers in GATAPP as compared to only 22.2% of the total teacher workforce in 2007 (Afolabi et al., 2008). The GATAPP percentages for African American teachers increased from 24.7% in FY 2006 to 45. 6% in FY 2007, which was a 20.9% increase in the number of African American teachers in one fiscal year (Afolabi et al., 2008). This increase was attributed to program accessibility and state efforts to recruit more minority and male teachers in public schools through alternative pathways (Afolabi et al., 2008).

## Use of Financial Incentives

Financial incentives have been effectively used to recruit new teacher hires especially minority group teachers and teachers in hard to staff urban school centers

(Gaines, 2004). These financial incentives included scholarships, loans, grants, signing

bonuses, and additional supplements (Gaines, 2004). These districts were able to offer

their new teachers positions that qualified the service cancelable loans whereby the

tuition reimbursement was paid to teachers for each year of service that they render to the

district (Gaines, 2004). Many of these teachers decided to remain in their districts

because of this financial support (Gaines, 2004).

Districts tended to be more successful in recruiting minority group teachers with

higher salaries and other financial incentives (Gaines, 2004). An SREB report showed

data that noted that states such as Michigan and Texas have been quite successful in

recruiting minority teachers to fill teacher vacancies within their respective states and

districts (Gaines, 2004). However, states such as Mississippi and Alabama tended not to

be as successful in attracting minority teacher candidates to their respective states and

districts because of the relatively low beginning teacher salaries (Gaines, 2004).

Recruitment at HBCUs and Community Colleges

The inception of Cheyney University of Pennsylvania in 1837 was the beginning

of HBCUs in America (LeMelle, 2002). These institutions assumed the primary mission

of educating the descendants of freed former African slaves in the United States of

America (LeMelle, 2002). During the 1890's several public HBCUs were formed based

on legislation created by the Morrill Land Grant College Act of 1862 (LeMelle, 2002).

These public and private HBCUs have continued their "tooling and socializing mission"

of educating African Americans students and students of other ethnic groups (LeMelle,

2002). HBCUs were strategically located in urban and rural regions of the United States

where there were high concentrations of potential African American students seeking

higher education opportunities (LeMelle, 2002). The majority of these HBCUs were located in predominately rural and racially diverse counties in the South (LeMelle, 2002; Mykerezi & Mills, 2004). Financial support provided from state and local governments have allowed HBCUs to educate and graduate more minority college students (Alston, 1988).

Researchers used data to explore the impact of educational attainment, the proximity of HBCUs to Blacks in diverse rural counties, and level of income growth as factors to recruit more African Americans into college (Mykerezi & Mills, 2004). Researchers found evidence to conclude that Blacks in racially diverse counties generally had lower levels of educational attainment and income growth when compared to the general population; however, a college education was a positive factor that led to increases in income for Black living in these racially diverse counties (Mykerezi & Mills, 2004). HCBUs were perceived as "effective policy instruments for rural development" and "were important in furthering economic growth and equality in rural America" (Mykerezi & Mills, 2004).

Researchers have also shown through data that a significant amount of ethnic minorities, specifically African Americans and Hispanics, attended community colleges and/or HBCUs (Roach, 2001; LeMelle, 2002). One recruitment tool used by higher education officials was the forming of a partnership/bond between community colleges and HBCUs (Roach, 2001). The American Council on Education, the National Association for Equal Opportunity in Higher Education or NAFEO, the American Association of Community Colleges or AACC, the Council of Great City Colleges, and the United Negro College Fund or UNCF signed an agreement that would allow

community college graduates that possessed an associate's degree to have an easier transition for admission to HBCUs (Roach, 2001).

The list of strategies mentioned above have been used by school districts to recruit more minority men and women, especially African Americans, into teaching (Chmelynski, 2006). There were several intrinsic factors such as low salary, lack of voice and power, and loss of prestige of teaching factors that also contributed to the decrease in the number of African American and other minority teachers in U.S. public school districts (Kyriacou & Coulthard, 2000; Gordon, 2002; Gaines, 2004; Green, 2004; Milner & Howard, 2004; ). However, these researcher noted several extrinsic factors that may have contributed to the decline in African American and other minority teachers and teacher candidates such as discrimination, stereotypical perceptions, institutional codes and cultures of power, cultural dissonance, lack of a culturally relevant curriculum, lack of cultural sensitivity and lack of diversity which was examined in the next section regarding contemporary views of teaching in the 21$^{st}$ Century (Meier, 1984, Orange & Horowitz, 1999; Pang & Gibson, 2000;  Quiocho & Rios, 2000; Mabokela & Madsen, 2003; Oates, 2003; Berry, 2005; McKay & Avery, 2005; Milner, 2005; Pitts, 2005).

*Contemporary views of teaching in the 21$^{st}$ Century*

Recognizing Discrimination

Meier (1984) conducted a research study of 82 large urban school districts to see if Black representation had an effect on Second-Generation Discrimination. Second-Generation Discrimination is discriminatory practices that led to categorizing groups of students by ability grouping, tracking student academic performance, as well as racially-biased disciplinary actions (Meier, 1984). He concluded that the larger the proportion of

Black teachers in a school district, the lower the second-generation discrimination against Black students (Meier, 1984). Second- Generation Discrimination by teachers led to unfair education tracking of students where teachers encouraged students to seek vocational diploma tracks instead of college placement tracks (Meier, 1984).  Second-Generation Discrimination was also associated with students receiving harsher disciplinary actions such as a larger number of suspensions from school.

Twenty leading national education and advocacy agencies explored the key factors to promote diversity in public schools (NCDTF, 2004). These factors included cultural competence and teacher diversity that may have an impact on improving student academic performance and student achievement for students of color (NCDTF, 2004). Other factors explored were educational opportunity, educational achievement, education diversity, and teacher quality (NCDTF, 2004). Proponents cited programs and practices that must be eliminated such as institutional racism and individual racism (NCDTF, 2004). The researchers suggested that federal, state, and local governments enact legislation that would result in more ethnic diversity in teaching, provide financial support and other resources, ensure that teachers are adequately trained so that they can meet the highly qualified provision of NCLB, incorporate higher education institutions in recruiting candidates of color for the teaching profession, conduct research on performance of difficulty with ethnic groups on teacher tests, promote strategies for recruiting and retaining teachers of color, developing policies and practices that are aimed at increasing the amount of teachers of color, and promoting cultural responsiveness in teaching (NCDTF, 2004).

African American teachers' viewpoints and perspectives

Pang and Gibson (2000) conducted a study of four African American teachers from an inner city school district in Southern California. The two-hour structured interviews were conducted with each participant, interviews were recorded, and the results were transcribed to collect and analyze data (Pang & Gibson, 2000). In addition, the teachers were observed for eight hours to assess the effectiveness of their classroom instruction (Pang & Gibson, 2000). Each teacher shared common information on the following six general themes based on interviews: Racism and Civil Rights, Responsibility of Citizenship, Social Justice, Slavery, Sharing Personal Histories, and Respect for Individuals (Pang & Gibson, 2000). They were asked to describe their beliefs, value systems, and cultural viewpoints. The researchers noted that these teachers shared their cultural experiences, family histories, and value orientation, among their core group of teachers which were different from the Eurocentric views of the dominant culture (Pang & Gibson, 2000). These educators voiced that there were many times that their viewpoints were not valued and were generally considered unimportant (Pang & Gibson, 2000). They also shared that their viewpoints and cultural expressions were excluded because these views did not conform to the mainstream views of the majority group (Pang &Gibson, 2000). These teachers talked about racism and implied that race played a major role in U.S. schools and society (Pang & Gibson, 2000).

Researchers also explored the effects of teacher perception on the black-white performance gap by comparing standardized test data performances of African American students with their white counterparts (Oates, 2003). The researcher used the multi-population LISREL model with perception data gained from white teachers and African

American teachers (Oates, 2003). The latent variables were African American and White high school students and the other variables included socioeconomic status or SES, educational level of parents, academic engagement, pro-school values, favorable teacher perception, teacher expectation, and academic emphasis (Oates, 2003). Oates (2003) found that there was little difference in the perception of African American and White teachers in relation to white student performance. It was generally accepted by the teachers that white students would perform well overall on standardized tests; however, there was sufficient data to show that dissonant White teachers had a relatively unfavorable view of African American students (Oates, 2003). Oates (2003) called this symbolic racism in which dissonant White teachers accepted the stereotypes that African American students were slothful and intellectually inferior.

Steele (1997) used stereotype threat as a theory to explain how negative stereotypes could have an impact on African American student achievement and performance at school. Stereotype threat referred to the use of one group stereotyping another group's lack of ability to meet established levels of academic performance (Steele, 1997). For instance, some African American students became less confident and experienced low expectations of their academic abilities, and thus underperformed when stereotype threat was present at their schools (Steele, 1997).

Oates (2003) also found that there was some difference in African American teachers' perceptions of African American students. The impact of African American teachers' perceptions on their African American students would probably have an impact on African American student performance (Oates, 2003). However, the low sample size

caused the researcher to interpret the evidence as not statistically significant in this study (Oates, 2003).

Teachers who had a similar cultural and ethnic background as their students did not see these students' culture as an obstacle to learning (Beauboeuf-Lafontant, 1999). They said that there did not need to be a major disconnect from the students' cultural perspectives in order for the students to thrive in the majority culture (Beauboeuf-Lafontant, 1999). These teachers used their classrooms as centers of liberation to uplift the race (Stafford, 1997; Beauboeuf-Lafontant, 1999). This racial uplift was used as a vehicle of social protest through opportunal consciousness (Beauboeuf-Lafontant, 1999). Opportunal consciousness was a vehicle that allowed teachers and students with similar cultural experiences to students form a bond for social justice and empowerment in the schools (Beauboeuf-Lafontant, 1999).

Eliminating Stereotyping

Teachers of color had experiences with intergroup tension in desegregated urban schools (Mabokela & Madsen, 2003). The teachers dealt with stereotypical perceptions regarding their professional contribution or lack thereof, as well as an awareness of their fellow colleagues' institutional "codes of power" that were prevalent in the "cultures of power" (Delpit, 1988; Mabokela & Madsen, 2003).  Codes of power referred to certain institutional codes that the group in power established as the rules or norms for acceptable behavior such as speaking, dressing, etc. (Delpit, 1988; Mabokela & Madsen, 2003). Cultures of power referred to one group's accumulation of the majority of the power and establishing the norms to be in the "in-group" while other cultures as a group stay at the margins (Delpit, 1988; Mabokela & Madsen, 2003). These tensions resulted in

a work environment that caused them to have a negative perception of teaching and influenced their choices on whether to continue in the teaching field (Mabokela & Madsen, 2003). For example, minority group teachers felt polarized whenever they were perceived as a threat to the dominant group's commonalities and boundaries which is commonly referred to as boundary heightening (Mabokela & Madsen, 2003). Minority teachers said that they felt like outsiders because of the subtle differences in viewpoints that were inherent throughout the organization (Mabokela & Madsen, 2003).

Several factors were explored in the article which included negative stereotypes by the majority group which allowed European American teachers to have low expectations for their students, use unfair grading practices, and place African American students in low achieving classes (Mabokela & Madsen, 2003). African American teachers also experienced the insider-outsider role (Mabokela & Madsen, 2003). Other scholars have referred to this as the "organizational outsider within" (Proudford & Thomas, 1999). These African American teachers were treated as insiders for their expertise in dealing with African American students, but as outsiders when they tried to acclimate or fit in with the majority group's informal social power structures (Proudford & Thomas, 1999; Mabokela & Madsen, 2003).

These teachers also said they experienced role entrapment by being relegated to limited roles in the organization that affected their social mobility (Mabokela & Madsen, 2003). The teachers were relegated to roles such as athletic coach, assistant principal of discipline, etc. (Mabokela & Madsen, 2003; Green, 2004; Milner & Howard, 2004). These participants even noted that their school districts tended to hire African American teachers that were similar in appearance to their European counterparts (Mabokela &

Madsen, 2003). Thus, teachers of color learned to conform to the dominant culture values and norms for social and career mobility (Mabokela & Madsen, 2003). Those that would not conform to the organizational codes of power and informal power structures were looked over for promotion, socially ostracized, or left the organization for a more accepting and diverse school climate (Mabokela & Madsen, 2003).

<center>Development of a Culturally Relevant Curriculum</center>

Research statistics revealed that the majority of teachers and prospective teacher recruits are young, white and female (Epstein, 2004; Berry 2005). Most of the teachers were influenced by their cultural background and experiences, and tended to regard these as the norm (Epstein, 2004; Berry, 2005). However, White teachers that were given cultural sensitivity training and used a more culturally relevant curriculum tended to connect with the same students in a similar way as their African American teacher colleagues (Graybill, 1997). This is significant and can be an effective strategy especially since that the teaching profession is projected to remain predominately young, white, and female, while the student population continues to increase to a majority-minority student population (Graybill, 1997; Berry 2005).

Researchers conducted a study to observe the impact, if any, on developing a multicultural curriculum in a predominately white high school in the Midwest (Milner, 2005). The participant in this study was an African American female teacher with an earned doctorate from a large Midwestern institution with eleven years of teaching experience within her present district and with 26 years total teaching experience (Milner, 2005). The school demographics consisted of approximately 1,649 students, of which 86% were white, 4% black or African American, 10% Asian, 2% limited English, 20%

low income, and 7% being in Special Education (Milner, 2005). The teacher turnover rate in this district was 3% (Milner, 2005).

The participant in this study used the Banks' Models of Curriculum Integration to develop a multicultural curriculum with four levels of multicultural curriculum integration (Milner, 2005). The four approaches were the contributions approach, the additive approach, the transformative approach, and the social action approach (Milner, 2005). In the contributions approach, heroes and holidays were celebrated at the surface level by acknowledging the contributions of those heroes to society (Milner, 2005). In the additive approach, cultural contributors were celebrated in the context of how they related to the dominant culture rather than their contributions to their cultural communities (Milner, 2005). In the transformative approach, students were encouraged to not only look at the information given to them but to delve deeper by using critical thinking skills to reflect, learn, and know based on their own evaluations and summations (Milner, 2005). In the social actions approach, teachers served as facilitators, which allowed students to develop action-oriented projects in which students were exposed to various viewpoints and perspectives (Milner, 2005). Students also developed change action strategies that promoted social justice and democracy in society as change agents for social good (Milner, 2005).

The students observed in the teacher's classroom were receptive to the inclusion of a multicultural curriculum. The teacher/participant introduced students to the concepts of race and culture that were radically different from their own experiences (Milner, 2005). The researcher wrote that teachers who promoted cultural diversity and cultural awareness prepared students of all colors to transition into the United States'

multicultural society (Milner, 2005). A monocultural perspective such as the melting pot theory had some negative implications because it assumed that there was but one view or tradition that was the standard for everyone (Milner, 2005).

Berry (2005) found that the majority of prospective teacher recruits were white. Most of these teacher recruits were influenced by their own cultural beliefs, values, and educational experiences (Berry, 2005; Epstein, 2005). They tended to bring these experiences to their classrooms and exposed them to their students (Berry, 2005; Epstein, 2005). Most of the African American teachers in the study believed that their own experiences were not validated or valued within their teacher education programs or within their school districts (Pang & Gibson, 2000; Berry, 2005).

