

Recruiting and Retaining Diverse Personnel

May 2014



In the following report, Hanover Research explores key issues surrounding the diversification of the U.S. teaching force, placing primary emphasis on district-level initiatives to close the minority teacher deficit. The report includes a discussion of the demographic trends, at both the national and state levels, that have contributed to the large-scale minority teacher shortage, as well as an overview of best practices for recruiting and retaining diverse personnel. Finally, the report presents detailed profiles of three districts with exemplary or promising diversity recruiting or retention initiatives.

TABLE OF CONTENTS

Executive Summary and Key Findings	3
INTRODUCTION	3
KEY FINDINGS.....	4
Section I: The Minority Teacher Deficit	6
DEFINING DIVERSITY IN THE K-12 CONTEXT.....	6
DIVERSITY IN THE U.S. EDUCATION SYSTEM.....	7
CLOSING THE DIVERSITY GAP	9
Section II: Recruiting Minority Personnel	12
EARLY IDENTIFICATION AND INTERVENTION.....	12
PARTNERSHIPS WITH HIGHER EDUCATION INSTITUTIONS.....	14
SUPPORTING LESS-TRADITIONAL APPLICANTS.....	17
Section III: Retaining Minority Personnel	19
AUTONOMY, INFLUENCE, AND ORGANIZATIONAL CONDITIONS.....	19
PROFESSIONAL DEVELOPMENT	23
FINANCIAL INCENTIVES AND TEACHER RETENTION	25
MENTORSHIP PROGRAMS	27
Section IV: District Profiles.....	29
DENVER PUBLIC SCHOOLS	29
DES MOINES PUBLIC SCHOOLS.....	33
CORVALLIS SCHOOL DISTRICT	37

EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

Over the last several decades, the lack of minority educators in the teaching force has received increasing attention from education researchers.¹ Rapid changes in the demographic composition of the U.S. population, coupled with the relatively stagnant composition of the teaching force, have created a sizable minority teacher deficit across the nation.² However, evidence suggests that a diverse teaching force, widely reflective of a school's demography, can create positive role models for students and may ultimately be associated with improved student achievement.³

In this report, Hanover Research explores key issues surrounding the diversification of the U.S. teaching force, focusing on district-level initiatives to close the minority teacher deficit. The report includes a discussion of the demographic trends, at both the national and state levels, that have contributed to the large-scale minority teacher shortage, as well as an overview of best practices for recruiting and retaining diverse personnel. Accordingly, this report comprises the following four sections:

- **Section I: The Minority Teacher Deficit** explores the cause and prevalence of the minority teacher deficit at the national level. The section then introduces the two most common practices employed in closing this gap: recruitment and retention.
- **Section II: Recruiting Diverse Personnel** discusses district best practices in recruiting prospective minority teachers to a school system. This section provides a holistic overview of recruitment initiatives, including developing an ample minority teacher supply pipeline, establishing critical partnerships with colleges and universities, and seeking less-traditional teaching candidates.
- **Section III: Retaining Diverse Personnel** explores district initiatives to retain minority teaching personnel. This section emphasizes the importance of creating beneficial organizational characteristics at the school level, effective professional development, financial incentives, and mentorship programs for minority teachers.
- **Section IV: District Profiles** examines three school districts that have developed exemplary or promising practices in recruiting or retaining diverse personnel: Denver Public Schools, Des Moines Public Schools, and Corvallis School District.

¹ Ingersoll, R. and May, H. "Recruitment, Retention, and the Minority Teacher." The Consortium for Policy Research in Education, University of Pennsylvania. 2011. p. 1.

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1232&context=gse_pubs

² Boser, U. "Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color." The Center for American Progress. 2011, p. 8.

http://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/teacher_diversity.pdf

³ Bireda, S. and Chait, R. "Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce." Center for American Progress. 2011, pp. 1-2.

http://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/chait_diversity.pdf

KEY FINDINGS

THE MINORITY TEACHER DEFICIT

- **The U.S. teaching force does not reflect the student body, with the proportion of minority students exceeding the proportion of minority teachers by nearly 25 percentage points.** Despite two decades of federal, state, and district initiatives to bolster the number of minority teachers, this imbalance between the proportion of minority teachers and students – termed the “minority teacher deficit” – continues to widen.
- **The growth of the minority teacher deficit over the past 20 years can be attributed to both an increasing number of minority students and a decreasing number of white students in U.S. schools.** Though the number of minority teachers has nearly doubled over this period, this increase has not kept pace with demographic shifts. Further, minority educators are not evenly distributed across educational environments. Teachers of color are much more likely to be employed at high minority, high poverty, and urban schools than they are at more homogenous, affluent, and suburban campuses.

MINORITY TEACHER RECRUITMENT

- **Effective teacher recruitment efforts begin at an early age, and often engage students in middle and secondary school.** Such initiatives have been shown to improve the number of prospective minority teachers in the supply pipeline, and can also increase the number of minority teachers at the state level.
- **Successful recruitment of minority teachers requires that districts adopt aggressive recruiting practices, including on-campus recruiting at minority-serving institutions.** Historically black colleges and universities, for example, accounted for nearly half of all education degrees and teaching certificates awarded to minority students in 2004, and continue to produce a large proportion of the nation’s teachers of color.
- **Districts should form close and meaningful partnerships with community colleges and universities as part of their minority teacher recruitment efforts.** Formal partnerships between districts and colleges of education allow for the dynamic exchange of faculty, personnel, and students, and can create a direct link between recent minority graduates and the district.
- **Districts should consider actively seeking candidates with alternative certifications as part of minority recruitment initiatives.** A growing body of evidence suggests that traditional teacher certification measures, such as the Praxis I and II, are a barrier to many qualified teacher candidates and may not be effective measures of teacher quality.

- **Regional recruitment strategies appear to be more effective than out-of-state strategies.** In particular, forming partnerships with area institutions gives districts the opportunity to develop a relationship with potential candidates early on and may help in supporting non-teaching district employees and district high school students who are interested in entering the teaching profession. In addition, districts may wish to consider incorporating minority teachers, parents, and community members into the recruitment process.

MINORITY TEACHER RETENTION

- **Teacher autonomy and collaboration with administrators correlate strongly with minority teacher retention.** Schools seeking to improve minority teacher retention should maximize classroom autonomy by granting teachers a high degree of freedom in the selection of appropriate pedagogical techniques. Teachers' perceptions of their influence within the school-wide decision-making process, the accessibility of administrators, and the clear articulation and enforcement of school rules are also significant indicators of high minority teacher retention rates.
- **Creating access to effective professional development and leadership opportunities can be an important component of retention.** Classroom management-related professional development is thought to be especially important for minority teachers, who are more likely to work in high poverty urban schools, and therefore may encounter more significant behavioral problems.
- **The current research base regarding the efficacy of financial incentives for teacher retention is mixed.** In general, most research shows that financial incentives, including merit pay, adjusted pay schedules, and higher salaries, are less important for teacher retention than a school's organizational characteristics.
- **Changing the district's culture and climate can help create an environment that is welcoming to educators from diverse backgrounds.** In addition to offering formal and informal opportunities to promote cultural awareness and responsiveness among educators, school districts should consider the extent to which the regional community welcomes minority teachers. Creating linkages between teachers, families, and community leaders may help encourage minority teachers to stay in the community.

SECTION I: THE MINORITY TEACHER DEFICIT

In this section, Hanover Research provides a review of relevant literature concerning teacher and staff diversity in the U.S. education system. The section begins with a general discussion of diversity in the K-12 context and examines the changing U.S. demography relative to the teaching force over the past two decades. The section then describes theoretical and research-based evidence in support of teacher diversity in K-12 education and offers an overview of the two primary means of developing a more diverse teaching force.

DEFINING DIVERSITY IN THE K-12 CONTEXT

The term “diversity” is widely applied throughout the United States, and is generally understood as the presence of considerable variation across individuals based on easily identifiable natural traits or characteristics.⁴ In the broadest sense, however, **diversity is typically defined by the inclusion of individuals possessing a wide-range of demographic variables**, including “...race, religion, color, gender, national origin, disability, sexual orientation, age, education, geographic origin, and skill characteristics.”⁵

The discussion of diversity in the K-12 educational setting tends to be slightly more limited. As the U.S. teaching force has become increasingly female and increasingly white, the discussion of diversity in K-12 education has become primarily centered on two demographic categories: race and gender.⁶ In most instances, research regarding racial diversity in the U.S. teaching force uses a definition established in the National Center for Education Statistic’s (NCES) annual *Schools and Staffing Survey* (SASS), which

As the American teaching force has become increasingly female and white, diversity in the K-12 context has focused on two demographic variables: race and gender.

uses the term “minority” to denote all individuals who self-identify as Black/African American, Asian, American Indian, Native Hawaiian/Pacific Islander, Hispanic, or two or more races.⁷ This report uses “minority” and “teachers of color” as generalized terms for teachers who self-identify as these racial or ethnic categories.

⁴ Williams, A. and Rhee, W. “Learning to Examine Life: Why Diversity Writ is Essential to K-12 Education.” Presented at the *Chapman University Emerging Scholars Conference*. September 24, 2011. p. 4. https://www.chapman.edu/ces/_files/phd-education/esc-l-papers/Williams%20and%20Rhee_Learning%20to%20Examine%20Life.pdf

⁵ “What is Diversity?” United States Department of the Interior. <http://www.doi.gov/pmb/eeo/what-is-diversity.cfm>

⁶ [1] Cockrell, K., Placier, P., Cockrell, D. and Middleton, J. “Coming to Terms with ‘Diversity’ and ‘Multiculturalism’ in Teacher Education: Learning About Our Students, Changing Our Practices.” *Teaching and Education*. 15. 1998, p. 351. http://www.itari.in/categories/living_with_diversity/Coming_terms_with_diversity_multiculturalism.pdf

[2] Williams, A. and Rhee, W. “Learning to Examine Life: Why Diversity Writ is Essential to K-12 Education.” Op cit. p. 4.

⁷ “Table 2: Percentage Distribution of Public School Teachers, by Race/Ethnicity and State: 2007-2008.” National Center for Education Statistics. http://nces.ed.gov/surveys/sass/tables/sass0708_2009324_t1s_02.asp

DIVERSITY IN THE U.S. EDUCATION SYSTEM

In 2011, the U.S. Census Bureau released data suggesting that at some point in the next decade there will be no clear racial majority amongst school-aged children in the United States.⁸ However, since at least the 1990s, educational practitioners and reformers have expressed growing concern that the diversity of America's public school students is not reflected in the teaching force.⁹ This subsection examines the shortage of minority educators, relative to the total number of minority students in the United States.