Berry (2005) conducted a study of 28 college students in which 25 were identified as African American (17 women and 8 men). Data was collected from this study by using educational biographies and critical autoethnography (Berry, 2005). The curriculum was based on bell hooks' Engaged Pedagogy coupled with critical race feminism (Berry, 2005). The curriculum example came from the students' culture to engage them in this student-centered experiment (Berry, 2005). The methodologies for delivery of instruction included the following student-centered assessments: narrative writing, recall or modeling, and revealment (Berry, 2005). She suggested that teachers needed to involve all of the key stakeholders in the process, which included students, parents, and the community (Berry, 2005). The stakeholders would provide feedback on these instructional methods so that these methods could be assessed and evaluated for their level of effectiveness (Berry, 2005).

Agee (2004) examined the experiences of a young African American English teacher with over three years teaching experience. The teacher discovered that there were many barriers that kept her from achieving her goal of using multicultural literature in her classroom (Agee, 2004). The primary barriers were state mandated high stakes testing and a standardized curriculum that tended to be designed to keep diverse viewpoints from being taught in the curriculum (Agee, 2004). Agee (2004) examined three areas of theory and research for this case study: teacher identity, scholarship by educators of color, and racial bias and fairness (Agee, 2004). The teacher experienced a condition coined by W.E.B. DuBois as "dual consciousness", where she wrestled with being American and Black (Agee, 2004). There was a struggle between implementing an alternative cultural viewpoint in the curriculum versus the mainstream norms of the majority group's viewpoint (Agee, 2004). The mainstream viewpoints were used to develop a standardized curriculum and standardized testing to foster high academic student achievement and student performance scores (Agee, 2004). Teachers of color found that their cultural perspectives differed from the majority perspective, yet was not taken into account or deemed important enough for inclusion (Agee, 2004).

Orange and Horowitz (1999) explored the literacy task preferences of African American and Mexican American male students through the use of a forty-item literary task scenario. The researchers measured students and teacher preferences and teacher expectations and their impact on student learning (Orange & Horowitz, 1999). Teacher and student differences appeared to disrupt instead of facilitate student communities of learning (Orange & Horowitz, 1999). These factors were influenced by culture, race, economic status, attitudes, beliefs, and values (Orange & Horowitz, 1999). The teachers

in this study consisted of 10 Caucasian teachers, 2 Mexican American teachers, and no African American teachers (Orange & Horowitz, 1999). There were 83 students and the population demographic was 76% African American and 24% Mexican American students (Orange & Horowitz, 1999).

These teachers had to find ways to motivate their students and help them to discover their interests with a fixed, standardized curriculum (Orange & Horowitz, 1999). Majority group teachers tended to be effective with their students by cultivating authentic communication through active listening, having high expectations for all of their students, having positive perceptions of minority group students through the use of cultural sensitivity, creating collaborative classrooms for group discussions, allowing students to construct their own meaning through the constructivist approach to learning, offering students real opportunities to share their own preferences, and by facilitating the learning in the educational process so that students could become independent, critical thinkers (Orange & Horowitz, 1999; Clark & Flores, 2007).

Quiocho and Rios (2000) explored the experiences of minority group teachers and how these experiences influenced their presence, power, and practices within their respective school districts. Minority group teachers tended to relate to these experiences when making demands for equity and social justice in schools (Quiocho & Rios, 2000). They carried this out by developing culturally relevant curricula to use as a tool to help eradicate institutional bias in schools (Quiocho & Rios, 2000). This was especially true during the Civil Rights Movement of the 1960s when minority group teachers protested and demanded that public schools at all levels focus on ethnic studies, affirmative action, and bilingual education (Quiocho & Rios, 2000). A theme of social justice and equity

allowed teachers the opportunity to share their experiences, have their voices heard, and push for a culturally relevant multicultural curriculum that was inclusive of all races, gender, and cultural heritages (Quiocho & Rios, 2000).

The researchers acknowledged that having minority group teachers does not necessarily guarantee teacher effectiveness as it relates to minority student performance and academic achievement; however, they suggested that all students would see people of color in a more positive light, especially in the teaching profession (Quiocho & Rios, 2000). A diversified teaching force could incorporate their different cultural experiences and multicultural heritages in their classrooms to help students form worldviews that were inclusive of all ethnic groups (Quiocho & Rios, 2000).

Barriers to recruitment of minority teachers observed by the researchers were teacher certification test, standardized assessments, and lack of attention to diversity issues (Quiocho & Rios, 2000). A study of 295 K-12 schools revealed that only 13 of them had teacher recruitment programs (Quiocho & Rios, 2000). This was especially true with rural school districts where less than 1% of teachers in these districts were minority teachers, although the districts had an affirmative action plan in place (Quiocho & Rios, 2000). Many teacher vacancies were filled through informal networks such as teacher referrals and word of mouth (Quiocho & Rios, 2000). Minority group teachers were not usually a part of these informal networks and not privy to the information disseminated within these groups (Quiocho & Rios, 2000).

### Minority Students' Perceptions of Their Teachers

Racial and ethnic mix of students and teachers had a positive influence on all students' expectations, aspirations, and attitudes (Goldsmith, 2004; Young, Wright,

Laster, 2005). A national longitudinal study revealed that Black and Latino students were more optimistic and their achievement gaps were reduced when they attended the segregated minority schools in their communities (Goldsmith, 2004). In mostly segregated predominately white schools, minority student achievement was lower and teacher expectations tended to be lower for these students (Goldsmith, 2004). According to the research by Goldsmith (2004), Black and Latino students tended to have higher educational aspirations as a group than White students when family SES is taken into account (Goldsmith, 2004). The data was collected from a sample of 24,559 eighth grade students in 1,052 public and private schools (Goldsmith, 2004). The researcher concluded that mostly segregated minority schools should recruit and hire more minority teachers to teach minority students (Goldsmith, 2004).

In another study, the researchers surveyed 160 seventh grade African American students from a public junior high school in suburban Southeastern Louisiana about their perceptions of treatment by Caucasian teachers (Casteel, 2000). The population sample consisted of 101 girls and 19 boys who had stanine test scores of 4 or lower on the ITBS test (Casteel, 2000). The student demographic was 21% Caucasian and 79% minority group student (Casteel, 2000). There were also 51 Caucasian teachers that participated in the study (Casteel, 2000). The teacher demographics were 78% Caucasian which was evenly split among males and females, 26% African American (all female), and 1% Asian (Casteel, 2000). Students were asked fifteen questions about their perceptions of treatment from their teachers (Casteel, 2000). The majority of the students said that they did not think race was used negatively as a determinant in their treatment towards them (Casteel, 2000). A slight majority of the students preferred to be taught by young African

American teachers than young Caucasian teachers, but the students did not want to be taught exclusively by teachers from one racial group regardless of the ethnic group (Casteel, 2000).

Calabrese, Goodvin, and Niles (2005) studied the attitudes and traits of five counselors, five administrators, and eight teachers in an ethnically diverse urban high school in the Midwest to observe their interactions with at-risk student populations. The school population demographics consisted of 60% minority students (Calabrese et al., 2005). Research participants took part in a focus interview to identify which attitudes and traits supported effective teaching strategies for at-risk student populations (Calabrese et al., 2005). Effective teachers were found to have the following traits: ability to encourage their students, a focus on community building, forming meaningful relationships with these at-risk students, projecting an attitude of caring, and were perceived by all stakeholders as making a difference with students (Calabrese et al., 2005). Teachers that were deemed as ineffective and unsupportive possessed the following traits:  they blamed others and made excuses for student performance, displayed racism, had a lack of respect for their students, were perceived as inflexible, and lacked the ability to connect with their students (Calabrese et al., 2005). The teachers caused cultural tension between themselves and their students because they could not relate to their students (Calabrese et al., 2005).

Teacher expectations and attitudes affect student performance and student achievement (Graybill, 1997). Teacher bias with minority students was shown to lower students' expectations, create a perception of re-segregation in the classroom, and the placement of more minority students in remedial classes (Graybill, 1997). She also said

teachers displayed cultural discontinuity against minority students, especially black males, when they viewed their behavior as more disruptive, disrespectful with talking back, and "acting out" in relationship to students of other ethnic groups (Graybill, 1997). These middle class teachers also more frequently referred African American male students to special education classes when they exhibited behaviors that were not consistent with the values and actions expected from their middle class teachers (Graybill, 1997; Walker-Dalhouse & Dahlhouse, 2006).

Researchers found that White teachers who displayed more positive attitudes towards their minority group students and respected student differences were effective teachers for their African American and other minority group students (Graybill, 1997). However, effective African American teachers had more of a positive impact on African American students in general because of their strong connectedness and rapport with their students (Graybill, 1997; Stafford, 1997; Wilder, 2000).

Walker-Dalhouse and Dalhouse (2006) investigated white preservice teachers' beliefs about teaching in culturally diverse classroom. This was especially relevant considering that statistics show that more than three-fourths of the teaching force is white and female (Epstein, 2005). Ninety-two White pre-service elementary school majors were given a course on multiculturalism, enculturalism, and the historical and social foundations of education (Walker- Dalhouse & Dalhouse, 2006). The participants were 28 males and 64 females who had completed at least 3 years of undergraduate work at a predominately white university (Walker-Dalhouse & Dalhouse, 2006). The researchers found that White pre-service teachers tended to be more sensitive to the needs of their students, referred them less for testing, and did not tolerate ethnic slurs and bias in their

classrooms after taking the course (Walker-Dalhouse & Dalhouse, 2006). More experienced white teachers also increased their level of effectiveness with their minority students when they incorporated more culturally sensitive approaches with their classroom instruction (Reed, 1998; Jetton & Davis, 2005). This was especially important considering that 69% of the nation largest school districts consist of predominately minority group students and 90% of the public school teachers are White and female (Walker-Dalhouse & Dalhouse, 2006). Thus, minority students have a strong probability of being taught exclusively by majority group teachers (Walker-Dalhouse & Dalhouse, 2006).

Warikoo (2004) examined the variables of race and teacher-student relationship to examine the connection with student interpersonal communication. The researcher posed two questions: 1) Do teachers who share the same racial identity as their students connect with them better? and 2) Are they more effective with these students than teachers from other cultural backgrounds? (Warikoo, 2004). The researcher interviewed 55 White, African American, and West Indian teachers to measure their level of connectedness and effectiveness with their West Indian students (Warikoo, 2004). Of the group of teachers, twenty-one responded to the question of how teachers viewed their schools, students, and teaching experiences (Warikoo, 2004). The groups of students were comprised of the following students: nine West Indian students, eight White students, and four African American students (Warikoo, 2004). Warikoo's (2004) research suggested that interpersonal connections led to increases in student achievement because "teacher interpersonal sensitivity levels were strongly correlated to their degree of success in teaching interactions." These interpersonal connections went beyond ethnicity to include

immigration experiences with White teachers and issues of dealing with race and racial prejudice with African American teachers (Warikoo, 2004).

The teachers had different approaches to gaining their connectedness to their students. White teachers tended to have a "race-blind" approach where race was considered neutral and there were limited references to racial or cultural differences, while African American teachers tended to teach their students how to cope with racial bias and prejudice (Warikoo, 2004). Interpersonal connectedness was seen as the most important factor in forming a strong teacher-student relationship (Warikoo, 2004).

<div align="center">Promoting Diversity in K-12 Schools</div>

Researchers also recommended that districts utilize professional development opportunities to promote diversity training with teachers so that they can learn how to develop interpersonal connections with all of their students (Warikoo, 2004). In fact, there were significant increases in the African American, Hispanic, Asian, and Native American student populations over the past decade (Smith, 2003; Jetton & Davis, 2005). This has significant implications since larger increases in diversity among the majority minority student populations are projected during the next decade (Warikoo, 2004).

Pitts (2005) studied the issue of diversity and performance in public organizations to assess its impact. Growing shifts in the racial makeup of the U.S. population will bring a more intense focus on diversity in public organizations (Pitts, 2005). In 1980, Whites made up 80% of the workforce but twenty years later that percentage has decreased to 69% (Pitts, 2005). However, all other ethnic groups have increased in percentage of the workforce over the same twenty-year period (Pitts, 2005). This change in demographic

patterns in the workforce and the population had implications for a greater need for diversity in hiring and retaining minority group employees (Pitts, 2005).

Pitts (2005) studied almost 2,500 Texas school districts from 1995-1999 to observe the changes in the student populations in these school districts by race and/or ethnicity. Pitts (2005) used the school district as his unit of analysis with the following descriptive statistics:  dropout rate, the Texas Assessment of Academic Skills (TAAS) pass rate, teacher diversity, SAT score, teacher representation, and manager representation.  Pitts (2005) posed three research questions:

1. Does racial diversity increase or decrease organizational performance?
2. Does racial representation increase or decrease performance?
3. Are there relationship differences for street-level bureaucrat diversity (teachers) and manager diversity (administrators)?

Pitts (2005) explored a possible link between representative bureaucracy and whether public organizations employ a bureaucracy that matches the general population with regards to race, ethnic, and gender diversity.

Pitts (2005) posited a theory to explain this diversity within public organizations. Pitts (2005) said, "Passive representation will lead to active representation, which is the formulation of policies that will benefit the interest of diverse groups".  He explored two questions to provide further insight into exploring this theory:

1. Is there a link between passive and active representation?

2.  Will people with similar backgrounds have similar values and beliefs?

Pitts (2005) used Blau's index to test the impact of diversity on organizational performance. Performance indicators and environmental forces were considered and a factor analysis was done with environmental resources (Pitts, 2005). Manager diversity did not significantly impact organizational performance (Pitts, 2005). Manager

representation had a positive impact on organizational performance (Pitts, 2005). Pitts

(2005) wrote about the impact that teachers had in regards to student performance with

the Scholastic Aptitude Test (SAT), a college entrance exam developed by the College

Board  and the Texas Assessment of Academic Skills (TAAS) which was a test given to

public schools students in 3$^{rd}$ through 11$^{th}$ grades from 1991-2002.

Teacher diversity had a negative impact on performance with dropout rate and SAT score

but had a positive impact on TAAS pass rate (Pitts, 2005). Teacher representation had no

impact on performance, dropout rate, or TAAS pass rate (Pitts, 2005). Teacher

representation had a negative impact on organizational performance (Pitts, 2005).

Cizek (1995) responded to questions raised by King and others on the limited

presence of African American teachers in public schools by saying that there is no

theoretical framework in place to address the issue. Cizek (1995) developed a theoretical

framework to answer the following questions:

1. Is there a distinctive African American teaching philosophy?
2. What contributes to a crisis or emergency in education?
3. What are the functions and effects of expectations?
4. What larger questions subsume that of differential representation?

Cizek (1995) questioned a lot of King's and others' research by saying that there are

contradictions in their research. These contradictions were social progress, the price of

being a teacher, the role and self-perception of African American teachers, societal

blame, stereotyping, the role of HBCUs, and achievement orientation (Cizek, 1995).