THE NATIONAL MINORITY TEACHER DEFICIT

The racial and ethnic composition of the U.S. citizenry is rapidly evolving.¹⁰ Recent research from The Brookings Institute reveals that minority groups accounted for more than 80 percent of the nation's population growth between 2000 and 2008, placing the country on track to reach "majority minority" by 2042.¹¹ But despite federal and state efforts to bolster the number of teachers of color in the U.S. workforce, **the proportion of teachers of color in the nation's elementary and secondary schools remains considerably lower than that of the overall student body.**¹²

Following a period of gradual decline in the 1970s, the total number of students enrolled in K-12 education in the United States began to climb in the 1980s, a trend that continues to the present day.¹³ In fact, between 1993 and 2012, the number of students enrolled in elementary and secondary education in the United States increased by nearly 4.4 million – or approximately 9 percent – bringing the total U.S. student body to 53.9 million pupils (Figure 1.1). However, enrollment growth over this 20-year term has not been consistent across student subgroups. For instance, while the number of white students at U.S. elementary and secondary schools declined by nearly 9 percent, the number of minority students increased by nearly 53 percent over the 20-year period.¹⁴

⁸ [1] Frey, W. "A Demographic Tipping Point Among America's Three-Year-Olds." The Brookings Institute. February 7, 2011. <http://www.brookings.edu/research/opinions/2011/02/07-population-frey>

[2] Boser, U. "Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color." Op cit. p. 1.

⁹ "National Education Association and Teacher Recruitment: An Overview." National Education Association. <http://www.nea.org/home/29031.htm>

¹⁰ Frey, W. "Race and Ethnicity." in *State of Metropolitan America: On the Frontlines of Demographic Transformation*. The Brookings Institute. 2010, p. 52.

http://www.brookings.edu/~media/research/files/reports/2010/5/09%20metro%20america/metro_america_report.pdf

¹¹ Ibid. p. 51.

¹² [1] Bireda, S. and Chait, R. "Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce." Op cit. p. 1.

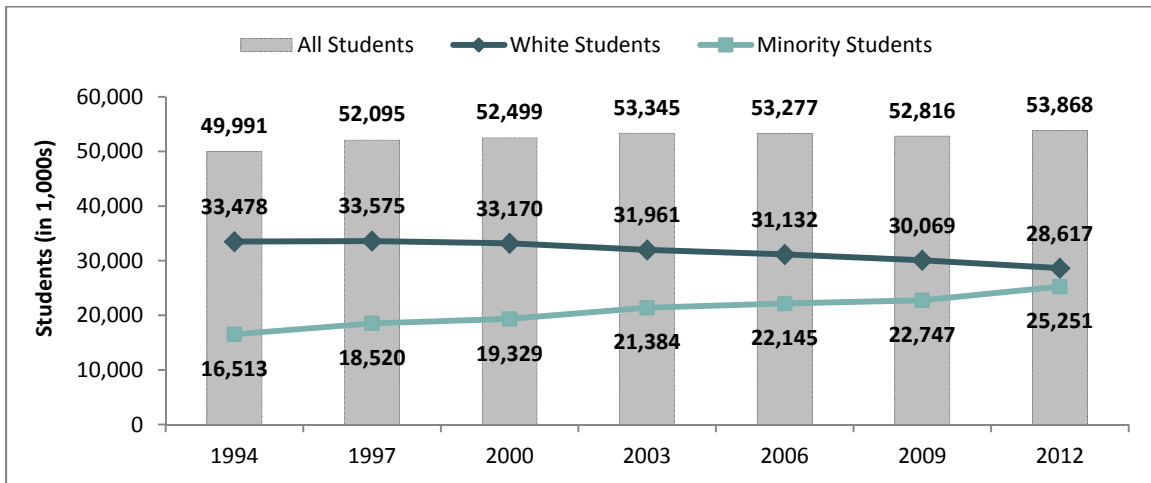
[2] Ingersoll, R. and May, H. "Recruitment, Retention, and the Minority Teacher." Op cit. p. 1.

¹³ "Table A-1: School Enrollment of the Population 3 Years Old and Over, by Level and Control of School, Race, and Hispanic Origin, October 1955 to 2012." United States Census Bureau.

<http://www.census.gov/hhes/school/data/cps/historical/>

¹⁴ Ibid.

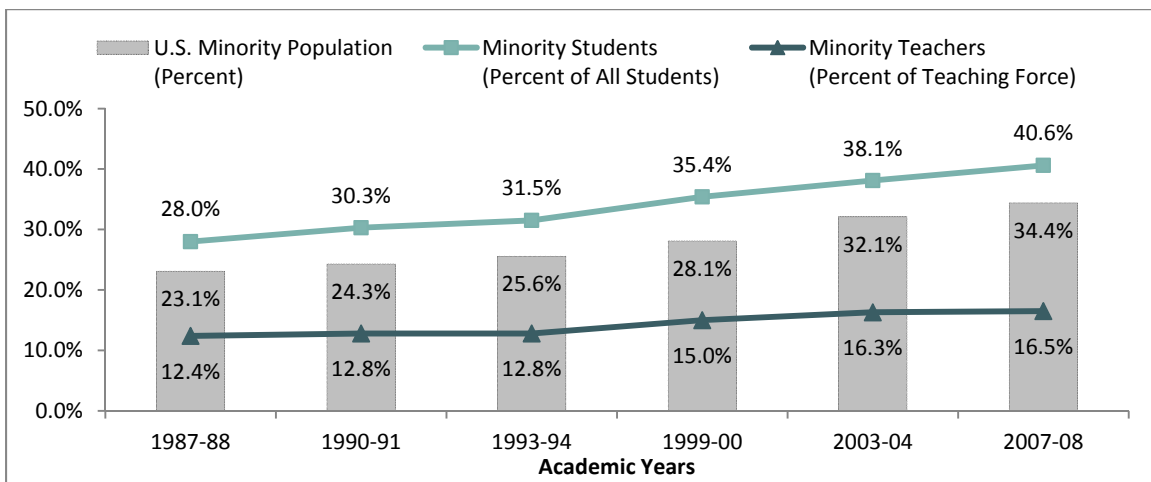
Figure 1.1: Enrollment in U.S. Elementary and Secondary Education, 1993-2012



Source: United States Census Bureau

Examining longitudinal data from the U.S. Census Bureau and the NCES’s SASS, researchers Richard Ingersoll and Henry May of the University of Pennsylvania recently concluded that, **despite significant federal, state, and local initiatives, the minority teacher gap in the United States continues to widen.** During the 1987-88 academic year, minority students and teachers comprised 28 percent of the student body and 12.4 percent of the teaching force, respectively, a 15.6 percentage point minority teacher deficit (Figure 1.2). By 2007-08, the percentage of minority students and teachers had increased to 40.6 percent and 16.5 percent, respectively, resulting in a 24.1 percent deficit. Despite the minority teaching force nearly doubling over this 20-year term, going from approximately 327,000 to 642,000 minority teachers, the deficit still increased by nearly 10 percentage points.¹⁵

Figure 1.2: Minority Population, Student Body, and Teaching Force, 1988-2008

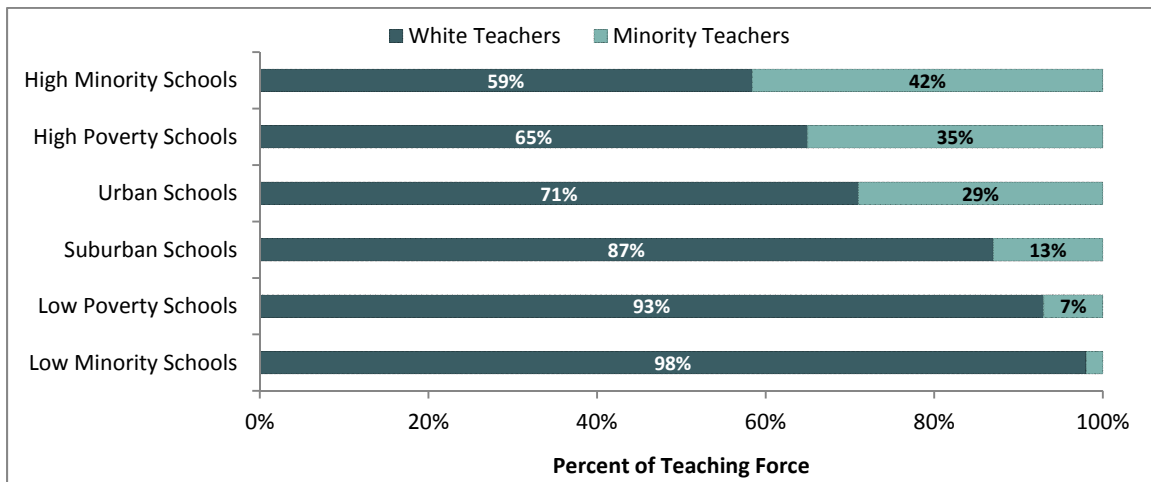


Source: Ingersoll and May

¹⁵ Ingersoll, R. and May, H. "Recruitment, Retention, and the Minority Teacher." The Consortium for Policy Research in Education, University of Pennsylvania. 2011, pp. 17-19. http://repository.upenn.edu/cgi/viewcontent.cgi?article=1232&context=gse_pubs

Ingersoll and May also found that minority teachers in the U.S. workforce are not evenly distributed by school type. **Minority teachers are much more likely to be employed at high minority, high poverty, and urban schools than they are at suburban, low poverty, or low minority schools**, suggesting that minority teachers may be drawn to schools or districts with more diverse demographic compositions (Figure 1.3).¹⁶ Furthermore, a 2011 report by the Center for American Progress cites evidence that nearly 40 percent of all public schools in the United States do not employ a single teacher of color.¹⁷

Figure 1.3: Proportion of White and Minority Teachers in U.S. Schools by Type, 2003-2004



Source: Ingersoll and May¹⁸

CLOSING THE DIVERSITY GAP

In response to mounting concern over the minority teacher gap over the past several decades, various states and districts have developed a range of policy measures to bolster the number of teachers of color in the teaching force.¹⁹ While these policies vary widely in scope, most initiatives fall into one of two broad categories: the **recruitment** of diverse educators into a school or district or the **retention** of teachers of color within the existing teaching force. According to the Center for American Progress, “...the successful recruitment and retention of minority teachers at struggling schools may prove to be a powerful tool in creating a stable workforce, and thereby increase[ing] student achievement.”²⁰

This subsection provides an overview of the current body of research in support of minority teacher recruitment and retention initiatives and broadly examines the changing

¹⁶ [1] Bireda, S. and Chait, R. “Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce.” Op cit. p. 2.

[2] Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. i and p. 21.

¹⁷ Bireda, S. and Chait, R. “Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce.” Op cit. p. 1.

¹⁸ Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 21.

¹⁹ [1] Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 1.

[2] Boser, U. “Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color.” Op cit. p. 1

[3] Bireda, S. and Chait, R. “Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce.” Op cit. p. 2.

²⁰ Bireda, S. and Chait, R. “Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce.” Op cit. p. 2.

demography of the U.S. teaching force resulting from these initiatives. Specific practices in the recruitment and retention of teachers of color are further discussed in Section II and Section III of this report.