Cizek (1995) wrote that the idea that by increasing minority teachers there would be a

positive effect on student learning could not be substantiated. Cizek (1995) argued that

the focus should be on teacher effectiveness and how it yields academic success for all

students. Cizek (1995) also wrote, "It is unwise to suggest that African American teachers are better teachers of minority students without substantial empirical evidence."

Population demographics show that employers are correct in their efforts to recruit more minority employees in their organizations in both the public and private sector (McKay & Avery, 2005). Organizational motives and reason varied among employers for recruiting more minority employees which included minority labor shortages, the fear of potential lawsuits, equal employment opportunity and affirmative action federal legislation, the need to create more diverse public images, and the need to gain minority consumers (McKay & Avery, 2005). Diversity recruitment strategies, though, must align with organizational reality (McKay & Avery, 2005; Williamson et al., 2008). They also said that firms and organizations should not promote diversity until they cultivate a climate conducive to positive outcome for minority employees and minority representation, or risk backlash from organizational members or turnover of new recruits (McKay & Avery, 2005).

Negative workplace conditions were also cited as a factor in minority recruitment and retention purposes (McKay & Avery, 2005). If the organizational perception and the climate reality are not congruent, then minority employees will build mistrust of the organization and may eventually leave the organization permanently to find employment in locations that foster more diversity (McKay & Avery, 2005).

Organizations that want to develop effective recruitment strategies to employ more minority hires must first develop the perception from within that the organization desires to promote diversity initiatives and gain commitment from its current faculty and staff (McKay & Avery, 2005). When recruitment efforts received buy-in from

organizational stakeholders then real recruitment efforts would be more successful (McKay & Avery, 2005).

McKay and Avery (2005) made several recommendations for effective recruitment strategies that led to more diversity in the workplace and greater retention of minority employees once they were employed in the organization. These strategies included the following items: the person-organization fit, or P-O-fit, realistic job preview, (RJP), psychological contract, diversity training, support from upper level management of diversity initiatives, creating policies that support diversity in the workplace, using literature and photos that cultivate diversity, building up the organizational positives if the organization does not have a lot of diversity within its workplace, better advancement opportunities, inclusion in key job assignments, and inclusion in workplace networks that promote a sense of belonging (McKay & Avery, 2005).

Summary

The researcher noted the historical reasons given for the role of African American teachers during segregation and the decline of African American teachers in public schools after desegregation (Foster, 1990; Foster, 1991; Stafford, 1997; Green, 2004; Milner & Howard, 2004). Several factors were given for this decline including low salaries, low status and prestige of teaching, institutional racism, better opportunities in other career fields, and changes in teacher licensure and certification (Kyriacou & Coulthard, 2000; Gordon, 2002; Epstein, 2005).

Researchers provided several strategies to recruit new teachers into the teaching profession. The strategies noted by researchers included the following: district and university collaboration, tapping the paraprofessional pool, teacher mentoring, alternative

certification programs, use of financial incentives, and recruitment at HBCUs and community colleges (Alston, 1988; Dandy, 1999; Haberman, 2000; Meyers & Smith, 2000; Holloway, 20002; LeMelle, 2002; Gaines, 2004; Chmelynski, 2006; Afolabi, Eads, & Nweke, 2008). Although these strategies were noted, there was a gap in the effective district strategies to recruit more African American teachers in rural, suburban, and urban public school districts throughout the United States.

There were also several contemporary views of teaching that were given as methods to employ more African American and other minority group college students into the teaching profession. The researchers noted the following methods which included allowing African Americans to share their viewpoints and perspectives in public school districts, eliminating stereotypes in the workplace, recognizing and addressing discrimination and discriminatory practices in the workplace, development of a culturally relevant curriculum that was inclusive of all stakeholders' worldviews, examining minority students' perceptions of teachers and the impact it has on whether teaching is considered as a potential career choice, and promoting more diversity in K-12 schools (Meier, 1984; Orange & Horowitz, 1999, Pang & Gibson, 2000; Oates, 2003; Mabokela & Madsen, 2003; Agee, 2004; NCDTF, 2004;  Berry, 2005; McKay & Avery, 2005; Milner, 2005; Williamson et al., 2008).

CHAPTER III

METHODOLOGY

Introduction

Researchers used action research to develop a topic of study, create a hypothesis, test and analyze it, diagnose the problem, present the results or outcomes, and determine the need for further research (Creswell, 2003; Bensimon et al., 2004). Educational research was a prime example of how action research can be used to heighten the awareness of social problems (Weis & Fine, 2000; Bensimon et al., 2004; Glense, 2006). Educational research can be used to promote, direct, and empower individuals and institutions for positive and effective change (Weis & Fine, 2000; Bensimon et al., 2004; Glense, 2006).

Qualitative research was one of the three major methods used by researchers to determine the validity, reliability, and trustworthiness of scientific inquiries with social science research studies. Qualitative researchers were primarily concerned with observations, interviews, and participant observations and less concerned with using theory, hypothesis, and generalizations (Peshkin, 1993). Qualitative researchers study the relationships, systems, and processes that influence participants' beliefs, attitudes, and values from their cultural perspective (Peshkin, 1993; Creswell, 2003).

There were four types of outcomes or categories used in qualitative research. These outcomes or categories included the use of description, interpretation, verification, and evaluation (Peshkin, 1993). Description highlights the need of researchers to focus on processes, relationships, settings and situations, systems, and people during the research study (Peshkin, 1993). Interpretation was primarily done to focus on explaining and

creating generalizations, developing new concepts, elaborating on existing concepts, providing insight, changing behavior, refining knowledge, identifying problems, clarifying and understanding complexities, and developing theories (Peshkin, 1993). Verification included the use of assumptions, theories, and generalizations based on data research by the researcher (Peshkin, 1993). Evaluation was a method used by researchers to determine policies, practices, and innovations for positive and progressive change (Peshkin, 1993).

Researchers have used qualitative research effectively in educational research and other social science research areas (Weis & Fine, 2000; Glense, 2006). Researchers use qualitative research methods to develop ways to resolve social issues, social ills, and other social problems in concrete, significant, and scientific ways (Weis & Fine, 2000; Glense, 2006). Many graduate students used qualitative research methods with action research projects to investigate their research questions, draw conclusions from the results, and write the implications of their studies in research papers, reports, theses, and dissertations (Weis & Fine, 2000; Glense, 2006).

Qualitative research was also user friendly in its approach because researchers can use their skills in problem solving for addressing societal ills and social problems (Weis & Fine, 2000; Glense, 2006). Weis and Fine (2000) recommended that researchers use qualitative research in their efforts to represent subgroups within the context of the community in which the participants live in.  Qualitative researchers ask questions and provide descriptions for potential solutions for institutional and societal change when used active listening skills to really hear what the respondent was saying through verbal and nonverbal means (Weis &Fine, 2000; Bensimon et al., 2004).

These researchers sought to gather responses from all community members to get the true community response (Weis & Fine, 2000).

Qualitative Theory

Qualitative theory is important because it is used to represent various perspectives and values that shape the beliefs, attitudes, and opinions of those under study (Glense, 2006). Recognizing these different viewpoints and values helps the researcher to become acutely aware of how to interpret findings gained from the data results (Glense, 2006). Researchers also used qualitative methods to pursue alternate theories that can be compared and contrasted to gain a better understanding of participants' responses and to ensure that all participant voices are heard. Researchers must also accurately collect and interpret research data to get the full picture for a complete data analysis (Glense, 2006).

There were pros and cons to using qualitative research methods to explain data results (Aunger, 1995; Shank & Villella, 2004). Proponents of qualitative research said that using it allows research participants the opportunity to speak, construct, and interpret issues and ideas for themselves, encouraged the use of group participation for social change, and influenced researchers to define and describe real life problems within multiple cultural frameworks (Weis & Fine, 2000; Bensimon et al., 2004; Shank & Villella, 2004; Magrini, 2006). Critics of qualitative research argued that there were problems associated with relying too heavily on and using qualitative research methods. These problems included the following: coding problems, lack of rigor claims associated with qualitative research, and whether it should be classified as a science or mere storytelling (Aunger, 1995; Shank & Villella, 2004).

Qualitative researchers used several research methodologies to increase the understanding of participants' responses by observing them in their natural social setting (Glense, 2006). Participants were allowed to construct their own ideas, viewpoints, and beliefs in ways that were meaningful to them (Aunger, 1995; Weis & Fine, 2000; Glense, 2006). Researchers interpreted these meanings through understanding, contextualization, observation, and interpretation of research findings (Glense, 2006).

Qualitative researchers also took an active role in research through personal involvement with research participants, rather than the passive relationship commonly associated with quantitative research studies (Glense, 2006). Researchers become involved by asking participants questions, using empathic understanding, and showing genuineness and respect for participants' viewpoints and values (Glense, 2006). Researchers also adopted the idea of theorizing, "to develop universal laws of human behavior and societal functioning as found in theories of kinship, behavior modification, and economic development" (Glense, 2006, p.27).

Thus, qualitative theory was important because it allowed for various viewpoints and values to be heard (Glense, 2006). These different perspectives assisted researchers in summarizing their results and writing conclusions (Creswell, 2003; Glense, 2006). Sometimes researchers used a particular theory, such as qualitative theory, which led them to use additional research theories to compare and contrast collected data so that they could make accurate interpretations of data results (Glense, 2006).

In this qualitative study, the researcher explored district recruitment and hiring strategies that increase the number of African American teachers in public schools. Therefore, the purpose of this study examined district recruitment strategies that result in

the employment and hiring of more African American teachers in Georgia. In Chapter One, research studies were cited that revealed a sharp decline in the number of minority teachers since Brown v. Board of Education, especially African American teachers. Also, a Southern Regional Education Board (SREB) report found that there was an increase in the number of minority students in public school since Brown v. Board of Education. The implications from these reports were that minority students lack of had opportunity to experience teachers from their own ethnic and cultural backgrounds may have had an impact on their decisions to pursue or not pursue a teaching career.

In Chapter Two, a review of the literature was used to reveal several reasons and factors that have contributed to the decline in minority teachers since Brown v. Board of Education. These reasons included loss of jobs by minorities in teaching and administration during desegregation, changes in teacher certification, the perceptions of low prestige of the teaching profession, low salaries in teaching as compared to other professions, improved opportunities for advancement in other fields, institutional and individual racism, and the lack of district efforts to recruit and hire more minority teachers to replace minority teacher retirees (Futrell, 1999; Shipp, 1999; Kyriacou & Coulthard, 2000; Gursky, 2002; Milner & Howard, 2004; Nnazor & Higgins, 2004) .

The researcher gave an overview of the literature review. The overview included a discussion of the following components of the research study: the research questions, research design, population, participants, sample, instrumentation, data collection, response rate, data analysis, and data reporting.

Research Questions

The researcher addressed the following overarching question in this research study: What recruitment strategies and obstacles exist in recruiting African American teachers? The sub-questions included the following:

1.  What school district strategies are being implemented to recruit and hire African American teachers in Georgia?

2.  What challenges do these school districts encounter in recruiting African American teachers in Georgia?

Research Design

In qualitative research, the researcher is able to gain information about participants through case studies, ethnography, and other pertinent ways to get rich data information that cannot be gotten with quantitative research (Glense, 2006). Qualitative research design allows the researcher the opportunity to interview the participants in their natural setting for discovery, understanding, and meaning, of information gathered (Merriam, 1998; Weis & Fine, 2000). Qualitative research also allows the researcher the opportunity to propose solutions to problems that cannot be found from hard data (Peshkin, 1993; Bensimon et al., 2004; Glense, 2006).

The researcher chose the interview process as the method for conducting this qualitative research study. The interview process allowed the researcher the opportunity to gather rich data information from the selected participants' voices to implement a strategic plan within their districts to increase minority teacher recruitment (Glense, 2006; Magrini, 2006). The interviewer asked fourteen semi-structured questions during

the interview process. The researcher has determined that qualitative methodology was the best research method for this study.

## Population

The population in this study was district officials in Georgia who are responsible for recruiting, employing, and hiring teachers within their school districts. The total population consisted of the 180 public school districts in the state of Georgia.

## Participants

Due to the in-depth nature of this study, the participants in this study were the nine selected district officials with administrative oversight with teacher recruitment or human resources to provide information on effective strategies that their districts used to recruit and employ more African American teacher hires.

## Sample

The nine selected districts and district officials were selected by using purposeful random sampling and criteria sampling. The participants were chosen based on their ability to successfully recruit and employ African American teachers. The data was collected from the Georgia Department of Education's Department of Instructional Technology-Certified Personnel Index (CPI), which revealed the total number of teachers by ethnicity for all 180 public schools districts in Georgia. Although fifteen school districts met the criteria, only nine district officials were chosen to be interviewed that met criteria for participation in the study. The criteria sampling portion of the sample was established by setting the research parameters with districts that showed at least 5% growth over a seven year period between 2000-2007.  Purposeful random sampling was

used to select an even distribution of the districts based on geographical factors that included three urban, three suburban, and three rural school districts.

## Instrumentation

The researcher obtained permission and approval from the Institutional Review Board (IRB) before conducting the research study (See Appendix A). Each participant was given informed consent letters to sign if they agreed to participate in the research study (See Appendix B). Information was gathered by the researcher through the use of a one to two hour semi- structured interview with each of the selected participants. Interviewees were asked fourteen open-ended questions from the interview protocol (See Appendix C). The interviews were based on the overarching question and the two sub-questions. Each participant was interviewed based on their willingness to participate in the study.

## Data Collection

There were at least three main types of research techniques used with qualitative research: interviews, collected documents, and open-ended surveys (Glense, 2006). Interviewing was one of the most used qualitative research methods because it allowed for a face-to-face relationship between the interviewer and the research participant or interviewee (Glense, 2006). Researchers were able to get rich data from the interview process by allowing participants to explore their own beliefs, attitudes, and perspectives on issues that are germane to their socio-cultural settings (Weis & Fine, 2000). Researchers or interviewers were also referred to as a social intruder because the researcher actually entered the world of the participant by asking probing questions that seek to understand the participant's worldview and cultural milieu within the context of

the participant's culture (Weis & Fine, 2000; Glense, 2006). This social intrusion leads to a greater understanding of the participant's cultural perspective as well as more opportunities to conduct cross-cultural interviewing (Weis & Fine, 2000; Glense, 2006).

The data was collected by the use of semi-structured interview questions conducted by the researcher. The questions were designed to examine the strategies that these selected districts used to increase their number of African American teachers throughout the district. The purpose of the interviews was to answer the overarching question and the two research questions.

The researcher conducted tape record interviews with each participant. A transcript was developed from the tape recordings, verbatim, to accurately depict the responses shared by participants gained from each interview. Participants were given the opportunity to review transcripts to verify the accuracy of the transcriber's notes of their taped interviews. This was used to ensure that the researcher and participants interpret the data in a similar fashion. This was done by allowing interviewees to examine field notes and interview questions for trustworthiness.

A follow-up interview was conducted with the Iota District official to get more in-depth responses. The participants provided effective strategies for minority teacher recruitment, especially African American teacher recruitment that can be used by other district officials that are trying to hire more African American teachers within their school districts. The acceptable response rate of participants for this study was 100% percent. At the end of the study, all tape recordings of the interviews were kept under lock and key to protect the participants' anonymity and confidentiality.