MINORITY TEACHER RECRUITMENT

The recruitment of teachers of color can be a challenging and time-intensive task.²¹ In many instances, schools and districts find the local pool of minority applicants lacking, in part because many prospective minority teachers are drawn to other, more lucrative, professional fields.²² Recent evidence cited by the National Education Association also suggests that certain elements required for entry into the teaching force – such as state licensure exams – may disproportionately screen-out prospective minority teachers.²³

Despite these inherent difficulties, minority teacher recruitment efforts in the United States have largely proven effective.²⁴ Between the 1987-88 and 2007-08 academic years, the total number of teachers of color in the United States increased by more than 300,000, representing a 96 percent increase in the minority teaching force over the term (Figure 1.4). However, this period was also characterized by the dramatic expansion of the teaching force a whole. Consequently, **despite significant gains in the total number of minority teachers in American schools, overall the teaching force became only slightly more diverse, increasing from 12.4 percent to 16.5 percent minority teachers.**

Figure 1.4: Demographic Composition of the U.S. Teaching Force, 1988-2008

DEMOGRAPHIC SUBSET	ACADEMIC YEARS						$\Delta_{1988-2008}$	
	1987-88	1990-91	1993-94	1999-00	2003-04	2007-08	No.	PERCENT
Minority Teachers	327,241	373,054	375,243	517,725	604,749	641,830	314,589	96.1%
Total Teaching Force	2,630,335	2,915,774	2,939,659	3,451,316	3,717,998	3,894,065	1,263,730	48.0%
Percent Minority	12.4%	12.8%	12.8%	15.0%	16.3%	16.5%	---	4.1%

Source: Ingersol and May²⁵

MINORITY TEACHER RETENTION

While targeted recruitment initiatives have shown success in bringing minority teachers into the classroom, schools may be losing teachers to migration and attrition at nearly the same rate.²⁶ While teacher migration – or teachers moving from one school to another – does not affect national statistics in the same way as attrition – teachers leaving the profession altogether – the end result for individual schools remains the same: high teacher turnover, lower student achievement, and added financial expenditures.²⁷ Recent evidence presented

²¹ Ibid.

²² “National Education Association and Teacher Recruitment: An Overview.” National Education Association.

²³ Ibid.

²⁴ Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 17.

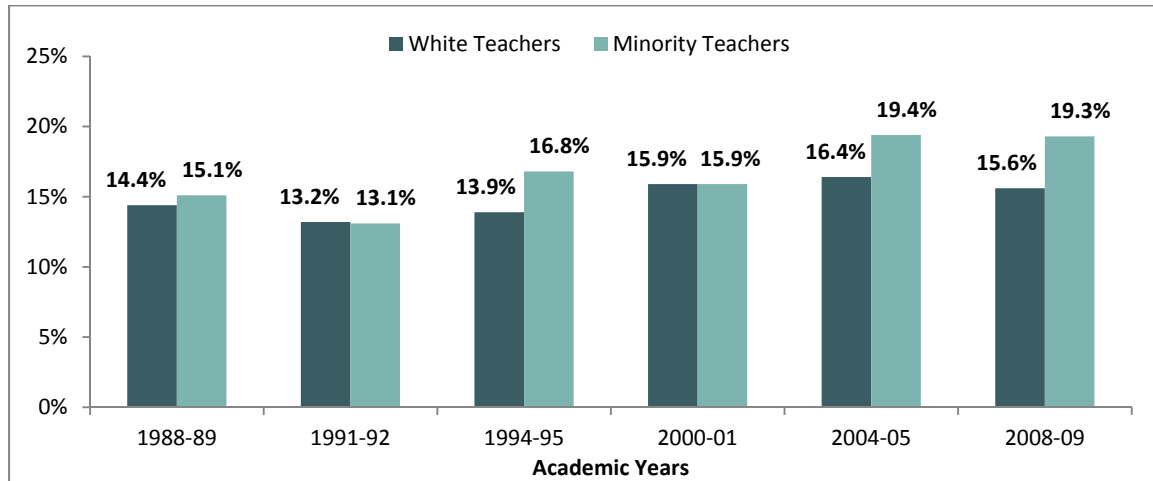
²⁵ Ibid. p. 19.

²⁶ Bireda, S. and Chait, R. “Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce.” Op cit. p. 2.

²⁷ [1] Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 10.

by Ingersoll and May indicates that **the turnover rate for teachers of color has substantially increased since the 1988-99 academic year, and has generally remained higher than for white educators** (Figure 1.5). In fact, minority teacher turnover has been so dramatic as to negate recent recruitment efforts. For instance, in 2003-04, a total of 47,600 new minority teachers entered the American education system; the following year, approximately 56,000 chose to leave the profession permanently.²⁸

Figure 1.5: Annual Teacher Migration and Attrition by Demographic Subset, 1988-2008



Source: Ingersoll and May²⁹

The increasing awareness of the scale of minority teacher attrition and migration has led to a growing focus on retention initiatives. Though evidence suggests that minority teachers are disproportionately drawn to schools and districts with a larger share of disadvantaged students, this alone is generally not sufficient to have a statistically significant impact on their rates of retention.³⁰ Instead, experts advocate more holistic retention initiatives, targeting the common reasons for minority teacher migration and attrition.

[2] Carrol, T. "The High Cost of Teacher Turnover." The National Commission on Teaching and America's Future. p. 1. <http://nctaf.org/wp-content/uploads/NCTAFCostofTeacherTurnoverpolicybrief.pdf>

²⁸ Ingersoll, R. and May, H. "Recruitment, Retention, and the Minority Teacher." Op cit. p. 25.

²⁹ Ibid. p. 24.

³⁰ [1] Bireda, S. and Chait, R. "Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce." Op cit. p. 1.

[2] Ingersoll, R. and May, H. "Recruitment, Retention, and the Minority Teacher." Op cit. p. i and p. 2.

SECTION II: RECRUITING MINORITY PERSONNEL

In this section, Hanover Research examines minority teacher recruitment strategies widely advocated by educational researchers and practitioners across the United States. This section presents common practices employed by states, districts, and schools, and cites research-based evidence in support of these practices, where available. The section provides a holistic view of developing and supporting the minority teacher pipeline, beginning by stimulating and fostering young students' interest in education, ensuring access into the profession, and considering candidates with alternative teacher certifications.

EARLY IDENTIFICATION AND INTERVENTION

While there is a general consensus in the literature that closing the minority teacher gap requires the dual approach of recruitment and retention, there is considerable evidence suggesting that much of the minority teacher shortage can be traced to an inadequate supply chain.³¹ Minority groups in the United States are more likely to lack access to the high-quality K-12 education and, subsequently, less likely to satisfy the higher education requisite for entry into the teaching force.³² Furthermore, many of the most capable minority students are drawn to other professional fields that are perceived to be associated with higher salaries, social value, and prestige than education.³³

Districts and schools can identify and stimulate interest in teaching through school surveys, counseling, motivational workshops, and preparatory courses.

As a means of removing these barriers to the profession, many states, districts, and schools have enabled early prospective teacher identification programs to encourage, foster, and support students who have expressed interest in teaching.³⁴ Evidence suggests that **effective minority recruitment efforts must begin at an early age, and should typically engage students as early as middle and secondary school.**³⁵ Specifically, the National Education Association advises that districts and schools can identify and stimulate interest in education amongst minority students through "...school surveys, counseling, motivational

³¹ Ingersoll, R. and May, H. "The Minority Teacher Shortage: Fact or Fable?" Education Week. September 1, 2009. http://www.edweek.org/ew/articles/2011/09/01/kappan_ingersoll.html

³² Dervarics, C. "Minority, Low-Income Students lack Adequate Access to Educational Opportunities." Diverse Issues in Higher Education. August 8, 2011. <http://diverseeducation.com/article/16180/#>

³³ "National Education Association and Teacher Recruitment: An Overview." National Education Association. Op. cit.

³⁴ Ibid.

³⁵ Fenske, R., Geranios, C., Keller, J., and Moore, D. "Early Intervention Programs: Opening the Door to Higher Education." American Society for Higher Education/Education Resources Information Center Higher Education Report. 25:6. 1997, p. 16. <http://files.eric.ed.gov/fulltext/ED412863.pdf>

workshops, summer college preparatory courses, [and] courses in educational theory and practice.”³⁶

THE TEACHER CADET PROGRAM

Perhaps the most frequently referenced early identification and intervention program in the country, South Carolina’s state-wide **High School Teacher Cadet Program (TCP)** has served as an early introduction to the profession for many of the state’s minority students.³⁷ Administered by the educational non-profit organization Center for Educator Recruitment, Retention, and Advancement (CERRA), the TCP program offers interested and capable students the opportunity to earn college credits, while providing “...insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America.”³⁸ Initially piloted at four high schools during the 1985-86 academic year, the program was eventually expanded to approximately 73 percent of the state’s public high schools, ultimately serving more than 55,000 high school juniors and seniors since its inception.³⁹

The TCP uses proprietary curriculum, delivered on the student’s high school campus one period each day by school personnel, to provide an overview of pedagogy, practice, and contemporary issues in education. The curriculum is designed to provide teacher preparation through clinical experience, supported by academic coursework, and is divided into four primary sections: *Experiencing the Learner*, *Experiencing the Profession*, *Experiencing the Classroom*, and *Experiencing Education*.⁴⁰ As part of *Experiencing the Classroom*, students spend up to nine weeks shadowing a participating teacher, assisting with lesson planning, content delivery, and classroom management.⁴¹

Though not limited to minority students, **TCP has demonstrated success in directing a diverse demographic group of young students toward careers in South Carolina’s public school system.**⁴² For instance, of the 2,396 students participating in the TCP during the 2012-13 academic year, nearly 34 percent identified as part of a minority group, while 23 percent were male. A longitudinal analysis of TCP outcomes conducted by CERRA indicates that, since the program’s inception, approximately one in five participants has gone on to

³⁶ “National Education Association and Teacher Recruitment: An Overview.” National Education Association. Op cit.

³⁷ [1] “Best Practices in Minority Teacher Recruitment: A Literature Review.” Connecticut Alliance of Regional Education Centers. 2011, p. 3.

http://www.crec.org/RESCMTR/docs/national_best_practices_in_minority_teacher_recruitment.pdf

[2] “Teacher Cadet Data.” South Carolina Center for Educator Recruitment, Retention, and Advancement. <http://www.teachercadets.com/research/>

³⁸ “The Teacher Cadet Program.” South Carolina Center for Educator Recruitment, Retention, and Advancement. <http://teachercadets.s2.internetconsult.com/overview.aspx>

³⁹ “Teacher Cadet Data.” South Carolina Center for Educator Recruitment, Retention, and Advancement. Op cit.

⁴⁰ “The Teacher Cadet Program.” Center for Education Policy and Leadership at Furman University. http://riley.furman.edu/sites/default/files/docs/WWSCclearinghouse_tcadet2_4.8.pdf

⁴¹ Ibid.