Data Analysis

Raw data must be mined and refined through the process of analysis before researchers can use it to find certain phenomena or patterns in the data so that they can explain the data in significant ways (Basit, 2003). Researchers learn to explain the data by categorizing it for better interpretation of data results (Basit, 2003). Researchers accomplished this by using codes or categories because "codes are links between locations in data sets of concepts or ideas… which enable the researcher to go beyond the data" (Basit, 2003,144). Researchers code the data to check for trustworthiness of the data (Weis & Fine, 2000; Glense, 2006). Researchers generally use coding to decipher transcript data gained from interviews with research participants (Basit, 2003). They try to link themes, code statements, select quotations, and develop categories to assist them with transcript coding (Basit, 2003). Researchers read the full transcripts and then provide written reports containing the results and findings to explain the outcomes or conclusions from the research and offer recommendations for future research studies (Basit, 2003; Meyer, Shanahan, & Laugksch, 2005).

The data is observed, analyzed, and summarized in reports without any preconceived notions of data outcomes that may skew or invalidate the results (Meyer et al., 2005). Researchers seek to ensure that all data is clearly and accurately coded and presented with the voices of the real people, verbatim, in the interviews (Weis & Fine, 2000; Shank & Villella, 2004; Meyer et al., 2005).

Summary

The popularity of qualitative research has led to an increase of its use by serious researchers wanting to investigate and explore the beliefs, attitudes, and values of

research participants by giving them a more active voice and role in the research study. Many doctoral students and other researchers have incorporated qualitative methods in their research to provide deeper insight into respondents' views and perceptions on things (Weis & Fine, 2000; Glense, 2006). Researchers also used qualitative methods to develop alternate ways of explaining participants' social and cultural understandings (Aunger, 1995; Weis & Fine, 2000; Glense, 2006; Magrini, 2006). This may cause critics to look at qualitative research in a more favorable light as a valuable method when conducting future research studies.

This study examined the district recruitment and employment strategies used to hire more African American teachers in public school districts in Georgia. The nine school districts and officials in this study were chosen through purposeful random sampling and criteria sampling based on the Certified Personnel Index from the Georgia Department of Education's Instructional Technology Division. Interviews were conducted with each participant, data analyzed for trustworthiness, validity, and reliability and the findings were reported. Districts officials, state and federal policymakers, legislators, bureaucrats, and researchers can observe effective strategic plans, goals, and objectives for effective recruiting and employment of more African American teachers in public schools.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Introduction

There was a gap in the literature on effective district teacher recruitment strategies of minority teachers in general and specifically African American teachers. The researcher placed primary emphasis on effective district recruitment and hiring strategies and practices of African American teachers in Georgia. Therefore, the overall purpose of this study was to identify effective Georgia school district recruitment strategies to employ more African American teachers in Georgia.

Research Questions

The researcher used the following overarching research questions and two specific research sub-questions in this study:

What recruitment strategies and obstacles exist in recruiting African American teachers?

1. What school district strategies are being implemented to recruit and hire African American teachers in Georgia?

2. What challenges do these school districts encounter in recruiting African American teachers in Georgia?

Research Design

The researcher determined that qualitative methodological design was the best design for conducting this research study. The researcher developed a fourteen question, semi-structured interview protocol to use during respondent interviews. The researcher also used data from the Georgia Department of Education Certified Personnel Index

(CPI) to examine which of the 180 school districts showed at least a 5% growth in African American teachers between 2000-2007.

The researcher used criterion sampling to set the criteria for selecting districts to participate in this study. Districts had to meet the following criteria: they had to have shown at least a 5% increase in African American teachers over a seven year period between 2000-2007. The researchers selected this time period because he wanted to include districts that had evidence of growth based on early 21$^{st}$ Century data. The researcher's numerical data was derived from the Certified Personnel Index (CPI) data reported from all 180 districts to the Georgia Department of Education. Fifteen of the 180 districts met the initial criteria.

The researcher used purposive sampling to select a cross section of districts based on size and geographical location. The researcher selected nine of the fifteen districts in order to get a majority of the districts that met the criteria to participate in the study. The nine selected districts consisted of 60% of the fifteen districts that met the criteria. The researcher selected districts of various sizes and geographical locations throughout the state to add to the trustworthiness of the study. The researcher also felt that rich qualitative data collected could be used to make broad generalizations and offer specific strategies that resulted from data outcomes.

<center>Participants</center>

Nine participants agreed to participate in face- to- face interviews throughout this study. Participants were informed about the nature of the study, and given Informed Consent Letters to sign if they agreed to participate. They were also told that they could choose not to participate at any given time during the interviews. The researcher sent an

electronic copy of the interview protocol by email to respondents as well as providing each respondent a paper copy of the interview protocol to refer to during each interview session.  Each interview session lasted for approximately 1 to 2 ½ hours. The researcher collected data from the interview by tape recording all interview sessions and also writing field notes from each interview session. Some respondents chose to examine the field notes to see if their statements were accurately recorded by the researcher.

Two of the respondents were from South Georgia school districts, three from Middle Georgia school districts, and four from North Georgia school districts. The experience of the respondents in their current positions ranged from less than 1 year to 8 years, and total experience in education ranged from 3 years to 40+ years. The gender profile of the group consisted of four were female and five were male. The racial makeup of the respondent group consisted of four Caucasians and five African Americans (See Table 1).  In Tables 2-10, information was shown regarding the percentages of changes in African American teachers. In Tables 11 -13, the researcher provided participant's responses for selected districts in regards to strategies used and challenges mentioned in interview sessions.

## Findings

### Effective School District Recruitment Strategies

There were sixteen strategies that respondents mentioned during the nine interview sessions. The researcher will list all of the strategies in descending order and in alphabetical order by the most utilized strategies to the least used ones. Several of the strategies were used by all districts, thus the researcher reviewed the transcripts to list those by the frequency and emphasis placed on them by the respondents. The following is

a list of effective recruitment strategies that districts employed which were from most often mentioned to least often mentioned as noted in Table 11 and Table 12:

- District Partnership with  Colleges and Universities

- Recruiting teachers at Job Fairs

- Use of Teach Georgia Website

- Developing "Grow Your Own" strategies

- Using local Human Resources district website

- Targeting Historically Black Colleges and Universities (HBCUs)

- Use of "Word of Mouth" as a recruitment tool

- Using Alternative Teacher Education Certification Programs

- Using the services of Regional Education Service Agencies (RESAs)

- Using Teacher and Administrator Recruitment

- Use of Advertising

- Tapping/Recruiting from the Paraprofessional Pool

- Use of Teacher Pay Incentives

- Use of Federal Funding

- Using Title I and other Academic Incentives

- Recruitment of Military Retirees and Military Spouses

## District Partnership with Colleges and Universities

All of the selected districts had some type of partnership, collaboration, or other type of recruitment initiative with several surrounding colleges and universities. These initiatives ranged from simple recruitment college fairs at specific colleges to a more concentrated effort with a specific College of Education. One district, Mu District, had a

partnership with one College of Education to recruit new teachers that were obtaining degrees in Math and Science. Theta District had a formal approach with a local College of Education to let the district know if they had any promising teacher graduates that would be a good fit for their particular school district. The Beta, Zeta, Theta, Iota, and Xi school district participants also mentioned to potential employees of their partnerships and close proximity to several colleges and universities for those that maybe interested in either upgrading their education or pursuing higher degrees in other education-related subject content fields.

Job Fairs

Job fairs were named by all respondents as another common strategy that school districts used with teacher recruitment for all ethnic groups. Most of the respondents went to several job fairs and were able to find some interest in applicants, especially the larger more affluent Northern Georgia districts. However, most respondents reported that they had not attended as many job fairs in the past two years because of budgetary concerns and trying to retain existing staff with limited resources. The Northern Georgia school district officials stated that they attended regional job fairs in the metropolitan Atlanta areas.

The Zeta School District was a notable example of a school district that participated in job fairs that specifically targeted African American teachers to their districts. Zeta School District Human Resources personnel were able to recruit new highly qualified certified teachers at a local job fair provided by several HBCUs in the Metropolitan Atlanta area.

Use of Teach Georgia Website

Another recruitment tool or strategy common to the selected district, regardless of size or location, was the Teach Georgia state teacher recruitment website at www.teachgeorgia.org. Smaller and less affluent school districts relied heavily on this tool as part of the recruitment marketing strategy because of its easy availability, easy access, and cost. All of the respondents noted that Teach Georgia was a very important tool in the overall recruitment process.

Teach Georgia allows district officials in all 180 public school districts in Georgia to post certified and classified vacancies for those seeking employment in Georgia's public schools. Applicants may also post an online application and resume if the district chooses for them to do so. Respondents noted that they have access to a wider applicant pool because of the Teach Georgia teacher recruitment website. This recruitment tool was also a relatively inexpensive service provided by the state of Georgia that can assist school systems in filling hard-to-staff vacancies and allow potential teacher candidates the opportunity to pursue available teaching positions.

Grow Your Own Strategies

In school districts that used the "Grow Your Own Strategy," district officials targeted students that showed interest in becoming teachers in high school by forming teacher cadet programs or similar initiatives. The Eta School District official said that they employed this strategy as part of their "Grown Your Own" initiative. Other school districts used alternative teacher education preparation programs for college graduates that have degrees in non-education fields and later decided that they wanted to pursue a career in teaching. Also, the Beta, Zeta, Mu, and Nu school districts used the Teacher

Alternative Preparation Program (TAPP) to certify teachers of all groups as a way to "grow their own teachers." Some of these candidates in each system were African American college graduates that wanted to become elementary and secondary school teachers.

Four of the districts respondents said they had a "grow your own" strategy in place to hire "homegrown folks" within their respective districts. The system included the Epsilon School District from North Georgia, the Mu District from Middle Georgia, and the Theta and Eta School Districts from South Georgia. Marcus, Superintendent of the Mu School District, said the district recruited African American male and female teachers who were familiar with the community, the culture of the community, and wanted to give something back to a community that had given so much back to them. In fact, Marcus said that Mu District recruited African American and Caucasian teachers who had a vested interested in giving back to their community, wanted to have buy-in within the community, and wanted to be a part of the culture of the community. Marcus said he found that African Americans and Caucasians who grew up in communities similar to the Mu School District area had great success with students in their school district. Marcus also said these applicants tended to focus on wanting to be in a small, family–oriented, Christian community. However, Marcus said that teachers were recruited not only for their "Highly Qualified" status but also to be role models for the students in this majority African American student school district.

The two respondents from South Georgia school districts said that they attempted to "grow their own" teachers by using a variety of methods. Tyrone, Assistant/Deputy Superintendent from Theta School District, stated their district recruited local students

from nearby college institutions including HBCUs as part of their "grown your own" strategy. The Theta District also looked at students who were interested in pursuing degrees in teacher education and tried to get them interested by providing a teacher cadet like program in area high schools within their district. Edward, Assistant/Deputy Superintendent from Eta School District, said that his district made a serious attempt to promote teacher education to its high school students with the hope that there would be some interest in students becoming teachers.

In North Georgia, Epsilon School District official Edith said they wanted to hire people who were from the area, not just African Americans, but local residents in general, who were familiar with the area. Edith said that they tended to retain those teachers who graduated from local high schools in the district. She said most of those teachers tended to be retained by their district instead of moving to much larger districts in the metro Atlanta area because they wanted to make a contribution in the district in which they received their public school education.

<div align="center">District Teacher Recruitment Website</div>

The Zeta School District was the only one district that had its own website devoted exclusively to Human Resources, Recruitment, Employment, and Personnel issues. Zeta School District's Zane said the district took pride in their website which is constantly being reassessed to ensure that accurate information is available. He said many applicants, especially from Northern and Midwestern States, said their interactive website was one of the deciding factors to apply for teaching positions within their school district. He said some applicants indicated they perceived Zeta District to be a cutting edge district with regards to education, employment, and technology because of the

information listed on the Teacher Zeta district website.  Four additional districts had

Human Resources links on their district websites but these were not as detailed at Zeta

District's website. Beta, Epsilon, Theta, and Xi school districts had links devoted

specifically to teacher recruitment, employment, salary, benefits, and the entire

application process.

<center>Targeting Historically Black Colleges and Universities</center>

Five of the districts had a special partnership with Historically Black Colleges and

Universities (HBCUs) in Georgia. Theta District had a partnership with a HBCU's

College of Education. The district official would frequently contact College of Education

personnel to see if there were any promising graduates that would be suitable for

employment within their school district. The district official stated that so far he was

pleased with the teachers they were getting from that particular HBCU.

Iota School District also spoke of a similar experience with another HBCU. The

district official said that their partnership with that HBCU had been good in the past and

that several graduates had become teachers, support personnel, and administrators within

their school district.

The Beta and Zeta School Districts had partnerships with HBCUs and many of

their teachers were also graduates of HBCUs. Beta District targeted both Georgia HBCUs

as well as HBCUs throughout the Southeast at college fairs to recruit more African

American male and female teachers. The Zeta District official mentioned the district's

excellent partnership with a private female liberal arts HBCU in the metropolitan Atlanta

area as a way to recruit teacher candidates. Zane said he was very pleased with the strong

instructional program and strong teacher candidates that entered their district from that particular HBCU.

The Nu District has focused its efforts with HBCUs in the Middle Georgia and North Georgia areas. Neva made the following statement about several of the HBCUs in the Metro Atlanta area "they do a joint recruitment fair and we always go to that one."

## Word of Mouth

Five districts said "word of mouth" was an effective strategy used to fill certified vacancies, especially teacher vacancies. They said their teachers were some of the best promoters of the district because they could speak from personal experience about being employed in the district.  The respondents were representatives of the following five school districts: Beta, Eta, Theta, Mu, and Xi.  The Beta and Xi school districts officials relied less on word of mouth than those from the Middle and South Georgia districts. Eta, Theta, and Mu District officials said they were able to get quality teachers that really wanted to be employees of the district because of favorable comments from existing teachers. Mu District's Superintendent said that the teachers tended to choose his district based on these comments and they saw the opportunity as a good fit for the entire family.

## Alternative Teacher Certification Programs

Four districts officials reported that they used Alternative Teacher Education Certification Programs such as Teach for America, Georgia's Teacher Alternative Preparation Program (GA TAPP), and/or international programs such as Global Teacher Research and Resources to get a more diversified teaching force within its ranks. The Mu District and Nu District utilized the GA TAPP program to fill some of its vacancies. Mu District reported that although they used GA TAPP, 100% of its teaching force was

presently "Highly Qualified". Nu District official Neva said that her district sought out the best candidate who was the best fit for the job. She said the district could get that person certified through the TAPP program if they needed to do so with help from their local Regional Education Service Agency (RESA).

Xi District official, Xandie, said that they relied on international programs for more diversity in their teaching force such as Global Teacher Research and Resources to recruit Asian teachers and the Vienna International Exchange to recruit European teachers. Xandie said that they used these programs to staff hard to fill positions in math and science.

Xandie said that Xi District was able to cast a wider net to get a more diverse teaching population by using international programs. She also said that although VISAs were a challenge for some of the applicants in regards to citizenship issues, the school district was able to get candidates who were "Highly Qualified" based on the No Child Left Behind Act in such understaffed areas as Foreign Languages, particularly Spanish, English as a Second Language (ESOL) and other specialty teaching vacancies.

Edward said that Eta School District had used TAPP teachers in the past but were not currently using them. He said based on the "Highly Qualified" requirements of No Child Left Behind, all teachers must be fully certified in their teaching content areas.

Edith said that Epsilon School District utilized international programs, Teach for America, and a limited amount of TAPP teachers to fill past vacancies within her school district. However, they are presently not using TAPP because many of their TAPP teachers either left teaching after a few years or transferred to larger neighboring districts

within a few years. She also said the Epsilon District had challenges with their TAPP teachers with trying to help them become highly qualified, fully certified teachers.

Edith stated that Epsilon School District had not been very successful with TAPP teachers staying in the teacher workforce past three years. Also, many of their TAPP teachers were not highly qualified since they were not fully certified teachers. Edith also shared that they wanted to hire the best quality teachers available in their school district. She said that Epsilon School District had more success with quality instruction from teachers that were certified through more traditional routes such as those at college or university teacher education programs than TAPP.

Regional Education Service Agencies

The Mu and Nu school districts in Middle Georgia tended to partner with their local RESAs for initial teacher preparation with TAPP teachers. The Nu School District said they relied on their local RESA to provide TAPP training for some of their new teacher hires. Neva said, "Sometimes the most highly qualified teacher was not the best choice for their system." This statement was in reference to a conscious effort to recruit more African American and other minority group teachers for a more diverse teacher workforce.

The Mu School District also asked RESA employees as well as administrators in other districts throughout the region to refer the names of good prospective teachers seeking employment but did not get hired in those school districts. Marcus said that he regularly consulted with RESA officials to get the names of newly certified teachers looking for employment. In turn, he would target those applicants that had good recommendations from their teacher preparation programs. Those potential applicants

were heavily recruited for employment in the Mu School District. In many instances,

African American teachers sought employment through the local RESA, especially those

that were trained through the TAPP programs. According to Marcus, RESA served as an

informal recruitment tool for Mu School District and many other rural school districts in

their RESA catchment area.

<div align="center">Teacher and Administrator Recruitment</div>

This recruitment strategy was noted by four school districts, namely the Epsilon,

Iota, Nu, and Xi school districts as part of their recruitment team approach. The Nu

School District gave teacher and administrator recruiters data to analyze, and appropriate

training and recruitment techniques to increase their level of success with recruitment

efforts. District officials from Epsilon, Iota, and Xi school districts said the principal was

a part of the process from the beginning. Ian of the Iota District said the "principal is the

ultimate authority" in hiring at the school level so they include them in the whole process.

Edith of the Epsilon District said that in the past the central office screened applications

and, as a former principal for the district, she never liked the fact that she was not given

the chance to look at all applications. She said the building principal should make the

choice of recruitment for their schools because they knew who would be the better fit

with their teachers. Xandie of Xi District said she only screened applications to see if a

candidate was"Highly Qualified" and then turned those applications over to the principal

to hire teachers. She said this worked especially well given that she never served as a

teacher and the principals would make the best decision on who they should hire for the

vacancy. Several of the district officials said teacher representatives were placed on the

interview teams by the principals to ensure they had faculty input in the process. They wanted someone the faculty thought would be a good team player for the school.

Xandie said they also had African American administrators who were teachers in neighboring districts but relocated to Xi School District for better advancement opportunities. She said many of these African American administrators had their own recruitment list of teachers from their former school districts. She says they sometimes contact those teachers to see if they were interested in working and/or moving to the Xi School District for employment.

<div align="center">Advertising</div>

In addition to use of the Teach Georgia website, four district officials said they utilized advertising in magazines, publications, newspapers and other media outlets to recruit African American teachers. Zane said that the Zeta School District advertised in a magazine that had African American teachers as its target audience. Zane said the Zeta School District also advertised all of its vacancies on its district human resources website.

Neva of the Nu School District said that she sent out internal emails to all school employees to advertise vacancies, as well as placed ads in the local newspaper. Neva said the Nu School District had to advertise and attempt to get at least five applications per vacancy for certified and classified positions due to a U.S. Department of Justice court order. The court order was established to address past discriminatory practices with teacher recruitment and hiring. The U.S. Department of Justice order was put in place to address these discriminatory practices and to ensure that the district sought and promoted diversity in teacher recruitment and hiring. Neva said that to further comply with the

order that she also advertised all Nu District certified vacancies in three regional

newspapers that covered the geographical regions of North, Middle, and South Georgia.

Marcus of the Mu District said that they frequently used local and regional

newspapers to advertise vacancies and to inform interested applicants, especially African

Americans applicants, of potential vacancies. Marcus said that the Mu School District

had a significant African American adult population and served a majority African

American student population. The regional newspaper also served a nearby majority

African American urban population in a neighboring city. The Mu School District was

also served by several colleges and universities including predominately Caucasian and

HBCU institutions with teacher education programs that prepared African American and

other ethnic group students to become teachers. Marcus shared that these factors were

very useful in their recruiting African American teacher candidates to the Mu School

District. Marcus also shared that African American teacher candidates showed interests in

district vacancies based on their awareness of advertising in the local newspapers. The

district also made vacancy information available to local colleges of education to inform

all students of vacancies.

Tapping the Paraprofessional Pool

Three district officials said they utilized the potential pool of paraprofessionals as

a way to recruit African American teacher applicants to fill teaching vacancies. Marcus

said the Mu School District "highly recruited parapros" who had the will and

determination to complete undergraduate teacher education programs and previous

experience within the district by promising them consideration for any potential teaching

vacancies upon their graduation and completion of a state approved teacher education

program. He said this was another piece of his "grow your own" strategy. A majority of the paraprofessionals in Mu School District were African American females with an average of 20 years of service with the school district. Marcus said many of these paraprofessionals had chosen to give back to their community and were familiar with the community's culture because they were lifelong residents of the community.

The Beta School District used alternative education programs to prepare their mostly minority group paraprofessionals to become fully certified teachers. The majority of these minority group paraprofessionals were African American employees. The Beta and Xi School District officials in North Georgia said they gave paraprofessionals the opportunity to upgrade their skills and education to become potential certified employees within their respective school districts. Beta School District's Betty and Xi School District's Xandie said their districts allowed paraprofessionals the opportunity to take personal leaves of absence from their particular school buildings and place them at other schools within the district to do their student teaching. Betty and Xandie said a lot of principals liked the fact that although these were beginning teachers, they had a wealth of experience which gave them an advantage in the classroom sometimes equivalent to their veteran teacher counterparts.

Betty said Beta District partnered with several community, traditional, and non-traditional colleges and universities including online institutions as well as those with evening programs to get paraprofessionals trained to become teachers. Some districts accepted teacher candidates from regionally or nationally accredited non-traditional institutions recognized by the U.S. Department of Education and the Council of Higher Education Accreditation (CHEA). This allowed them to expand their teacher recruitment

efforts, especially with their paraprofessionals. After the paraprofessionals completed

their education and training, the district reevaluated their knowledge, familiarity, and

skills within the district. Betty said many of these newly trained teachers were

successfully placed in certified teaching positions after a successful interview.

<div align="center">Teacher Pay Incentives</div>

Although there was not a strong direct link to African American teacher

recruitment and teacher pay incentives, the Epsilon and Xi school district officials did say

that they were able to recruit a diversified teaching pool with financial incentives in hard-

to-staff areas such as Science, Math, and Foreign Language. They hired teachers from

international programs and other programs that could meet state certification

requirements.  Edith said teachers were hired in those hard to fill teaching fields received

extra pay incentives such as bonuses or supplements. Although they could not determine

how many of these hires were African American, they were fairly certain that some

African American teacher hires benefited from these pay incentives if they were hired in

these specific content fields.

Edith said they had some financial incentives in place to lure teachers to their

districts and to compete with the larger North Georgia districts. Epsilon district offered

annual supplements and one-time bonuses particularly in hard to fill vacancies such as

math. Epsilon School District also paid TAPP fees for "middle school and secondary

school teachers in the critical areas of Math, Science and Special Education."

Xandie said that Xi School District did not give any more money to applicants

but gave a cash advance to first year employees and structured the first year's monthly

payments on thirteen instead of a twelve month pay period to provide some income relief

for beginning teachers. However, Xandie said they did not offer any bonuses or supplements or any additional incentives to lure teacher candidates to their districts.

## Title I and Other Academic Incentives

District officials with the Beta and Eta school districts said their academic performance was a key strategy they used to recruit African American and other ethnic group teachers to their respective school districts. Betty said Beta School District took pride in its multiple consecutive years of Adequately Yearly Progress (AYP) and touted it to potential teacher applicants. She said many parent-teachers liked the idea that the school district had shown several years of academic progress. These parent-teachers decided that Beta School District was a good fit for them and their own children. Eta School District Assistant Superintendent said having AYP had been a highlight of selling its instructional programs to would be applicants. Edward said that some African American teacher applicants and other ethnic group teacher applicants from neighboring states were attracted to working in a small, high performing school district. He said they had previously been merged with another system but decided it was in their best interest to teach their own students because of Eta District's focus on academic achievement. The Eta School District recently received SACS CASI district certification. Edward said he tells all teacher applicants that the Eta School District may be small but it has the same academic focus on high student achievement as many larger high performing school districts in Georgia.

## Use of Federal Funding

Two district officials said they used federal funding to supplement their recruitment efforts. Beta School District used federal grant money to supplement its

recruitment budget. Betty said this money helped fund some of their teacher diversity recruitment initiatives. Neva said the Nu School District used American Recovery and Reinvestment Act (ARRA) funds or stimulus money to assist with its budgeting for teacher recruitment and to hire some new teachers with ARRA and Title I funds.

<div align="center">Recruitment of Military Personnel and Military Spouses</div>

Ian, Assistant/Deputy Superintendent in Iota School District, said a nearby military installation provided a great pool of potential teacher applicants. He also said this pool tended to be a very diverse group with many military personnel and spouses coming from many different cultures and backgrounds. He said many military retirees considered teacher education as a viable second career and pursued additional degrees and/or certification to become fully certified teachers. He said many military spouses were attracted to teaching because it offered the flexibility with their spouses' career moves. Also, educator certifications were more easily transferred or interchanged throughout multiple U.S. states and other locations with few additional requirements for specific state certification.

*District Teacher Recruitment Challenges*

There were eleven district challenges noted by respondents in the interview sessions in recruiting African American teachers. These are listed below and ranked from most mentioned challenges to least mentioned challenges (See Table 13):

- Tight Budgetary Constraints in a Struggling Economy
- Salary Competitions with other Georgia School Districts
- Geographical Location
- Small or No Human Resources Department

- Teacher Recruitment Competition with other School Districts

- Reductions in Force (RIFs)

- Lack of Highly Qualified Applicants

- Limited African American Teacher Applicant Pool

- Few Local College Graduates in School District Service Area

- Low Job Vacancy and Teacher Turnover Rate

- Mobility of Society

### Tight Budgetary Constraints in a Struggling Economy

All of the districts agreed that teacher recruitment in a struggling economy with tight budgetary constraints was a challenge they had tried to overcome. However, six district officials said a poor economy with tight budgeting significantly altered the teacher recruitment not only of African American teachers but for the teacher recruitment process in general. The district officials specifically that mentioned a poor, struggling economy as challenge included those in the Beta, Zeta, Eta, Iota, Mu, and Xi school districts. Zane said Zeta School District's teacher recruitment budgetary challenges were not a problem exclusive to its African American teacher recruitment but also its teacher recruitment in general. This was the only major challenge that Zeta School District's Employment Director cited as a challenge for their continued teacher recruitment plans. Zane said they would probably scale back so they would not have to be faced with questions of hiring new teachers while having potential layoffs of existing teachers.

### Salary Competitions with other school districts

Five school district officials said salary competitions with other Georgia school districts posed a challenge to their recruitment and hiring efforts. Most had experienced

losing "Highly Qualified" minority group teachers because of these other districts could offer more tangible benefits to its teachers. Betty said the Beta School District found it a challenge to compete with the neighboring North Georgia school districts that had more financial resources to provide to newly hired and veteran teachers. These larger districts could provide larger supplements, signing bonuses, living and moving expenses, etc. Betty also mentioned another challenge they had was that some teachers left Beta School District near retirement to work in a neighboring system. The Beta School District opted out of Social Security years ago so many of their retirement age teachers choose to work in neighboring districts to help out with retirement benefits. Betty said that does not happen as often now as it did years ago because they have offered financial information opportunities for investment that has helped Beta retain most of its current retirement age teacher workforce.

The remaining four school districts included one in South Georgia and all of the selected Middle Georgia districts (i.e., Eta, Iota, Mu, and Nu). These district officials experienced a more difficult challenge in trying to recruit young African American school teachers to seek employment in rural Georgia because of the lack of salary incentives. Therefore, they either tried the "grow your own strategy" such as Eta, Iota, and Mu have done or they targeted African American teachers who grew up in small cities and communities and were interested in seeking employment in a small or midsized school district.

<div align="center">Geographical Location</div>

The four district officials that agreed to teacher salary challenges also named location as a challenge with African American teacher recruitment. The Nu and Eta

school district respondents said although they made efforts to recruit African American and other minority group teachers, many prospective African American and other minority group teachers were not attracted to living and working in a rural school setting. They said many African American teacher candidates also cited the lack of social and cultural opportunities and the lack of available jobs for their spouses and other family as a reason for not seeking employment in rural school districts. Many African American teachers also expressed an interest in pursuing higher education degrees at the graduate level and wanted to have closer proximity and access to those higher education institutions. The lack of available and/or desirable housing was also a deterrent noted by participants from the rural school. Eta and Nu District respondents said some teacher recruits were not attracted to existing housing and did not want to build in an area that would be harder to re-sell a home if they were having short range relocation plans to larger, more affluent districts. Teachers who took teaching jobs in Eta, Mu, and Iota Districts found many of their teachers chose to work within their district but live in midsized districts with more attractive and affordable housing alternatives.

<div align="center">Small or No Human Resources Department</div>

Four district officials stated that larger and more affluent school districts, especially in North Georgia, had a fully established human resources department to supervise and oversee teacher recruitment and employment. The Iota, Mu, and Xi School District had fewer than three people that were hired to do Human Resources in their district. The Mu School District did not even have a Human Resources or Personnel Department. Those duties were handled by a classified employee and supervised by a system level certified employee. The Beta School District was the only one that had more

than three employees but they said they felt understaffed considering all of the applications and other personnel issues to carryout in Human Resources. In fact, Betty said there were only two employees actually handled the recruitment and employment components of their Department of Human Resources. All four of the district respondents were veteran educators who started their educational careers as teachers and thus had little or no specialized training in Human Resources or Personnel Training before they assumed their present position. Only two districts, Zeta and Xi, had Personnel, Human Resources, or Employment Directors, who had training and experience in Human Resource prior to their present position. Both were previously employed in state Departments of Labor and Employment, had previous experience in other Human Resources school district departments, and/or had experience in the private sector.