⁴² “Best Practices in Minority Teacher Recruitment: A Literature Review.” Connecticut Alliance of Regional Education Centers. Op cit. p. 4.

earn the South Carolina teacher licensure, and that during the 2008-09 academic year, more than 4,000 TCP completers were employed in the state's public education system.⁴³

PARTNERSHIPS WITH HIGHER EDUCATION INSTITUTIONS

The national focus on the diversification of the teaching force has created fierce inter-district competition for minority teachers over the past several decades.⁴⁴ The National Education Association recommends that **districts establish aggressive recruiting activities for these candidates, including partnerships with regional colleges and universities, which create direct employment channels for minority applicants.**⁴⁵ However, effective minority recruitment initiatives often begin before future teachers matriculate to universities, by engaging prospective teachers at the community college level.⁴⁶

COMMUNITY COLLEGE PARTNERSHIPS

The current body of literature suggests that community colleges play a critical role in the preparation of the U.S. teaching force.⁴⁷ A series of studies conducted in 1999 through 2001 found that nearly one-fifth of all candidates entering the teaching force began their post-secondary education at the community college level, and that more than half of all community colleges have dedicated teacher preparation programs.⁴⁸ Furthermore, minority students are disproportionately enrolled in community colleges across the country, comprising some 49 percent of the student body, and are more likely to participate in learning communities that may prepare students for careers in education than their white peers.⁴⁹

While recruiting candidates with associate's degrees may help districts secure non-certified minority personnel, licensure requirements inevitably mandate at least a bachelor's degree for entry into the teaching force. However, a number of distinct barriers, such as difficulty transferring community college credits and difficulty financing higher education, have prevented a large number of prospective minority teachers from attaining a four-year degree.⁵⁰ Where possible, districts should advocate for the alignment of community college

⁴³ "Teacher Cadet Data." South Carolina Center for Educator Recruitment, Retention, and Advancement. Op cit.

⁴⁴ Archer, J. "Competition is Fierce for Minority Teachers." *Education Week*. 19:18. 2000, pp. 32-33. <http://www.edcounts.org/archive/sreports/qc00/templates/article.cfm@slug=minority.htm>

⁴⁵ "National Education Association and Teacher Recruitment: An Overview." National Education Association. Op cit.

⁴⁶ [1] Ibid.

[2] Torres, J., and Peck, N. "Minority Teacher Recruitment, Development, and Retention." The Education Alliance at Brown University. 2004, p. 48. <http://www.brown.edu/academics/education-alliance/publications/minority-teacher-recruitment-development-and-retention>

⁴⁷ [1] Coulter, T. and Vandal, B. "Community Colleges and Teaching Preparation: Roles, Issues, and Opportunities." The Education Commission of the States. 2007, p. 4. <http://www.ecs.org/clearinghouse/74/01/7401.pdf>

[2] McMillan, V. "The Role of Community Colleges in Teacher Education and Standards-Based Reform." *Teacher Licensure Testing and Performance Assessment*. 2005, pp. 177-178. http://images.pearsonassessments.com/images/NES_Publications/2005_13McMillan_548_1.pdf

⁴⁸ Torres, J. et al. "Minority Teacher Recruitment, Development, and Retention." Op cit. p. 48.

⁴⁹ Blackmon, O. "Just the Stats: Higher Minority Participation in Community College Support Programs." *Diverse Issues in Higher Education*. October 16, 2013. <http://diverseeducation.com/article/56763/#>

⁵⁰ Torres, J. et al. "Minority Teacher Recruitment, Development, and Retention." Op cit. pp. 73-74.

and university education curriculum, and support the formation of streamlined matriculation alternatives, such as 2+2 and joint admission programs.⁵¹

UNIVERSITY PARTNERSHIPS

The current base of literature regarding minority teacher recruitment is largely supportive of the development of formal partnerships with colleges and universities to direct prospective teachers to those districts with the greatest need.⁵² In some districts, such as Philadelphia Public Schools, the minority teacher shortage has led to relatively wide-ranging proposals, including paying the higher education tuition and fees for minority teaching candidates who agree to teach in the district for a minimum of four years.⁵³ However, the current body of literature does not necessarily support recruitment programs requiring a large capital outlay to secure minority teaching candidates: to date, the research base validating the efficacy of these recruitment strategies is limited and inconclusive.⁵⁴

Current best practices research suggests that districts should participate actively in the local educational community, fostering collaboration among local secondary schools, community colleges, and universities to shape teacher education programs around clearly defined common goals. Other best practices for district-university partnerships include:⁵⁵

- Creating formal, rather than ad-hoc, partnerships with higher education institutions based on the fulfillment of a common mission;
- Establishing articulation agreements with universities to ease student transitions to higher education;
- Encouraging the development of both traditional education programs and alternative certification programs; and
- Ensuring direct links between district schools, community colleges, and universities for the recruitment of qualified high school juniors and seniors.

The successful recruitment of prospective minority educators also benefits from aggressive on-campus recruiting of teacher candidates, particularly at minority-serving institutions, such as historically black colleges and universities (HBCUs).⁵⁶ As of 2004,

⁵¹ Coulter, T. and Vandal, B. "Community Colleges and Teaching Preparation: Roles, Issues, and Opportunities." Op cit. p. 9.

⁵² Lee, M. "Minority Recruitment: How Can We Attract Minority Educators to Our Districts?" The University of Kansas. 2001, p. 15.

<http://www.people.ku.edu/~howard/Courses/T1953Hrm/Student%20Products/Mark%20Lee%20HRM.PDF>

⁵³ Watson, S. "Recruiting and Retaining Teachers: Keys to Improving the Philadelphia Public Schools." Consortium for Policy Research in Education. 2001, p. 24.

http://www.cpre.org/sites/default/files/researchreport/797_children01.pdf

⁵⁴ Torres, J. et al. "Minority Teacher Recruitment, Development, and Retention." Op cit. p. 49.

⁵⁵ Gедerman, R. "The Role of Community Colleges in Training Tomorrow's School Teachers." Community College Review. 28:4. 2001, pp. 58-70. Cited in Torres, J. et al. "Minority Teacher Recruitment, Development, and Retention." Op cit. p. 49.

⁵⁶ [1] "National Education Association and Teacher Recruitment: An Overview." National Education Association. Op cit.

[2] Torres, J. et al. "Minority Teacher Recruitment, Development, and Retention." Op cit. pp. 74-76.

minority-serving institutions enrolled approximately one-third of all students of color and granted nearly one-half of all education degrees and teaching certificates to African American, Hispanic, and Native American students in the United States.⁵⁷ Many school districts, such as Charlottesville City Schools in Virginia, actively recruit on HBCU campuses, and send recruitment delegates to consortium events at which HBCUs are well-represented.⁵⁸

THE SEAMLESS EDUCATION PARTNERSHIP

The Seamless Education Partnership (SEP) is an agreement established in the early 1990s among California's Long Beach Unified School District (LBUSD), Long Beach City College, and California State University, Long Beach (CSULB), to align education across all levels throughout the community.⁵⁹ Institutional data are shared among the three partner institutions to "...identify, prioritize, and address" the most pressing needs at each, and used to guide programming and curriculum as needed.⁶⁰ Though not explicitly designed for prospective minority teachers, the program is expressly focused on creating equitable access to education throughout the Long Beach community.⁶¹

More recently, Long Beach Unified School District has begun to work closely with CSULB to reform the university's teacher preparation program and ensure that graduates are prepared to meet district's staffing needs.⁶² In addition to administrative collaboration, the two entities have also established an educational exchange, with many LBUSD educators teaching classes at the university's College of Education, and CSULB student teachers engaging in the classroom at LBUSD schools.⁶³ According to administrators at both organizations, the partnership has already begun to pay off: **only a few years after the program's establishment, LBUSD was the largest employer of teachers graduating from CSULB.**⁶⁴

⁵⁷ Torres, J. et al. "Minority Teacher Recruitment, Development, and Retention." Op cit. p. 74.

⁵⁸ [1] Ibid.

[2] "Hiring African American Teachers." Charlottesville City Schools.
<http://esb.ccs.k12.va.us/attachments/b3f2e426-0efa-4898-ab48-d38d42f17b4c.pdf>

⁵⁹ [1] "Long Beach Education Partnership: Seamless Education at Its Best." California State University, Long Beach. 2010. http://cabrillo.edu/associations/facultysenate/handouts/110315/longbeacheducationpartnership_opt.pdf

[2] "Major Changes in Preparation of New Teachers." California State University, Long Beach.
<http://www.csulb.edu/president/education-partnership/preparing-teachers.html>

⁶⁰ "Long Beach Education Partnership: Seamless Education at Its Best." California State University, Long Beach. Op cit.

⁶¹ Ibid.

⁶² "Major Changes in Preparation of New Teachers." California State University, Long Beach. Op cit.

⁶³ "Improving Education Through Collaboration: A Case Study of the Long Beach Seamless Education Partnership." Business Higher Education Forum. 2009, p. 7.

http://www.strategiceducationsolutions.org/sites/default/files/pdfs/LB_Partnership_Report.pdf

⁶⁴ [1] "Long Beach Education Partnership: Seamless Education at Its Best." California State University, Long Beach. Op cit.

[2] "Improving Education Through Collaboration: A Case Study of the Long Beach Seamless Education Partnership." Business Higher Education Forum. Op cit.

SUPPORTING LESS-TRADITIONAL APPLICANTS

Educator certification exams are also often seen as a significant barrier to prospective minority teachers.⁶⁵ While typically billed as “impartial” measures of prospective teachers’ ability to instruct in a classroom environment, there is a growing consensus that most certification and licensure exams reflect, in result if not design, a certain degree of bias.⁶⁶ **A recent analysis of passage rates for the Praxis I certification test, for example, indicated that minority test-takers lag significantly behind white test-takers in all exam components** (Figure 2.1). Furthermore, many experts believe that licensure exams are a crude assessment of overall teacher quality, as they tend to prioritize knowledge gained through academic coursework, rather than other means of acquiring and understanding pedagogical theory.⁶⁷

Figure 2.1: Passage Rates of Praxis I Exams by Race/Ethnicity

RACE/ETHNICITY	PASSAGE RATES RELATIVE TO WHITE TEST TAKERS		
	MATHEMATICS	READING	WRITING
African-American	-41.4%	-40.8%	-35.3%
Hispanic	-21.0%	-16.8%	-16.5%
Asian	-7.0%	-24.3%	-16.3%
Native-American	-18.7%	-16.4%	-22.2%

Source: Educational Testing Services⁶⁸

ALTERNATIVE CERTIFICATION PROGRAMS

In response to these concerns, many **experts and practitioners advise that districts and schools look to alternative teaching certification programs in their recruitment of minority teachers.**⁶⁹ Alternative certification programs – including well-known pathways such as Teach for America (TFA) and the New York City Teaching Fellows – are designed to allow college graduates with non-education degrees to earn applicable teaching certification, typically through some combination of classroom experience, education, and mentoring.⁷⁰ The National Education Association notes that alternative certification programs have shown the greatest degree of success in areas with the highest demand, namely urban and

⁶⁵ “Best Practices in Minority Teacher Recruitment: A Literature Review.” Connecticut Alliance of Regional Education Centers. Op cit. p. 18.