Teacher Recruitment Competition with Other School Districts

Several district respondents said in their interview sessions that some of the financial incentives that other larger districts offered lured teacher applicants away from taking teaching positions in their school districts. The Epsilon District respondent said some of their applicants chose to go to neighboring school districts because these districts were able to offer more "dollar signs". The Beta, Mu, and Nu school district respondents said the opportunity to be employed in a larger more metropolitan school district was a big factor in young teachers choosing to work in a large metropolitan district versus accepting a position in their districts. Neva said it is hard to compete with the "big city lights" of the large metropolitan Atlanta school districts versus the small town atmosphere found in the Nu School District.

Reductions in Force

Epsilon, Iota, and Xi district respondents said Reductions in Force (RIFs) was another major deterrent in their recruitment plans. Edith said sometimes they lost good quality teachers with RIFs because of seniority rules, where a tenured teacher's position was safe and a good non-tenured teacher lost their jobs through the RIF process. Iota School District respondent Ian stated the RIFs also caused them to consider letting teachers go because of district's budget woes. He said there would not be as much of a focus on new teacher recruitment if the economic and budgetary conditions did not improved at the local and state levels.

Lack of Highly Qualified Applicants

District respondents said the No Child Left Behind Teacher Quality provisions were a determining factor and challenge in teacher recruitment in public school districts throughout Georgia and the United States. Many of them said they could only hire "Highly Qualified" teachers to receive all of their federal funding, so they only focused on those teachers who were highly qualified. Most of the participantssaid their primary aim was to focus on hiring highly qualified teachers and maintaining high teacher quality. Xandie said she did not believe there was a lack of diverse applicants for existing job vacancies in most districts but there were a lack of highly qualified applicants based on state and federal No Child Left Behind guidelines. Edith said that No Child Left Behind was a minimum requirement and the Epsilon School District required more than just the minimum requirements (e.g. they require the last three years of teacher evaluations for any potential teacher candidate seeking employment in their school district).

Limited African American Teacher Applicant Pool

The Epsilon and Iota school districts reported they had very few African American teacher applicants. The Iota School District respondent said that although they had veteran African American educators on its employment rolls, the Iota District had not been able to hire many new African American teachers. Ian also shared that "the African American community as a whole has embraced education and that teaching has more prestige in the African American community than the Caucasian community." He said that this prestige of the teaching profession may lead more African American students in choosing teaching as a profession. Ian said there were fewer young African Americans, though, that are choosing to consider a career in teaching, becauser of other professional career opportunities. Edith said she would like to consider highly qualified African American teachers to be employed in the district but very few applied for available teaching vacancies within the district and most decided to go to one of the larger metro area districts in the North Georgia area. She said the lack of applicants resulted in Epsilon School District having a limited pool of African American teachers to consider for district employment.

Few Local African American College Graduates

Eta District respondent Edward said their "Grow Your Own" strategy was in the grassroots stage of development. Edward said most local high school graduates from Eta School District chose not to attend college. They sought careers that do not require a college education such as military and blue collar workforce options. Some do choose technical careers in which they could get education and training from area technical colleges. He said that "only two of their teachers are from Eta School District and the rest

live in a neighboring school district in another state." However, Edward said one hometown teacher was highly recruited to come back home to teach and proved to be an excellent recruit for the Eta School District. He said, "The board strongly recommends that we spend quite a bit of time going out to recruit teachers so that we can have a data base when positions become available." Edward also said that he and other system-level employees are focusing some of their teacher recruitment efforts at their new local high school to target students who showed promise and interest in becoming teachers. Edward said these students tended not to consider teaching as a career in the past because they did not see any minority group teachers resided in their communities.

<div align="center">Low Job Vacancy and Teacher Turnover Rate</div>

Xi School District Xandie said they did not have a lot of teacher vacancies so they did not have a heavy teacher recruitment emphasis at this time. They were able to get a diverse and highly qualified faculty without using any additional strategies. She said a more diverse local workforce and student population ensured they would have teacher diversity in the workplace. Xandie also mentioned they really did not have any present plans to expand its recruitment strategies given the Xi School District had very few vacancies because of its low teacher turnover rate.

<div align="center">Mobility of Society</div>

Ian said the "mobility of society" was a big challenge for the Iota School District. Some of the teachers were military spouses so relocation and reassignments were regular occurrences within the school district as military personnel get reassigned to other military installations in the United States. However, Ian said they tend to got "some good replacements" looking for teaching positions. He said the majority of those

applicants were either military retirees or military spouses moving to the area. He said the diversified applicant pool gained from recruitment with military retirees and military spouses allowed them to be able to recruit more teacher diversity in their school district.

Summary

The researcher attempted to give an overall detailed summary of the major strategies and challenges the respondents experienced with African American teacher recruitment and employment. There were several recurring themes and patterns reflected throughout the interviews. Many of the school districts that shared demographic and geographical similarities had some of the same experiences. Other school districts shared experiences that were unique to their particular experience.

All district had a common recruitment tool, the Teach Georgia state recruitment tool, as an effective strategy for overall teacher recruitment. More affluent districts had their own district websites or links on their websites which provided valuable information to potential hires. Less affluent school districts used more advertising, word of mouth, and other non-technological means to communicate with potential teacher hires. All of the districts faced the challenge of a struggling economy and a tight budget which limited the use of some of their more expensive teacher recruitment strategies. Ian said that the Iota School District has considered an increase in the millage rate as a way to secure more local funding to replace decreases in state and federal funds. Neva said the Nu School District used federal funds to comply with U.S. Justice Department orders by funding some positions and to supplement their budget for recruitment efforts and initiatives.

Two district respondents mentioned they did not have anyone specifically assigned to be teacher recruiter for their district. Xandie stated, "We don't have anybody dedicated to recruiting" and "we are not placing as heavy emphasis on recruitment right now…but we still look at the quality of the teachers." Xandie stated, "Teacher diversity, I would say at this point, I don't think it's as much a factor…principals and APs are from different races….and you are going to have more diversity when it comes to the hiring process." Edith stated that "we don't really have teacher recruiters." She also stated, "We have a coordinator in our department who oversees recruitment and again our focus is on moving our system toward mirroring or reflecting our community and the students that we serve."

Teacher diversity meant various things to various districts depending on the size and geographical location of the districts. Middle and South Georgia districts tended to focus their teacher diversity and teacher recruitment efforts on increasing the number of African American teachers within its districts. North Georgia school districts expanded its minority group teacher recruitment efforts to include the following groups: African Americans, Asians, Hispanic, and Native Americans. In fact, two of the North Georgia districts, Epsilon and Xi, employed teachers from International teaching programs in hard to staff teaching content areas (i.e., Math and Science).

However, all of the districts agreed that changing student population demographics, the graying and retirement of teachers, and challenging economic times would have impact on its future teacher recruitment plans.

Table 1

*Participant Demographic Profile Summary*

| Name | District | Ethnicity | Gender | Position Title | Pos.Yrs. | Total Yrs in Ed. |
|------|----------|-----------|--------|----------------|----------|------------------|
| Betty | Beta | Black | Female | HR Manager | 4 1/2 | 32 |
| Edith | Epsilon | White | Female | HR Director | 4 | 19 |
| Zane | Zeta | White | Male | HR Manager | 5 | 8 |
| Edward | Eta | Black | Male | Asst. Supt. | 2 | 38 |
| Tyrone | Theta | Black | Male | Asst. Supt. | 8 | 39 |
| Ian | Iota | White | Male | Asst. Supt. | 2 | 42 |
| Marcus | Mu | Black | Male | Supt. | <1 | 23 |
| Neva | Nu | White | Female | Personnel Dir. | 2 | 20 |
| Xandie | Xi | Black | Female | Personnel Dir. | <1 | 2 |

Table 2

*African American Teacher Percentage Changes in Selected Districts 2001-07*

| District | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2001-07 |
|----------|------|------|------|------|------|------|------|---------|
| Alpha | 0.02 | 0.032 | 0.031 | 0.054 | 0.053 | 0.061 | 0.049 | 0.299 |
| Beta | 0.021 | 0.025 | 0.002 | 0.006 | 0.03 | 0.048 | 0.047 | 0.179 |
| Gamma | 0.034 | 0.038 | 0.006 | 0.01 | 0.014 | 0.013 | 0.013 | 0.127 |
| Delta | 0.011 | -0.002 | 0.004 | 0.012 | 0.019 | 0.027 | 0.025 | 0.096 |
| Epsilon | 0.006 | 0.005 | 0.02 | 0.014 | 0.005 | 0.03 | 0.001 | 0.083 |
| Zeta | 0.018 | 0.011 | 0.015 | 0.001 | 0.01 | 0.015 | 0.011 | 0.082 |
| Eta | -0.012 | -0.028 | 0.141 | -0.063 | 0.022 | 0.02 | 0 | 0.079 |
| Theta | 0.007 | 0.014 | 0.002 | 0.011 | 0.009 | 0.009 | 0.022 | 0.074 |
| Iota | 0 | 0.016 | 0.014 | 0.002 | 0.004 | 0.022 | 0.013 | 0.071 |
| Kappa | 0.008 | 0.005 | 0.011 | 0.006 | 0.014 | 0.012 | 0.012 | 0.068 |
| Lambda | 0.01 | 0.015 | 0.004 | 0.007 | 0.004 | 0.015 | 0.009 | 0.065 |
| Mu | 0.001 | -0.017 | 0.029 | 0 | 0.007 | 0.024 | 0.018 | 0.062 |
| Nu | -0.008 | -0.002 | 0 | -0.002 | 0.044 | 0.011 | 0.018 | 0.061 |
| Xi | -0.01 | 0.005 | 0.002 | 0.014 | -0.004 | 0.027 | 0.021 | 0.056 |
| Omicron | 0.005 | 0.006 | -0.002 | 0.005 | 0.015 | 0.011 | 0.01 | 0.051 |

Table 3

*Districts with at least 5% growth in African American Teachers (2000)*

| District Name | Total Teachers | Afr. Am. Teachers | % Afr. Am. Teachers | % Overall Change |
|---|---|---|---|---|
| Alpha | 2780 | 884 | 31.8 | 0 |
| Beta | 853 | 41 | 4.81 | 0 |
| Gamma | 5737 | 2971 | 51.79 | 0 |
| Delta | 1246 | 128 | 10.27 | 0 |
| Epsilon | 1158 | 68 | 5.87 | 0 |
| Zeta | 5986 | 411 | 6.87 | 0 |
| Eta | 19 | 8 | 42.11 | 0 |
| Theta | 1097 | 571 | 52.05 | 0 |
| Iota | 282 | 109 | 38.65 | 0 |
| Kappa | 6751 | 330 | 4.89 | 0 |
| Lambda | 4151 | 1086 | 26.16 | 0 |
| Mu | 135 | 37 | 27.41 | 0 |
| Nu | 235 | 51 | 21.7 | 0 |
| Xi | 676 | 111 | 16.42 | 0 |
| Omicron | 969 | 13 | 1.34 | 0 |

Table 4

*Districts with at least 5% growth in African American Teachers (2001)*

| District Name | Total Teachers | Afr. Am. Teachers | % Afr. Am. Teachers | % Overall Change |
|---|---|---|---|---|
| Alpha | 2721 | 919 | 33.77 | 2 |
| Beta | 873 | 60 | 0.11 | 2.1 |
| Gamma | 5889 | 3251 | 55.2 | 3.4 |
| Delta | 1407 | 160 | 11.37 | 1.1 |
| Epsilon | 1120 | 73 | 6.52 | 0.6 |
| Zeta | 6593 | 570 | 8.65 | 1.8 |
| Eta | 22 | 9 | 40.91 | -1.2 |
| Theta | 1138 | 600 | 52.72 | 0.7 |
| Iota | 261 | 101 | 38.7 | 0 |
| Kappa | 7299 | 415 | 5.69 | 0.8 |
| Lambda | 4413 | 1200 | 27.19 | 1 |
| Mu | 131 | 36 | 27.48 | 0.1 |
| Nu | 239 | 50 | 20.92 | -0.8 |
| Xi | 738 | 114 | 15.45 | -1 |
| Omicron | 1053 | 19 | 1.8 | 0.5 |

Table 5

*Districts with at least 5% growth in African American Teachers (2002)*

| District Name | Total Teachers | Afr. Am. Teachers | % Afr. Am. Teachers | % Overall Change |
|---|---|---|---|---|
| Alpha | 2750 | 1016 | 36.95 | 3.2 |
| Beta | 905 | 85 | 9.39 | 2.5 |
| Gamma | 6476 | 3820 | 58.99 | 3.8 |
| Delta | 1470 | 164 | 14.04 | -0.2 |
| Epsilon | 1168 | 82 | 7.02 | 0.5 |
| Zeta | 6639 | 647 | 9.75 | 1.1 |
| Eta | 21 | 8 | 38.1 | -2.8 |
| Theta | 1037 | 561 | 54.1 | 1.4 |
| Iota | 268 | 108 | 40.3 | 1.6 |
| Kappa | 7827 | 488 | 6.23 | 0.5 |
| Lambda | 4720 | 1355 | 28.71 | 1.5 |
| Mu | 132 | 34 | 25.76 | -1.7 |
| Nu | 227 | 47 | 20.7 | -0.2 |
| Xi | 835 | 133 | 15.93 | 0.5 |
| Omicron | 1143 | 27 | 2.36 | 0.6 |

Table 6

*Districts with at least 5% growth in African American Teachers (2003)*

| District Name | Total Teachers | Afr. Am. Teachers | % Afr. Am. Teachers | % Overall Change |
|---|---|---|---|---|
| Alpha | 2999 | 1200 | 40.01 | 3.1 |
| Beta | 929 | 89 | 9.58 | 0.2 |
| Gamma | 6786 | 4042 | 59.56 | 0.6 |
| Delta | 1624 | 187 | 11.51 | 0.4 |
| Epsilon | 1225 | 111 | 9.06 | 2 |
| Zeta | 7216 | 814 | 11.28 | 1.5 |
| Eta | 23 | 12 | 52.17 | 14.1 |
| Theta | 1077 | 585 | 54.32 | 0.2 |
| Iota | 288 | 120 | 41.67 | 1.4 |
| Kappa | 8575 | 629 | 7.34 | 1.1 |
| Lambda | 4945 | 1440 | 29.12 | 0.4 |
| Mu | 129 | 37 | 28.68 | 2.9 |
| Nu | 232 | 48 | 20.69 | 0 |
| Xi | 897 | 145 | 16.16 | 0.2 |
| Omicron | 1267 | 28 | 2.21 | -0.2 |

Table 7

*Districts with at least  5%  growth in African American Teachers(2004)*

| District Name | Total Teachers | Afr. Am. Teachers | %Afr.Am Teachers | % Overall Change |
|---|---|---|---|---|
| Alpha | 3231 | 1468 | 45.43 | 5.4 |
| Beta | 929 | 95 | 10.23 | 0.6 |
| Gamma | 6671 | 4042 | 60.59 | 1 |
| Delta | 1908 | 243 | 12.74 | 1.2 |
| Epsilon | 1259 | 132 | 10.48 | 1.4 |
| Zeta | 7237 | 821 | 11.34 | 0.1 |
| Eta | 24 | 11 | 45.83 | -6.3 |
| Theta | 1110 | 655 | 55.41 | 1.1 |
| Iota | 270 | 113 | 41.85 | 0.2 |
| Kappa | 8996 | 710 | 78.92 | 0.6 |
| Lambda | 5214 | 1553 | 29.79 | 0.7 |
| Mu | 129 | 37 | 28.68 | 0 |
| Nu | 234 | 48 | 20.51 | -0.2 |
| Xi | 974 | 171 | 17.56 | 1.4 |
| Omicron | 1310 | 36 | 2.75 | 0.5 |