⁶⁶ Torres, J. et al. “Minority Teacher Recruitment, Development, and Retention.” Op cit. pp. 11-13.

⁶⁷ Nadler, D. and Peterson, P. “What Happens When States Have Genuine Alternative Certification?” Education Next. 9:1. 2009. <http://educationnext.org/what-happens-when-states-have-genuine-alternative-certification/>

⁶⁸ Tyler, L. “Toward Increasing Teacher Diversity: Targeting Support and Intervention for Teacher Licensure Candidates.” Educational Testing Service. 2011, p. 8. http://www.nea.org/assets/docs/ETS_NEAteacherdiversity11.pdf

⁶⁹ [1] “Research Spotlight on Alternative Routes to Teacher Certification.” National Education Association. <http://www.nea.org/tools/16578.htm>

[2] Watson, S. “Recruiting and Retaining Teachers: Keys to Improving the Philadelphia Public Schools.” Op cit. p. 4.

[3] Nadler, D. and Peterson, P. “What Happens When States Have Genuine Alternative Certification?” Op cit.

⁷⁰ Sims, C. “Increasing the Minority CTE Teacher Pipeline.” Association for Career and Technical Education. 2010, pp28-29. <http://files.eric.ed.gov/fulltext/EJ874622.pdf>

rural locales, and in the most difficult subjects to staff, including special education, math, and science.⁷¹

Though alternative programs remain hotly debated, recent evidence published in the journal *Education Next* identified **a positive correlation between an alternative certification option and the extent to which minorities are represented in the teaching force**. In turn, there is also a positive correlation between the number of minority teachers and enhanced student achievement, especially among minority students.⁷² Examining the issue at the state level, researchers have found that states with “genuine” alternative certification options, wherein the alternative certification requirements are truly different than the traditional certification requirements, had higher proportions of minority teachers in the workforce and tended to show more rapid student improvement on the National Assessment of Educational Progress exam. Notably, these achievement gains were found to be most profound for African American students.⁷³

⁷¹ “Research Spotlight on Alternative Routes to Teacher Certification.” National Education Association. Op cit.

⁷² Nadler, D. and Peterson, P. “What Happens When States Have Genuine Alternative Certification?” Op cit.

⁷³ Ibid.

SECTION III: RETAINING MINORITY PERSONNEL

In this section, Hanover Research examines minority teacher retention strategies widely advocated by educational researchers and practitioners across the United States. This section presents details regarding common practices employed at the state, district, and school levels to retain minority personnel. The section also offers an overview of the importance of institutional culture, the impact of effective professional development, the purported effects of financial incentives, and the efficacy of peer mentoring initiatives in retaining diverse personnel.

AUTONOMY, INFLUENCE, AND ORGANIZATIONAL CONDITIONS

Organizational conditions have a significant impact on minority teacher turnover. In their recent research on the topic, Ingersoll and May have shown that while negative organizational conditions have a negative impact on annual turnover rates for all teachers, this relationship is particularly strong among minority teachers. In schools with very positive organizational structures, the predicted annual turnover rate among minority teachers was 12 percent, compared to 21 percent in schools with very negative organizational structures.⁷⁴ In this study, organizational conditions included a variety of factors, namely “salary levels, administrative support, faculty decision-making influence, teachers’ classroom autonomy, student discipline and behavioral problems, availability of classroom instructional resources, [and] teacher professional development.”⁷⁵ In particular, Ingersoll and May found that minority teachers value having autonomy within their classrooms and influence within the larger school context more than modest increases in financial compensation. The factors most strongly correlated with minority teacher retention are: (1) positive perception of teacher autonomy in the classroom; (2) positive perception of faculty influence in school-wide decision-making; and (3) positive perception of organizational conditions in the school.⁷⁶

TEACHER AUTONOMY

Teacher autonomy in the classroom and faculty influence in school-wide decision making correlate more strongly with general teacher retention than salary, professional development, or classroom resources.⁷⁷ Teachers who perceive themselves as having agency — that is, the ability to act independently and exert influence — in both the classroom and the administration of the school are more likely to remain both in the

⁷⁴ Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. pp. 36-38.

⁷⁵ Ibid. p. 6.

⁷⁶ Ibid. p. 36.

⁷⁷ Ibid. p. ii.

teaching profession and at their current school.⁷⁸ Specifically, Ingersoll and May identify the following as characteristic indicators of classroom autonomy:⁷⁹

- Selecting textbooks and other instructional materials;
- Selecting content, topics, and skills to be taught;
- Selecting teaching techniques;
- Evaluating and grading students;
- Determining the amount of homework to be assigned; and
- Disciplining students.

Since the enactment of the No Child Left Behind Act (NCLB) in 2002, and the more recent widespread adoption of the Common Core State Standards (CCSS), teacher accountability on the national scale has reached a new high point. However, some critics argue that this accountability comes at the expense of teacher autonomy over curriculum and content delivery in the classroom. As teachers adjust their practice to meet state standards and curriculum becomes increasingly standardized to the Common Core, the number of instructional areas over which teachers retain control is likely to shrink.⁸⁰ However, many teachers report that, even when their content is guided by state and district curriculum standards, they can nevertheless maintain autonomy over the specific pedagogical techniques employed in their classrooms.⁸¹ In light of these systemic changes to the traditional teaching model, schools seeking to improve their minority teacher retention rates should allow for teacher autonomy in the classroom to the greatest extent possible.

However, it is important to distinguish between “autonomy” and “lack of support.” Beginning teachers report **higher job satisfaction and schools see lower attrition and/or migration rates when teachers have access to “teacher education mentors, colleagues with similar ideas about teaching and working cooperatively, administrators who encourage and promote teachers’ ideas, and a community which feels positive about the educational system and those involved.”**⁸² Co-planning with teachers who share the same subject areas has also been proven to both increase teacher job satisfaction and decrease attrition/migration rates.⁸³ Given these findings, districts should be cognizant of the need to

⁷⁸ [1] Milner, R. “Handbook of Urban Education.” Routledge, 2013. p. 109.

[2] “Action. 1. The Nature of Action and Agency.” Stanford Encyclopedia of Philosophy. <http://plato.stanford.edu/entries/action/#NatActAge>

⁷⁹ Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 14.

⁸⁰ [1] As of January 2014, 45 states and the District of Columbia have adopted the Common Core State Standards. See: “In the States.” Common Core State Standards Initiative. <http://www.corestandards.org/in-the-states>

[2] Hill, D., and Barth, M. “NCLB and Teacher Retention: Who Will Turn Out the Lights?” Education and the Law. 16:2-3. June/September, 2004.

⁸¹ Diamond, J. “Accountability Policy, School Organization, and Classroom Practice: Partial Recoupling and Educational Opportunity.” Education and Urban Society. 44. 2012, p.172.

⁸² Inman, D., and Marlow, L. “Teacher Retention: Why Do Beginning Teachers Remain in the Profession?” Education. 124:4. 2004, p. 613

⁸³ Pietarinen, J., Pyhaeltoe, K., Soini, T., and Salmela-Aro, K. “Reducing Teacher Burnout: A Socio-Contextual Approach.” Teaching and Teacher Education. 35. 2013. p. 1.

provide minority teachers with adequate levels of professional support and opportunities for collaboration with colleagues, while at the same time granting them sufficient autonomy in instruction and classroom management.

FACULTY INFLUENCE

As with teacher autonomy in the classroom, teachers who perceive themselves and their non-administrative colleagues as having some influence in the administration of the school are more likely to stay both in the teaching profession and at their current school. For instance, **on a scale of one to four, a one-point increase in teachers' self-reported faculty influence rankings was found to correlate to a 37 percent decrease in the likelihood of attrition or migration of a minority teacher.**⁸⁴ In particular, Ingersoll and May specify the following areas in which teachers often feel that their input is beneficial for the wider school and district environment:⁸⁵

- Student performance standards;
- Curriculum;
- Content of in-service programs;
- Evaluating teachers;
- Hiring teachers;
- School discipline policy; and
- Deciding spending of budget.

A school culture that encourages mutual influence between teachers and administrators represents an equal valuation of both parties, potentially increasing teachers' perceived self-worth within the school and community context. In addition, teachers who perceive their work setting as collaborative and influenced by teachers' ideas are more likely to report higher job satisfaction and less likely to leave the school or the profession.⁸⁶

ADDITIONAL ORGANIZATIONAL CONDITIONS

As mentioned above, organizational conditions refer to **dependencies shared among administration and classroom staff within the school, such as teacher salary, student discipline, school leadership support, and school resources**, and typically derive from administrative paradigms established by school principals and district superintendents.⁸⁷ For instance, student discipline is one area where districts and schools can have a significant impact on the quality of teachers' work environment. As one of the most common but contentious issues encountered at K-12 campuses, the clear articulation of and consistent enforcement of school rules has been shown to be an important organizational condition

⁸⁴ Ingersoll, R. and May, H. "Recruitment, Retention, and the Minority Teacher." Op cit. p. 35.

⁸⁵ Ibid. p. 14.

⁸⁶ Pietarinen, J., Pyhaeltoe, K., Soini, T., and Salmela-Aro, K. Op. cit. p. 1.

⁸⁷ Ibid. p. 36.

associated with the retention of minority teachers.⁸⁸ An administration that establishes effective school rules and assists in their enforcement removes the teacher from the decision-making process, alleviating a consistent source of job-related stress for educators.⁸⁹

Developing an effective and consistent administrative paradigm for a given school or district requires cohesion among administrators and staff.⁹⁰ Open and easy communication between the administrative team and teachers is paramount in maintaining positive organizational conditions. The Public Education Network, a network of local education funds and community-based organizations, emphasizes that, for early-career teachers,

For early-career teachers, the most important factor in assessing an administrator's quality is their accessibility.

the most important factor in assessing an administrator's quality is their accessibility.⁹¹ Additionally, principals and administrators who are readily accessible, demonstrate broad support and interest in dialogue with staff, hold high expectations for students, articulate vision goals for the school, allocate resources fairly, and develop organizational structures to support instruction and learning, retain teachers at a higher rate than their peers.⁹²

The principal and other administrators play a key role in defining and navigating the relationship between teaching staff and the administrative team at the school. The existing base of literature indicates that "...principals with a commitment to professional growth and excellence for themselves, their students, and their teachers (new and veteran alike), are retaining teachers at a higher rate than their peers."⁹³ In addition to their influence over school policy and culture, principals who structure the school day to allow their teachers sufficient access to technology, planning time with colleagues, and administrator access retain all teachers at higher rates than their peers.⁹⁴

⁸⁸ Thornberg, R. "Inconsistencies in Everyday Patterns of School Rules." *Ethnography and Education*. 2:3. 2007, p. 408.

⁸⁹ *Ibid.* p. 413.

⁹⁰ Brown, K., and Wynn, S. "Finding, Supporting, and Keeping: The Role of the Principal in Teacher Retention Issues." *Leadership and Policy in Schools*. 8:1. 2009, p. 38.

⁹¹ Protheroe, N. "The Principal's Role in Supporting New Teachers." *National Association of Elementary School Principals*. 2006, p. 34. <http://www.naesp.org/resources/2/Principal/2006/N-Dp34.pdf>

⁹² Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., and Wyckoff, J. "The Influence of School Administrators on Teacher Retention Decisions." *Center for Education Policy Analysis, Stanford University*. 48:2. 2009, p. 21. <http://cepa.stanford.edu/content/influence-school-administrators-teacher-retention-decisions>

⁹³ Brown, K. and Wynn, S. "Finding, Supporting, and Keeping: The Role of the Principal in Teacher Retention Issues." *Op. cit.*, p. 37.

⁹⁴ *Ibid.* p. 42.

PROFESSIONAL DEVELOPMENT

At its best, professional development for teachers targets a specific area for improvement and provides teachers with concrete resources and skills that they can use to improve their teaching practice.⁹⁵ Teachers' extant practices can often be supplemented, streamlined, or modernized through professional development, though it is essential that professional development programs honor teachers' existing pedagogical practices in order to maintain a positive relationship and increase teachers' likelihood of accepting the new content.⁹⁶ Educational professional development usually falls into one of two broad categories: *classroom management* (i.e. addressing student discipline, behavioral issues, etc.), or *content* (i.e. teaching subject matter, student learning of subject matter).⁹⁷

While professional development helps define a teacher's career trajectory and is therefore often thought of as a means of increasing teacher retention, Ingersoll and May's 2011 study suggests that **the connection between professional development and minority teacher retention is not statistically significant.**⁹⁸ Nevertheless, professional development is still widely advocated within the existing body of literature as one of the primary means of teacher retention.

CLASSROOM MANAGEMENT

Though widely beneficial for all teachers, providing professional development opportunities in the area of classroom management on a regular basis is especially important for new and minority teachers.⁹⁹ One reason for this finding is that minority teachers are more likely to teach in urban schools with more frequent and more serious classroom management issues compared to white teachers.¹⁰⁰ Classroom management-focused professional development affords minority teachers the opportunity to discuss strategies for addressing common issues and challenges with their peers and/or professional development staff. Every teacher ultimately manages his/her classroom in a way that complements their personality, capacities, and personal preferences, but teachers beginning their career benefit from the advice veteran teachers and classroom management professional development staff can provide.¹⁰¹

Effective classroom management-focused professional development should present specific strategies that minority teachers can translate into the classroom. For instance, one effective classroom management practice covered in Frank Banks' *Early Professional*

⁹⁵ Vrasidas, C. and Glass, G. "Online Professional Development for Teachers." Center for Application of Information Technologies. p. 142.

⁹⁶ Ibid. pp. 3-4.

⁹⁷ Elfers, A., Boatright, B., Knapp, M.. "Preparation and Support for Teaching: A Survey of Support for Teachers' Professional Learning." Center for Strengthening the Teaching Profession, University of Washington. 2004, p. 9. <http://depts.washington.edu/ctpmail/PDFs/Survey3WorkingPaper.pdf>

⁹⁸ Ingersoll, R. and May, H. "Recruitment, Retention, and the Minority Teacher." Op cit. p. 37.

⁹⁹ Banks, F. and Mayes, A. "Early Professional Development for Teachers." Routledge. 2012. p. 5

¹⁰⁰ Torres, J., and Peck, N. "Minority Teacher Recruitment, Development, and Retention." Op cit. p. 96.

¹⁰¹ By way of example, the National Education Association maintains an online forum dedicated to best practices in classroom management, available at: <http://public-groups.nea.org/discussion/forum/show/162197>

Development for Teachers mitigates the tendency of students to question their teachers' authority by having students co-author the classroom rules with their teacher. By developing and establishing rules collectively rather than unilaterally, with the teacher dictating the rules in a top-down structure, students take ownership of the policies and implicitly agree to abide by them.¹⁰²

CONTENT-FOCUSED PROFESSIONAL DEVELOPMENT

Well-executed, content-focused professional development can help every teacher improve his or her practice. In particular, **teachers in high-need urban school districts stand to benefit from professional development focused on culturally relevant teaching that respects and responds to the diverse backgrounds of their student body.**¹⁰³ Content-focused professional development encompasses more than pedagogical advances in teachers' specific content areas; it also addresses the ways in which students learn the material contained in a given content area. Culturally-relevant professional development not only focuses on developing culturally conscious ways of teaching specific subjects, but also accounts for the ways in which students' backgrounds affect how they might learn a particular topic.

Furthermore, research suggests that, in addition to receiving professional development to support the implementation of culturally relevant practices in the classroom, young teachers may wish to take on multiple varied roles in the school context.¹⁰⁴ For example, most progressive teacher preparatory programs frame the role of the teacher around issues of social justice and closing the achievement gap. In fact, teachers who leave the classroom to pursue social justice and settle in a different professional context – called “shifters” – report that they wanted more opportunities to address issues of inequality directly in the school. In addition, professional development focused on bringing conversations about social justice into the classroom may address concerns some shifters have about the impact of their work as teachers.¹⁰⁵

DEVELOPING NON-CLASSROOM TEACHER SKILLS

In addition to content- and classroom management-focused professional development, teachers often benefit from professional development in non-classroom teaching practices, a topic that may be especially useful for minority teachers. For example, a 2000 study of a school in the Northeast United States concluded that informal exclusionary practices among white teachers artificially exacerbated differences in cultural capital among both white and minority teachers. One individual in the case study – a minority teacher attempting to apply

¹⁰² Ibid. pp. 325-326.

¹⁰³ Achinstein, B. Ogawa, R., John, L., and Freitas, C. “Supporting New Teachers of Color and Cultural Diversity.” New Teacher Center, University of California at Santa Cruz. 2009, p.1.
http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_SupportingNewTeachersofColorandCulturalDiversity.pdf

¹⁰⁴ Olsen, B. and Anderson, L. “Courses of Action: A Qualitative Investigation into Urban Teacher Retention and Career Development.” Institute for Democracy, Education, and Access, University of California at Los Angeles. 2004, p.23.
<http://idea2.gseis.ucla.edu/publications/utec/reports/pdf/rrs-rr003-0904.pdf>

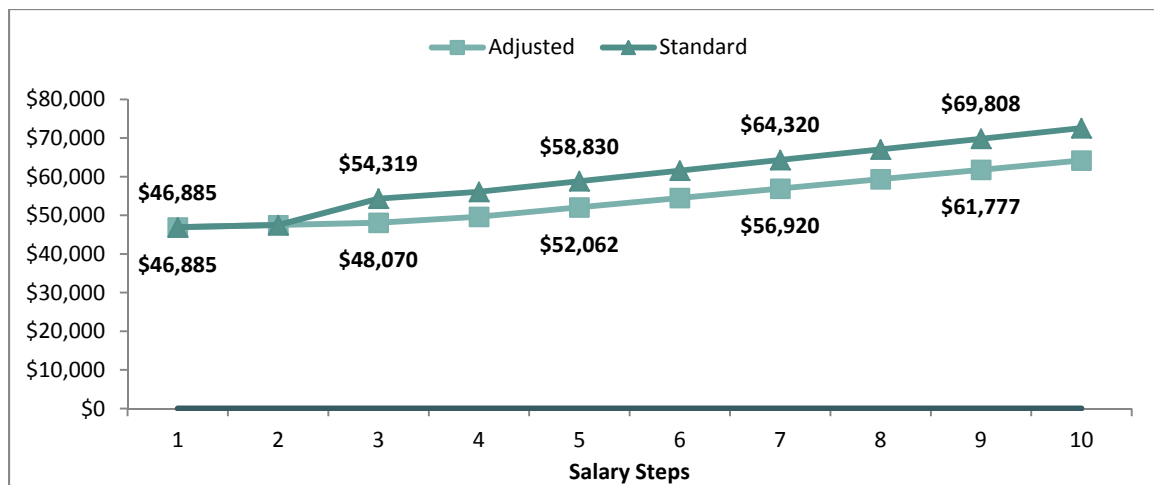
¹⁰⁵ Ibid. p. 24.

for field trip grants for her students – reported feeling excluded from both the white teachers and her fellow minority teachers by applying for grants, which only the white teachers had previously done.¹⁰⁶ Accordingly, professional development in areas like grant applications and other occasional-use teacher skills and literacies may help close the perceived or actual gap in cultural capital among white and minority teachers.

FINANCIAL INCENTIVES AND TEACHER RETENTION

While teachers’ salaries generally increase at set rates over the course of their career, some districts have attempted to incentivize retention by front-loading salary increases for teachers during their first few years on the job. One such district, San Francisco Unified School District (SFUSD), front-loaded steps in the salary schedule so that teachers with five or fewer years of prior experience stood to gain an 8 to 13 percent salary increase, while those with six or more years were likely to see significantly smaller incremental pay raises (Figure 3.1).¹⁰⁷

Figure 3.1: SFUSD Salary Scheduled Adjusted for Teacher Retention Initiative



Source: Center for Education Policy Research¹⁰⁸

While SFUSD’s theory was that this front-loaded increase would improve early-career teacher retention across all demographics, research-based evidence into the program’s efficacy is mixed. Research conducted at Stanford University’s Center for Education Policy Analysis determined that, while these salary increases did correlate with an increase in teacher retention by nearly 10 percent in SFUSD, they did not produce a *differential* increase in retention rates of teachers targeted for salary increases versus teachers who were not. Furthermore, the study’s author notes that the data under consideration coincide

¹⁰⁶ Torres, J., and Peck, N. “Minority Teacher Recruitment, Development, and Retention.” Op cit. p. 109.

¹⁰⁷ Hough, H. “Research Brief: Salary Incentives and Teacher Quality: The Effect of a District-Level Salary Increase on Teacher Retention.” Center for Education Policy Research at Stanford University. 2012. <http://cepa.stanford.edu/content/research-brief-the-effect-of-a-district-level-salary-increase-on-teacher-retention>

¹⁰⁸ Ibid.

with the 2008 financial crisis, which may have decreased the likelihood of teachers pursuing a career change.¹⁰⁹

The literature remains conflicted as to the influence of teacher salary on retention rates. For instance, a meta-analysis of 34 studies on 63 attrition moderators concludes that **insufficient compensation is a strong motivator of attrition, but more generous compensation is not directly correlated with higher retention rates.**¹¹⁰ Further, white, young, married mothers are the demographic group with the highest propensity toward attrition, and are also the least likely candidates to be highly motivated by salary increases.¹¹¹ Additional evidence suggests that low long-term teacher retention may be the consequence of a pension and salary structure that rewards mid-career retirement more generously than a late-career retirement, when accounting for leisure time gained.¹¹² While these factors may not disproportionately affect the minority teaching force compared to the overall teaching force, it is important to consider the ways in which high attrition and migration among minority teachers are interconnected to high turnover rates among all teachers.