Table 8

*Districts with at least 5% growth in African American Teachers (2005)*

| District Name | Total Teachers | Afr. Am. Teachers | % Afr. Am. Teachers | % Overall Change |
|---|---|---|---|---|
| Alpha | 3349 | 1698 | 50.7 | 5.3 |
| Beta | 967 | 128 | 13.24 | 3 |
| Gamma | 6667 | 4131 | 61.96 | 1.4 |
| Delta | 2009 | 294 | 14.63 | 1.9 |
| Epsilon | 1351 | 149 | 11.03 | 0.5 |
| Zeta | 7281 | 902 | 12.39 | 1 |
| Eta | 25 | 12 | 48 | 2.2 |
| Theta | 1106 | 623 | 56.33 | 0.9 |
| Iota | 272 | 115 | 42.28 | 0.4 |
| Kappa | 9432 | 880 | 9.33 | 1.4 |
| Lambda | 5399 | 1631 | 30.21 | 0.4 |
| Mu | 126 | 37 | 29.37 | 0.7 |
| Nu | 229 | 57 | 24.89 | 4.4 |
| Xi | 1047 | 180 | 17.19 | -0.4 |
| Omicron | 1401 | 60 | 4.28 | 1.5 |

Table 9

*Districts with at least 5% growth in African American Teachers (2006)*

| District Name | Total Teachers | Afr. Am. Teachers | % Afr. Am. Teachers | Overall Change |
|---|---|---|---|---|
| Alpha | 3454 | 1962 | 56.8 | 6.1 |
| Beta | 996 | 180 | 18.07 | 4.8 |
| Gamma | 6860 | 4338 | 63.24 | 1.3 |
| Delta | 2226 | 385 | 17.3 | 2.7 |
| Epsilon | 1442 | 203 | 14.08 | 3 |
| Zeta | 7347 | 1023 | 13.92 | 1.5 |
| Eta | 24 | 12 | 50 | 2 |
| Theta | 1044 | 597 | 57.18 | 0.9 |
| Iota | 272 | 121 | 44.49 | 2.2 |
| Kappa | 10038 | 1055 | 10.51 | 1.2 |
| Lambda | 5669 | 1800 | 31.75 | 1.5 |
| Mu | 129 | 41 | 31.78 | 2.4 |
| Nu | 231 | 60 | 25.97 | 1.1 |
| Xi | 1134 | 226 | 19.93 | 2.7 |
| Omicron | 1547 | 84 | 5.43 | 1.1 |

Table 10

*Districts with at least  5% growth in African American Teachers (2007)*

| District Name | Total Teachers | Afr. Am. Teachers | % Afr. Am. Teachers | % Overall Change |
|---|---|---|---|---|
| Alpha | 3501 | 2159 | 61.67 | 4.9 |
| Beta | 1046 | 238 | 22.75 | 4.7 |
| Gamma | 7192 | 4641 | 64.53 | 1.3 |
| Delta | 2555 | 507 | 19.84 | 2.5 |
| Epsilon | 2115 | 300 | 14.18 | 0.1 |
| Zeta | 8243 | 1241 | 15.06 | 1.1 |
| Eta | 24 | 12 | 50 | 0 |
| Theta | 1109 | 659 | 59.42 | 2.2 |
| Iota | 282 | 129 | 45.74 | 1.3 |
| Kappa | 10993 | 1284 | 11.68 | 1.2 |
| Lambda | 6159 | 2010 | 32.64 | 0.9 |
| Mu | 143 | 48 | 33.57 | 1.8 |
| Nu | 223 | 62 | 27.8 | 1.8 |
| Xi | 1262 | 278 | 22.03 | 2.1 |
| Omicron | 1744 | 112 | 6.42 | 1 |

Table 11

*Summary of Effective District Recruitment Strategies Numbers 1-8*

| District | Type | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| Beta | U | X | X | X | X | X | X | X | |
| Epsilon | S | X | X | X | X | X | | | X |
| Zeta | U | X | X | X | X | X | X | | |
| Eta | R | X | X | X | X | | | X | |
| Theta | U | X | X | X | X | X | X | X | |
| Iota | R | X | X | X | | | X | | |
| Mu | R | X | X | X | X | | | X | X |
| Nu | S | X | X | X | X | | X | | X |
| Xi | S | X | X | X | | X | | X | X |

Type – show Rural (R), Suburban (S), and Urban (U)

Place an X in each of the columns with the various strategies with list below of strategies.

Strategies are listed in descending order and in alphabetical order by number of participant responses.

1 – College and University Partnerships
2 – Job Fairs
3 – Use of Teach Georgia website
4 – Grow Your Own Strategies
5 - Human Resources district website
6 – Targeting HBCUs
7 – Word of Mouth
8 – Alternative Teacher Certification Program

Table 12

*Summary of Effective District Recruitment Strategies Numbers 9-16.*

| District | Type | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---|---|---|---|---|---|---|---|---|---|
| Beta | U | | | | X | | X | X | |
| Epsilon | S | X | X | | | X | | | |
| Zeta | U | | | X | | | | | |
| Eta | R | | | | | | X | | |
| Theta | U | | | | | | | | |
| Iota | R | | X | | | | | | X |
| Mu | R | X | | X | X | | | | |
| Nu | S | X | X | X | | | | X | |
| Xi | S | X | X | | X | X | | | |

Type – show Rural (R), Suburban (S), and Urban (U)

Place an X in each of the columns with the various strategies with list below of strategies.

Strategies are listed in descending order and in alphabetical order by number of participant responses.

9 – Regional Educational Service Agency
10 – Teacher and Administrator Recruitment
11- Advertising
12 – Tapping/ Recruiting from Paraprofessional pool
13 – Teacher Pay Incentives
14 – Title I and other academic incentives
15 – Use of Federal Funding
16 – Recruitment of Military Retirees and Military Spouses

Table 13

*Summary of Eleven Challenges Encountered by Districts*

| District | Type | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beta | U | X | X | | X | X | | | | | | |
| Epsilon | S | X | | | | X | X | X | X | | | |
| Zeta | U | X | | | | | | | | | | |
| Eta | R | X | X | X | | | | | | X | | |
| Theta | U | X | | | | | | | | | | |
| Iota | R | X | X | X | X | | X | | X | | | X |
| Mu | R | X | X | X | X | X | | | | | | |
| Nu | S | X | X | X | | X | | | | | | |
| Xi | S | X | | | X | | X | X | | | X | |

Type – show Rural (R), Suburban (S), and Urban (U)

Place an X in each of the columns with the various strategies with list below of strategies

1 – Tight Budgetary Constraints in a Struggling Economy

2 – Salary Competition with other school districts

3 – Geographical Location

4 – Small or No Human Resources Department

5 – Teacher Recruitment Competition with other school districts

6 – Reductions in Force

7 – Lack of Highly Qualified African American applicants

8 – Limited African American teacher applicant pool

9 – Few local African American college graduates

10 – Low Job Vacancy and Low Teacher Turnover Rate

11 - Mobility of Society

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

In Chapter 5, the researcher provided information from data analysis to support a detailed summary, conclusions, and implications of this study and for future research study. The researcher looked at occurring themes and patterns from the data to make generalizations that could offer other researchers, district officials, and policymakers effective teacher recruitment strategies to use in their teacher recruitment action plans. The researcher also pointed to areas of interest for future research study.

Many U.S. public school districts have tried to recruit African American teachers in recent years because of the limited presence of African American teachers within these school districts. The present teaching workforce is becoming grayer and whiter while the student population is becoming more ethnically diverse in U.S. public schools. This trend of increasingly more diverse student populations in many school districts, especially large urban districts, has led many district officials to develop some type of systematic teacher recruitment plan increase the number of African American and other minority group teachers.

Although there were some school districts developing and using teacher recruitment strategies, there was a gap in the literature as it related to effective district recruitment strategies to recruit and hire more African American public school teachers. Thus, the purpose of this study was to identify effective strategies used by school district officials to increase African American teacher hiring in Georgia. The researcher's focus in this study was to examine the district policies that were being implemented to recruit

and hire minority teachers and the challenges these districts encountered in recruiting African American teachers in Georgia. The researcher used the following overarching research question: What recruitment strategies and obstacles exist in recruiting African American teachers?   The researcher used the following specific research sub-questions to guide this study:

1. What school district strategies are being implemented to recruit and hire African American teachers in Georgia?

2. What challenges do these school districts encounter in recruiting African American teachers in Georgia?

## Summary of Research Findings

In Chapter One, the researcher conducted an examination of the research literature which showed a sharp decline in the number of African American teachers since desegregation. Several reasons were noted by researchers from the research including institutional bias and racism, teacher certification changes, advancement opportunities in other fields, and low teacher salaries.

In Chapter Two, the researcher gave a general overview of the existing literature on the general topic of teacher recruitment, teacher hiring, and teacher employment primarily in the United States. However, there was a gap in the literature with scant research on effective strategies that led to an increase in African American teacher recruitment and hiring. Thus, this researcher focused his research study on Effective Georgia School District Recruitment Strategies of African American Teachers.

As the researcher examined the literature, several hypothesis and conclusions were brought up in the other research studies. One hypothesis was a theory that posited

that teacher and student racial identity match may have an impact on student

achievement. The researcher also observed and cited writings from research scholars that

showed where African American teachers were seen by other African Americans

community members as role models, community advocates, gatekeepers, and social

activist of the community (Green, 2004; Milner & Howard, 2004). The research also

cited research studies that confirmed a variety of reasons that African American choose

not to pursue careers in teaching including institutional bias and racism, low teacher

salaries, changes in teacher certification and testing requirements, lack of a voice and

presence in education, lack of a culturally relevant curriculum, etc. The researcher

answered the two research questions dealing with effective school district strategies and

challenges that districts encountered with African American teacher recruitment and

hiring. The researcher observed the effective district recruitment strategies in the

literature that were noted, but these were used in conjunction with overall teacher

recruitment strategies. There was no indication from the research studies that any major

research had been conducted that specifically targeted any particular ethnic minority

group, and specifically not African American teachers.

In Chapter Three, the researcher conducted an investigation of all 180

Georgia public school districts to examine which district met the criteria established for

participation in this study. The researcher used the following criteria for participation in

this study: all selected district had to have at least a 5% increase in African American

teachers between 2000-2007.  The researcher selected 60% or nine of the school districts

to have a majority of the districts that met the initial criteria to participate in this study.

The researcher also used purposive sampling to select a range of districts representing a

cross section of districts based on size (e.g. small, medium, or large) and geographical location (e.g. rural urban, or suburban). This qualitative study comprised two districts from South Georgia, three districts from Middle Georgia and four districts from North Georgia.

The researcher used qualitative methodological design as a way to gauge data that would give rich details and descriptions on the effective strategies that district used and the challenges these districts encountered with African American teacher recruitment and hiring. The researcher developed a fourteen question interview protocol to use with selected participants and conducted taped interview sessions. The researcher gave each respondent a copy of the interview protocol before and during the interview sessions to ensure that each one would be familiar with the questions.The researcher took field notes during the interview sessions and allowed respondents to read the notes for accuracy. The researcher also examined and coded interview transcripts to observe common themes, trends, and patterns.

Interview sessions were conducted with respondents in each selected school district. Nine district officials with responsibility for teacher recruitment, human resources, and/or personnel were interviewed to get rich qualitative data to enhance the study. The interviewer asked each respondent 14 semi-structured open-ended questions to guide the interview process. The semi-structured open-ended question protocol was developed with questions based on the overarching research question and the two sub-research questions.  All interviews were tape recorded and transcripts were made of each interview. The researcher taped each interview session taking field notes and letting participants examine the field notes for accuracy. The researcher used coded transcripts

from the interview sessions to write the major findings, implications, and conclusions from the research study.

In Chapter Four, the researcher compiled data from transcripts to observe common themes, trends, and patterns that could led to major findings and drawing conclusions from the research study. The researcher reported the several major findings from the research study. The researcher listed the major findings in regards to the effective district strategies and district challenges encountered with African American teacher recruitment.

In Chapter Five, the researcher gave an introduction of the present chapter and summaries of the previous chapters for a frame of reference to readers of this research study. The researcher also reported major findings, gave an analysis of the findings, and provide implications, conclusions, and recommendations for possible future research study. The researcher noted sixteen effective strategies that were cited for overall teacher recruitment and hiring .The researcher found that seven strategies that were listed in Chapter Two were also those found to be effective strategies for use in African American teacher recruitment and hiring. These strategies included district and university collaboration, tapping the paraprofessional pool for teacher candidates, teacher mentoring programs, alternative certification programs, the use of financial incentives to recruit teachers, and targeting HBCUs for potential teacher recruits. District and university collaboration and partnerships was listed as one of the most common effective strategies to recruit students that may be interested in pursuing undergraduate degrees in teacher education.  Another common method of African American and other ethnic group teacher recruitment was the use of the Teach Georgia state teacher recruitment website.

Recruitment at job fairs was also common effective strategy with African American teacher recruits and students. All nine respondents utilized these three as major components of their teacher recruitment process.

District respondents also noted several challenges that they encountered with teacher recruitment and specifically with African American teacher recruitment and hiring. The most common theme was that monetary financial conditions had a major impact on a district's ability to attract, recruit, and hire African American teachers. The challenges could be condensed into five major categories or themes: tight budgetary conditions, competition from larger and more affluent neighboring districts, lack of financial incentives to compete with other districts, geographical location of the district (e.g. this was especially true for the respondents in the Middle and South Georgia school districts), and a lack of available highly qualified African American teacher recruits.

<p align="center">Discussion of Research Findings</p>

An analysis of the research findings was done and the following major findings are listed by research question:

1. What school district strategies are being implemented to recruit and hire African American teachers in Georgia?

Sixteen strategies were found based on an analysis of transcript data from the taped interview sessions. All nine respondents used the Teach Georgia state teacher recruitment website to recruit and hire new teachers to their districts. The smaller and more rural districts relied more heavily on Teach Georgia, whereas larger, more urban district in metropolitan city school districts relied on Teach Georgia as just one of the main components of their teacher recruitment process. The Zeta School District has its own

website called Teach Zeta. All nine of the districts also used some type of college or university partnership to target new teacher recruits to the districts. However, most of these were from a generalist approach with very few focusing specifically on African American teachers or other minority group teachers. Four districts, Beta, Zeta, Theta, and Iota School Districts had special partnerships with Historically Black Colleges and Universities (HBCUs) to specifically recruit and hire African American teachers. Two districts used teacher pay incentives to hire new teachers, but neither one focused on African American teachers. Both districts chose to use teacher pay incentives to fill hard-to-staff positions in Math, Science, and Foreign Language. The two districts also tended to recruit from international programs or agencies to promote more ethnic diversity in its teaching force.