MERIT PAY

Merit pay has long been a contentious issue in education. Proponents are quick to advance that teacher salary incentives are closely associated with higher levels of student performance.¹¹³ Further, a study of public school teachers from 2007 suggests that teachers who work in districts that use a merit pay system are no less satisfied with their jobs than are other teachers, a major concern for detractors of the pay-for-performance system.¹¹⁴ However, this same study notes that, while quantitative differences in job satisfaction among merit pay and salaried districts were statistically insignificant, **teachers in merit pay districts reported that they “...were less enthusiastic, did not think teaching was important, and were more likely to leave for better pay.”**¹¹⁵ Additionally, while proponents of merit pay usually argue that teaching staff should be financially motivated to improve their practice, surveys show that teachers entering pay-for-performance programs did not view the program as motivating, nor did they modify their instruction in response to the changed system.¹¹⁶

¹⁰⁹ Hough, H. “Research Brief: Salary Incentives and Teacher Quality: The Effect of a District-Level Salary Increase on Teacher Retention.” Op cit.

¹¹⁰ Borman, G. and Dowling, M. “Teacher Attrition and Retention: A Meta-Analytic and Narrative Review of the Research.” *Review of Educational Research*. 78:3. 2008, p. 398.

¹¹¹ Ibid. p. 396.

¹¹² Harris, D. and Adams, S. “Understanding the Level and Causes of Teacher Turnover: A Comparison with Other Professions.” *Economics of Education Review*. 2005. p. 325.

¹¹³ Gorman, L. “Teacher Incentives and Student Performance.” The National Bureau of Economic Research. 2014. <http://www.nber.org/digest/jun07/w12627.html>

¹¹⁴ Gius, M. “The Effects of Merit Pay on Teacher Job Satisfaction.” *Applied Economics*. 45:31. 2013, p. 4,443.

¹¹⁵ Ibid.

¹¹⁶ Yuan, K. “Incentive Pay Programs Do Not Affect Teacher Motivation or Reported Practices.” *Educational Evaluation and Policy Analysis*. 35:1. 2013.

The literature is also equivocal as to the effect of salary increases - permanent or merit based – on teacher retention. According to one study, a \$1,000 increase in salary correlates with reduced attrition of 3 to 6 percent among African American and Latino teachers in Texas.¹¹⁷ Proponents of incentive pay have referred to this statistic as proof of the program’s efficacy. However, Dr. Eleanor Fulbeck, an education policy analyst with the University of Pennsylvania, counters that position by arguing, “Unlike uniform salary increases, financial incentives are based on an economic model that assumes teachers make career decisions in response to money.”¹¹⁸ Dr. Fulbeck further argues that merit pay could in fact harm students if teachers willfully withhold changes in their practice in order to show improvement from one year to the next, and thus become eligible for another merit-based bonus or raise.¹¹⁹

MENTORSHIP PROGRAMS

Mentorship programs for early-career teachers comprise a portion of many teacher induction practices across the United States, but these programs differ greatly in terms of system design, reportage, and data collection practices.¹²⁰ Some schools have a highly trained staff mentor who meets regularly with new teachers, while others employ a less formal “buddy system,” pairing more experienced teachers with those new to the school or profession.¹²¹ In general, **induction programs and mentoring programs have been shown to increase new teacher retention by nearly 6 percent and 7 percent, respectively.**¹²²

Mentorship programs for new teachers may also be adapted to support the unique needs of minority teachers. For instance, California’s Beginning Teacher Support and Assessment Program (BTSA), originally established as the California New Teacher Project, began targeting minority teachers in their first two years of teaching starting in 2000 in an attempt to increase minority teacher retention rates statewide and address the underrepresentation of people of color in the teacher preparation pipeline.¹²³ After the statewide launch, one of the main features of the BTSA has been the Formative Assessment for California Teachers (FACT), described as follows:

The FACT System guides teachers in their growth as professionals, focuses on meeting the learning needs of all students, and promotes reflective practitioners. Participating teachers engage in an ongoing learning process that follows a cycle of

¹¹⁷ Kirby, K., Berends, M., and Naftel, S. “Supply and Demand of Minority Teachers in Texas: Problems and Prospects.” *Educational Evaluation and Policy Analysis*. 21:47. 1999.

¹¹⁸ Strauss, V. and Fulbeck, E. “Does Merit Pay Really Increase Teacher Retention?” *The Washington Post*. February 1, 2012. http://www.washingtonpost.com/blogs/answer-sheet/post/does-merit-pay-really-increase-teacher-retention/2012/02/01/gIQAydluhQ_blog.html

¹¹⁹ *Ibid.*

¹²⁰ Hellsten, L., Prytula, M., and Ebanks, A. “Teacher Induction: Exploring Beginning Teacher Mentorship.” *Canadian Journal of Education*. 32:4. 2009, p. 705. <http://files.eric.ed.gov/fulltext/EJ883521.pdf>

¹²¹ Strong, M. “Teacher Induction, Mentoring, and Retention: A Summary of the Research.” *The New Educator*. 1:3. 2007, p. 185.

¹²² Ingersoll, R. and Smith, T. “The Wrong Solution to the Teacher Shortage.” *Educational Leadership*. 60:8. 2003, p. 32. http://repository.upenn.edu/cgi/viewcontent.cgi?article=1126&context=gse_pubs

¹²³ Olebe, M. “A Decade of Policy Support for California’s New Teachers.” *Teacher Education Quarterly*. 2001, p. 72. http://mobile.www.teqjournal.org/Back%20Issues/Volume%2028/VOL28%20PDFS/28_1/v28n1_olebe.pdf

plan, teach, reflect, and apply. With the assistance of a support provider, participating teachers identify areas of strength and growth, and complete an Individual Induction Plan (IIP) for their research and professional development that is focused on the California Standards for the Teaching Profession (CSTP) and the Induction Program Standards (IPS).¹²⁴

In short, FACT combines a mentorship program with an emphasis on reflective teaching practices, much like teaching practicums at various graduate schools of education.¹²⁵ FACT differentiates itself from teaching practicums in that it also focuses on state-specific standards training. Additional features of the program include school- and district-level new teacher workshops, release time for new teachers to observe other teachers, and, in some cases, assistance in new teacher portfolio development. In 2003, a comprehensive program evaluation of BTSA found that the overall two-year retention rate in the profession was nearly 93 percent for both first- and second-year teachers. District-level teacher retention was approximately 87 percent and 86 percent, while school-level teacher retention was 84 percent and 81 percent, for first-year teachers and second-year teachers, respectively.¹²⁶ More recent data from 2010 show the statewide two-year retention rate for BTSA induction participants to be over 85 percent.¹²⁷ While Hanover did not identify any studies that examine the differential impact of BTSA on beginning minority teachers, the positive impact of BTSA programming on overall retention rates suggests that these can practices can be adapted to support minority teachers specifically.

¹²⁴ "FACT: Formative Assessment for California Teachers." Commission on Teacher Credentialing and the California Department of Education. 2011, p. 5.

http://ca-btsainduction.org/sites/ca-btsainduction.org/files/FACT_Users_Guide%207.31.12.pdf

¹²⁵ Savitz-Romer, M. "Prevention Science and Practice / CAS in Counseling." Harvard Graduate School of Education. 2012. <http://www.gse.harvard.edu/academics/masters/psp/placements/index.html>

¹²⁶ Torres, J., and Peck, N. "Minority Teacher Recruitment, Development, and Retention." Op. cit. p. 108.

¹²⁷ "Retention Rate for BTSA Induction." Commission on Teacher Credentialing and the California Department of Education. <http://www.btsa.ca.gov/files/retention-report.pdf>

SECTION IV: DISTRICT PROFILES

In this section, Hanover Research presents profiles of three school districts that have developed diversity hiring and retention initiatives: Denver Public Schools, Des Moines Public Schools, and Corvallis School District. These profiles examine the issue of diversity in the respective states and districts, and discuss the process by which the district undertook its diversity initiatives. Each profile also contains information related to the specific strategies employed to recruit and/or retain diverse personnel, including reflections on each program's efficacy from key district-level stakeholders.

DENVER PUBLIC SCHOOLS

School District No. 1 in the County of Denver and State of Colorado (Denver Public Schools; DPS) is a large, urban school district serving the City of Denver. In 2005, DPS released a strategic vision and plan known as *The Denver Plan*, establishing critical goals related to student achievement and outlining the strategies thought to be necessary to achieve these goals.¹²⁸ The 2005 *Denver Plan* outlined a framework for a number of district-wide diversity protocols, including the development of specific policies related to training staff in cultural sensitivity and appropriate content delivery, as well as a teacher and principal diversity hiring initiative designed to increase the number of minority educators and leaders throughout the district.¹²⁹

DENVER PUBLIC SCHOOLS	
Denver, CO	
• Total Students:	78,339
• Total Teachers:	4,681
• Total Schools:	158

Shortly thereafter, DPS established the Office of Equity and Inclusion with the stated mission of transforming the district's culture, serving the diverse student body, fostering cultural awareness at all DPS buildings, and recruiting and retaining diverse teaching candidates.¹³⁰ Since its inception, the Office of Equity and Inclusion has taken the leading role in a number of the district's diversity programs, including comprehensive team building activities, education and professional development, and broad reaching community engagement.¹³¹ A review of the 2010 *Denver Plan* reveals substantial emphasis on ongoing diversity and inclusion initiatives, suggesting that the Office of Equity and Inclusion will continue to play a substantial role in achieving district-wide goals.¹³²

¹²⁸ "The Denver Plan – 2005." Denver Public Schools. 2005, p. 3.

<http://2010denverplan.dpsk12.org/pdf/2006-05-30thedenverplan.pdf>

¹²⁹ Ibid. p. 37-45.

¹³⁰ "Office of Equity and Inclusion – About Us." Denver Public Schools. <http://diversity.dpsk12.org/about>

¹³¹ "Office of Equity and Inclusion – Programs and Partnerships." Denver Public Schools. <http://diversity.dpsk12.org/initiatives>

¹³² "The Denver Plan – 2010." Denver Public Schools. 2010, pp. 34-39.