Some of the effective school district recruitment strategies mentioned by respondents during the interview sessions were congruent with the Research Literature Review. The researcher compared results of the findings in the literature review with the findings of this study in rank order based on collected data from interview transcripts. These effective strategies included the following and are listed by respondent's ranking: district and university collaboration, recruitment at Historically Black Colleges and Universities (HBCUs), alternative certification programs, "Grow Your Own" strategy, tapping the paraprofessional pool, and the use of financial incentives.

College and university/district collaboration was listed in the literature review as an effective strategy and was ranked as one of the most effective strategy mentioned by respondents for African American teacher recruitment and hiring. Lewis (2006) noted that collaboration between colleges and schools was a strategy that led to an increase in

African American male teachers (Chmelynksi, 2006). An example of an effective

partnership was the Call Me MISTER program which included an alliance of

Non-HBCUs, HBCUs, and participating school districts in South Carolina (Chmelynski,

2006). The Call Me MISTER program was a collaborative formed by Clemson

University with such HBCUs as South Carolina State University (Chmelynski, 2006).

Haberman (2000) showed the effectiveness of a district and university

partnership with the Metropolitan Milwaukee Teacher Education Program (MMTEP).

The partnership consisted of the Milwaukee Public Schools, the Milwaukee Teacher

Education Association, and the University of Wisconsin-Milwaukee's School of

Education and their efforts to increase minority and male teachers in the Milwaukee

Public Schools (Haberman, 2000). The partnership was able to recruit and retain 94% of

the teachers in the program after three years of teaching (Haberman, 2000). Each partner

was committed to recruiting highly qualified and educated African American teacher

candidates to enter the MMTEP program (Haberman, 2000).

The "Grow Your Own" strategy was listed in the literature review and was ranked

as the fourth most mentioned effective strategy based on transcripts from respondent

interview sessions. This strategy tended to be particularly effective in recruiting African

American teachers in rural settings and in hard to staff urban districts (Hunter-Boykin,

1992; Dandy, 1999; Meyer & Smith, 1999; Nunez & Fernandez).

The sixth most effective district recruitment strategy mentioned by respondent

was recruitment at Historically Black Colleges and Universities (HBCUs) which was also

noted as effective in the literature review (Alston, 1988; Roach, 2001; LeMelle, 2002).

Roach (2001) noted that HBCUs formed collaboratively with other institutions, namely

community colleges, to increase the number of African Americans in higher education. Many African Americans and Hispanics tended to have their first college experience at community colleges and then sought other institutions to further their educational pursuits (Roach, 2001). Researchers also noted that a significant amount of African American and other ethnic minority group students attended HBCUs (Roach, 2001; LeMelle, 2002). Many of the HBCUs were strategically local in urban and rural settings where there were large concentrations of African Americans (LeMelle, 2002). The location of those HBCUs played a major part in many African Americans attending HBCUs to pursue higher education degree opportunities (LeMelle, 2002).

Alternative certification programs was another effective district recruitment strategy listed in the literature review and ranked as the eighth most mentioned strategy by respondents during an observation of the interview transcripts. The Georgia Teacher Alternative Preparation Program (GA TAPP) was cited by respondents from the Mu and Nu districts as an effective strategy used to increase the number of African American teachers and other ethnic group teachers within their school districts. The research in the literature review showed that GA TAPP has been an effective strategy in recruiting and hiring more African American teachers (Afolabi, Eads, & Nweke, 2008). GATAPP percentages showed a 20.9% increase of all alternative certified teachers statewide from FY 2006 to FY 2007 with a significant portion of those being African American teachers (Afolabi et al., 2008).

Tapping the paraprofessional pool was ranked as twelfth according to respondent transcript data. This strategy overlapped with the "Grow Your Own" strategy in the literature review but was listed as separate strategies by respondents.

Paraprofessionals were targeted as potential teacher recruits because they tended to be regarded as highly effective employees based on data and commentary by researchers from the literature review (Dandy, 1999). According to the literature, the average paraprofessional tended to be an African American female with 20 years or more experience in their local school districts (Clewell & Villegas, 1999; Dandy, 1999; Ganter, Jenkins, & Layton, 2006). These paraprofessional also tended reside in the district and maintained employment in the district until their retirement (Clewell & Villegas, 1999; Dandy, 1999; Ganter et al., 2006).

The final district strategy that was listed in the literature review and was ranked thirteenth by respondents was the use of financial incentives. District official respondents from Beta and Epsilon school districts noted that competition from their larger, more affluent neighboring districts was a challenge and that their lack of financial incentives was a major obstacle that led to this challenge. Chmelynski (2006) noted that a factor in African Americans choosing careers other than teaching had to do with low teacher salaries. The researchers also noted that some Black males and other minority group teachers also choose larger, more affluent districts that could pay higher salaries and offer better financial incentives (Gaines, 2004; Chmelynski, 2006). They said that many African American teacher recruits, and recruits from all ethnic groups, were lured away because of the larger districts ability to offer larger salaries, bonuses, and supplements. Gaines (2004) noted that financial incentives had proven to be effective with minority group teachers especially in some hard- to- staff urban school districts.

The research from the literature review corresponded with the findings of this research study. This researcher also observed that effective district recruitment strategies

for African American teacher recruitment for the selected districts was similar to those district recruitment strategies that were effective in overall teacher recruitment and hiring for all ethnic and gender groups.

2. What challenges do these school districts encounter in recruiting African American teachers in Georgia?

Tight Budgetary Constraint was listed as the most common challenge by all respondents during the interview process. Six of the districts mentioned that budget shortfalls significantly altered their teacher recruitment efforts. These district officials said that the economy and cuts in the state and federal budgets had a great impact on their teacher recruitment process.

Another challenge noted by five of the districts was competitive salaries with other school districts. Beta District's respondent said that it could not compete with the signing bonuses, extra supplements, and other financial incentives that the larger, more affluent North Georgia neighboring districts could offer potential teacher candidates. All of the districts in Middle Georgia cited a challenge in competing with the urban and suburban districts throughout the state. These district respondents said they tried to focus on the "grow your own" strategy as a way to increase their teacher recruitment efforts.

Geographical location was another challenge noted by four of the districts. The Eta, Iota, Mu, and Nu District respondents said that many teacher recruits were not interested in moving to smaller, rural districts. They said that teacher recruits tended to prefer larger, urban and suburban districts where they could enjoy such local amenities as entertainment, a variety of affordable housing opportunities, opportunities to advance in their profession, and the opportunities that would benefit their immediate family.

There were sixteen effective strategies cited by the nine respondents to recruit and hire more African American teachers. One of the most common tools used by these districts was the utilization of Teach Georgia, the state's teacher recruitment website. All of the respondents said they were able to get applicants from across the state and the United States to apply for available vacancies with their school districts.

The respondents also noted that partnerships with colleges and universities, especially HBCUs, and attending job fairs were very effective in their teacher recruitment efforts. One district, mentioned that there were few college graduates in their districts so they did a use a combination strategy with targeting education majors at HBCUs and developing their "Grow Your Own" strategy to increase the number of African American teachers within their school district.

Conclusions

There were three major conclusions that the researcher drew from the findings of this study. There was little difference between recruitment strategies of African American teachers and those associated with overall teacher recruitment. All of the districts mentioned that they used Teach Georgia as a major component of their teacher recruitment process in general. Research data showed that although this is a very effective tool and strategy, the majority of those candidates tended to be prepared in the traditional way; they attended a College of Education before entering the teaching profession (Nweke, Eads, Afolabi, & Stephens, 2006). The research shows that the majority of teaching majors in traditional College of Education programs are Caucasian and female (Epstein, 2005). However, a variety of strategies were used in districts,

namely Beta and Zeta school districts, that had the highest percentage of increase as well as a significant percentage of African American teachers employed within the district.

There was also little difference in the obstacles or challenges mentioned by respondents in regards to overall general teacher recruitment and African American teacher recruitment. All of the respondents mentioned tight budgets and salary competition with larger districts as an obstacle to overall district teacher recruitment. The participant responses were generally common to each other for districts of similar size and geographical location. A few districts referred to Reductions in Force as a challenge because of state funding cuts which led to RIFs for some untenured teachers within the districts. Edith of Epsilon School District said, "tenure was implemented again and those untenured people tended to …not get renewed". However, state tenure laws are more closely associated with teacher retention, whereas this study's focus was teacher recruitment.

The researcher also examined CPI data to observe the patterns and trends of the selected districts and other characteristics that would bring rich detail to this study. The researcher noticed that the Theta School District was the only selected district in this study that had a majority African American teaching force. Theta School District had over 50% African American teachers employed within its district for the entire period of study, 2000-2007. Another district, the Eta School District, had a 50% African American teaching force for the majority of the years in this study. Both districts serve a majority African American student population. Interestingly, Theta and Eta school districts vary in district size and population, but both were geographically located in South Georgia.

Implications

Respondent interviews provided a myriad of effective teacher recruitment strategies to recruit and hire more African American teachers. Other school districts that had less than 5% growth could use some of these strategies to increase the number of African American teacher recruits within their respective districts.

There was a wide range of districts included in this study based on various sizes, geographical locations, and other factors. Rural school districts may consider using these effective teacher recruitment strategies, especially those strategies that were successful in the selected rural districts that were observed in this study. Urban and suburban school districts may also use a variety of these strategies that were similar to the selected school districts in this study. These districts could use comparable effective teacher recruitment strategies based on their similar size, location, and other demographics. This could be a valuable resource for these districts to assist with their recruitment of African American teachers and other minority group teachers.

Policymakers and district teacher recruitment personnel could benefit from the findings in this study because by developing teacher recruitment plans that would incorporate effective strategies that they could implement to carry out their teacher recruitment efforts.

Researchers could use the findings of this study to help assist them in formulating a teacher recruitment action plan. Researchers could also decide to do further study to measure the rate of teacher retention based on these teacher recruitment efforts.

This study was limited in that the researcher used only nine of the fifteen districts that met the criteria. Interviews conducted with all fifteen districts may have led to

additional strategies that could be used to recruit and hire more African American teachers.

## Recommendations for Future Research

1. A study should be conducted to observe the effects of teacher recruitment strategies on overall African American teacher recruitment.

2. A qualitative, quantitative, or mixed study could be conducted with African American teachers to explore why they chose employment in their selected districts.

3. A study could be conducted to measure the percentage of African American teacher retention rates based on these effective teacher recruitment strategies.

4. A comprehensive study could be conducted with effects of teacher recruitment strategies of all minority teacher group populations.

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APPENDICES

APPENDIX A

INSTITUTITIONAL REVIEW BOARD

APPROVAL LETTER

Georgia Southern University
Office of Research Services & Sponsored Programs

**Institutional Review Board (IRB)**

| Phone: 912-478-5465 | | Veazey Hall 2021 |
| | | P. O. Box 8005 |
| Fax: 912-478-0719 | IRB@GeorgiaSouthern.edu | Statesboro, GA 30460-8005 |

**To:**  Christopher Watkins
   808 Evergreen Road
   Dublin, GA 31021

**Cc:**  Charles E. Patterson
   Vice President for Research and Dean of the Graduate College

**From:**  Office of Research Services and Sponsored Programs
   Administrative Support Office for Research Oversight Committees
   (IACUC/IBC/IRB)

**Date:**  October 22, 2010

**Expiration** January 5, 2011
**Date:**

**Subject:** Status of Research Study Modification Request

After a review of your Research Study Modification Request on research project numbered __H09136__ and titled **"Effective School District Recruitment Strategies of African American Teachers,"** your request for modification appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

*Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your modification request. The modification is for the title of the project to be changed to, "Effective School District Recruitment Strategies of African American Teachers.*

The IRB approval is still in effect for one year from the date of your __original application approval__ and will expire on ___ __January 5, 2011.__ If at the end of that time, there have been no further changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, another change or modification of the approved methodology becomes necessary; you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

Eleanor Haynes
Compliance Officer

APPENDIX B

INFORMED CONSENT LETTER

COLLEGE OF EDUCATION

DEPARTMENT OF *Leadership, Technology, and Human Development*

**INFORMED CONSENT**

My name is Christopher P. Watkins and I am a doctoral candidate in Educational Administration at Georgia Southern University. I am conducting my research study to identify effective district recruitment strategies to recruit and hire more African American teachers in Georgia school district. I also am conducting this research to fulfill the dissertation requirements for the Doctorate in Educational Administration.

 The purpose of this research is to address a gap in the research literature and identify effective strategies used by school districts to recruit more African American teachers in Georgia.

 Participation in this research will include completion of taped interview session with each participant based on semi-structured interview questions. Tape recordings of the sessions will be used to develop coded transcripts for interpretation of research findings.

There are minimal discomforts and risks to participants. However, there are various benefits of this research to include the following:
Benefits:
a. The benefits to participants include having participants share what effective strategies that have been used to increase African American teacher recruitment in their school districts.
b. The benefits to society include providing effective strategies that other school districts can use to increase the percentages of African American teachers within their school districts.

The duration/time of this study will be December 15, 2008 to December 15, 2009

Statement of Confidentiality: All participants will be given pseudonyms to protect their anonymity. All tape recording of the research interviews will be destroyed.

If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent.  For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-478-0843.

Subjects don't have to participate in this research and they may end their participation at any time by telling the person in charge, not returning the instrument or other options; that they do not have to answer any questions they do not want to answer. There is no penalty for deciding not to participate in the study and you may decide at any time you don't want to participate further and may withdraw without penalty or retribution.

You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below. You will be given a copy of this consent form to keep for your records.

Title of Project: **EFFECTIVE SCHOOL DISTRICT RECRUITMENT STRATEGIES OF AFRICAN AMERICAN TEACHERS**
Principal Investigator: Christopher P. Watkins, 808 Evergreen Road, Dublin, Georgia, (478) 275-2458, christopher_p_watkins@georgiasouthern.edu
Faculty Advisor: Dr. Linda M. Arthur, P.O. Box 8131, Statesboro, GA 30460, (912) 478-0697, larthur@georgiasouthern.edu


_____        _____

Participant Signature                                   Date

I, the undersigned, verify that the above informed consent procedure has been followed.


_____        _____

Investigator Signature                                  Date

APPENDIX C

INTERVIEW PROTOCOL

Interview Protocol/Questions

1.  Tell me about yourself including educational background and professional experience.

2.  What is your district's philosophy on teacher recruitment and teacher diversity?

3.  What district recruitment strategies do you have in place to fill teaching vacancies?

4.  What are some common reasons to explain your district's teaching vacancies?

5.  What do you attribute to the significant change in the percentage of African American teachers in your school district?

6.  What is the most common recruitment tool in your district to recruit new teachers?

7.  What incentives, if any, do you use in the recruitment of teachers and especially minority teachers within your school district?

8.  How do teacher recruiters in your district fell about having teacher diversity?

9.  What district policies do you have currently that will support your district recruitment efforts?

10. How do you fill teacher vacancies within your school district?

11. What district strategies are being implemented to recruit and hire African American teachers?

12. What challenges, if any, does your school district encounter with recruiting African American teachers in Georgia?

13. What support, if any, do you get from the local community with regards to recruiting new teachers?

14. Is there anything else about your district recruitment policies that you would like to share?