<http://2010denverplan.dpsk12.org/pdf/Final2010Denver%20Plan.pdf>

THE STATE OF DIVERSITY IN COLORADO AND DENVER PUBLIC SCHOOLS

The demographic composition of Colorado’s elementary and secondary schools has seen changes similar to those witnessed at the national level. Between the 1992-1993 and 2010-2011 academic years, the total number of **minority students enrolled in Colorado’s public schools more than doubled to nearly 365,000, bringing the proportion of minority students from approximately 25 percent to 43 percent.**¹³³ Over this same 20-year period, the number of white students remained relatively consistent, increasing by only approximately 23,000. Again consistent with the national trend, Colorado’s teaching force is not reflective of the overall student body: as of the 2007-2008 academic year, Colorado had a minority teacher deficit of 27.5 percent, the 14th highest figure among the 50 states and District of Columbia (Figure 4.1).¹³⁴

Figure 4.1: Minority Teacher Deficit in Colorado and U.S., 2007-2008

REGION	GROUP	TOTAL	PERCENT WHITE	PERCENT MINORITY	MINORITY TEACHER DEFICIT
Colorado	Teachers	50,100	89.0%	11.0%	-27.5%
	Students	801,867	61.5%	38.5%	
United States	Students	53,644,872	83.5%	16.5%	-24.1%
	Teachers	3,894,065	59.4%	40.6%	

Source: 1) National Center for Education Statistics; 2) Ingersoll and May¹³⁵

Serving the state’s largest and most diverse urban area, DPS comprises a significantly more diverse student body than the state as a whole.¹³⁶ Since at least the 1998-1999 academic year, the earliest year for which there are available district-level NCES data regarding student demographics, **DPS has been a “majority minority” district, with approximately 75 percent of the student body identifying with one or more minority groups** (Figure 4.2). Since 1998-1999, both the number and proportion of minority students enrolled in DPS schools has continued to grow, increasing to 62,700 students by 2010-2011, or just over 80 percent of the student body.

¹³³ “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

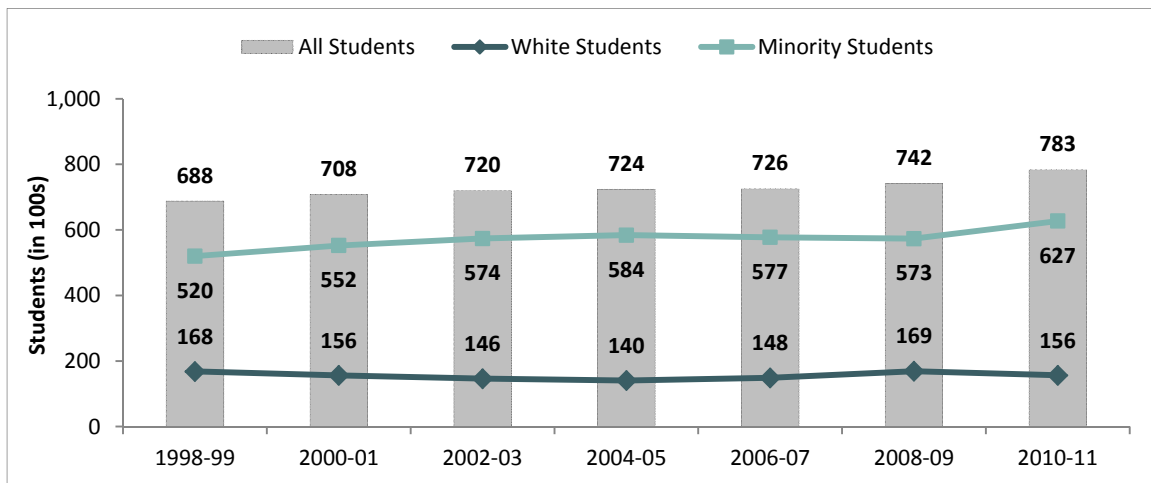
¹³⁴ Boser, U. “Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color.” Op cit. p. 7.

¹³⁵ [1] “Table 2: Percentage Distribution of Public School Teachers, by Race/Ethnicity and State: 2007-2008.” National Center for Education Statistics. Op cit.

[2] “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

[3] Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 19.

¹³⁶ Ingold, J. “Census: Colorado’s Population Substantially More Diverse.” The Denver Post. February 24, 2011. http://www.denverpost.com/ci_17467841

Figure 4.2: Enrollment in Denver Public Schools, 1999-2011

Source: National Center for Education Statistics¹³⁷

RECRUITMENT

Until several years ago, DPS's minority teacher recruitment strategy primarily revolved around travelling to out-of-state recruiting opportunities and forming partnerships with traditionally minority-serving institutions.¹³⁸ Despite considerable financial investment in the strategy however, Mr. Bill de la Cruz, the district's Director of Equity and Inclusion, felt that the program witnessed only marginal success. "When you have a student from a historically black college in the South or even on the East Coast," says Mr. de la Cruz, "getting them to move to an area that doesn't have a large community similar to their ethnic background... can be challenging." Accordingly, DPS largely abandoned their out-of-state minority teacher recruitment initiative, in favor of a more regional strategy.

Denver Public Schools' first step in forming local and regional partnerships was **identifying which area colleges and universities consistently attracted the greatest number of minority teaching candidates**. The district then began to form close working relationships with those colleges of education that make the most significant contributions to the region's minority teacher pipeline, offering support, wherever possible, for students that expressed interest in working for DPS. Denver Public Schools has also begun to establish contact with prospective students early in their education, in some cases as early as high school, in hopes that these students will maintain contact and eventually teach in the district.

Mr. de la Cruz also notes that the interview process itself can be a critical element in securing minority teacher hires. While ideally DPS would like to form interview committees that match the diversity of the candidates, this is not always an option. Accordingly, the Office of Equity and Inclusion has undertaken comprehensive training programs with interview teams, building the district's capacity to display cultural proficiency in the

¹³⁷ "Elementary and Secondary Information System Table Generator." National Center for Education Statistics. Op cit.

¹³⁸ Unless otherwise noted, information in this section is provided by: de la Cruz, B. Director of Equity and Inclusion. Denver Public Schools. Telephone Interview. January 22, 2014.

recruitment process. Denver Public Schools also **incorporates parents and community members in the interview process, increasing the likelihood that a minority teacher will interact with a person from a similar background during recruitment.**

RETENTION

Despite the above efforts, the teaching force at DPS is still not reflective of the student body, which Mr. de la Cruz believes is a function of poor minority teacher retention rates rather than failed recruiting. “We are attracting minority teachers,” says Mr. de la Cruz, “but they are not staying.” To help address this problem, DPS has **enacted a holistic intervention to fundamentally change the district’s culture and climate**, thereby creating an environment that is more culturally responsive and welcoming to educators from diverse backgrounds.

The Office of Equity and inclusion has begun to tackle the issue of climate and culture by launching comprehensive training for all human resources and business partners, building the capacity of the district’s most visible representatives to display cultural sensitivity and proficiency. The program also offers professional development opportunities to teaching staff, which have included the development of a “Culturally Responsive Classroom Management” course, touching on key issues such as intentional classroom culture, culturally appropriate pedagogy, and learning to identify biases and adapt to individuals’ cultural values.¹³⁹ Finally, the Office of Equity and Inclusion has worked to form a more multi-cultural educational community within the district, principally by bringing teachers from different backgrounds together in an informal setting and encouraging the formation of inter-cultural relationships among educational staff members.

“We have lost some very qualified teachers because they said they couldn’t see a leadership track.”

The Office of Equity and Inclusion also works outside of the district to **ensure that the greater Denver community is receptive and welcoming to minority teaching candidates.** “Though it is external to the educational track, it is important that when [teachers] go home, they don’t feel isolated,” says Mr. de la Cruz. In addition, the Office of Equity and Inclusion works closely with other district departments – including the Office of Multicultural Outreach and the Business Diversity Outreach Program – to build more tangible links between schools, teachers, families, and community leaders.¹⁴⁰

Denver Public Schools has also created a clear and transparent leadership track, ensuring that all educators within the district are presented the opportunity to achieve their career ambitions. “We have lost some very qualified teachers because they said that they couldn’t see a leadership track,” says Mr. de la Cruz. “Of course, we have one and people are using it. But most of the people I see using it are white, and know about it because someone helped them figure it out.” Gaining promotion to educational leadership positions within a district

¹³⁹ “Diversity Events.” Denver Public Schools. <http://diversity.dpsk12.org/events>

¹⁴⁰ “Programs and Partnerships.” Denver Public Schools. <http://diversity.dpsk12.org/initiatives>

often requires a certain degree of institutional knowledge that is generally learned through informal social networks. DPS has attempted to remove the informality from this process by providing specific knowledge and training for all individuals interested in pursuing a leadership position.

DES MOINES PUBLIC SCHOOLS

Des Moines Independent Community School District (Des Moines Public Schools; DMPS) is a mid-sized urban school district serving the City of Des Moines, Iowa. Des Moines Public Schools has a long history of progressive programs designed to attract minority teaching candidates to the district, beginning with the Career Opportunity Program in the late 1970s.¹⁴¹ In recognition of the district's changing demographics, DMPS formed a three-tiered partnership known as the Teacher Quality Project with two local higher education institutions – Drake University and Des Moines Area Community College (DMACC) – between 2005 and 2009 that successfully placed 34 minority teachers in district schools.¹⁴²

DES MOINES PUBLIC SCHOOLS	
Des Moines, IA	
• Total Students:	33,091
• Total Teachers:	2,255
• Total Schools:	62

In August 2013, DMPS, Drake University and Des Moines Area Community College (DMACC) announced that they were renewing the partnership, this time under the moniker “The 3D Coalition.”¹⁴³ Consistent with the district's previous initiatives, the 3D Coalition's stated mission is to increase the number of minority teachers – which currently make up only 4 percent of the district's teaching force – through early identification and support.¹⁴⁴ Educational leaders from all three involved institutions say that the program will be mutually beneficial, encouraging highly qualified professionals with an existing connection to the city to remain and work in its schools.¹⁴⁵

THE STATE OF DIVERSITY IN IOWA AND DES MOINES PUBLIC SCHOOLS

The demographic composition of Iowa's K-12 student body has seen a substantial increase in the number of minority students enrolled over the past two decades. Between the 1992-1993 and 2010-2011 academic years, the total number of **minority students enrolled in Iowa schools nearly tripled to 91,615, bringing the proportion of minority students from approximately 7 percent to over 18 percent.**¹⁴⁶ Iowa's teaching force, however, is incongruent with the general student demography, with more than 98 percent of the

¹⁴¹ “3D Coalition Aims to Bridge Des Moines' Minority Gap.” The Campus Chronicle. September 27, 2013. <http://www.campuschroniclenews.com/?p=699>

¹⁴² “DMPS, Drake, DMACC Forming 3D Coalition to Identify, Educate, and Hire More Minority Teachers.” Des Moines Public Schools. August 21, 2013. http://www.dmschools.org/news_release/dmps-drake-dmacc-forming-the-3d-coalition-to-identify-education-and-hire-more-minority-teachers/

¹⁴³ Ibid.

¹⁴⁴ “3D Coalition – Classroom Connections.” Des Moines Public Schools. <http://www.dmschools.org/video/3d-coalition-classroom-connections/>

¹⁴⁵ Ibid.

¹⁴⁶ “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

teaching force identifying as white (Figure 4.3). As of the 2007-2008 academic year, Iowa had a minority teacher deficit of 13.6 percent, the 14th lowest figure amongst the 50 states and District of Columbia.¹⁴⁷

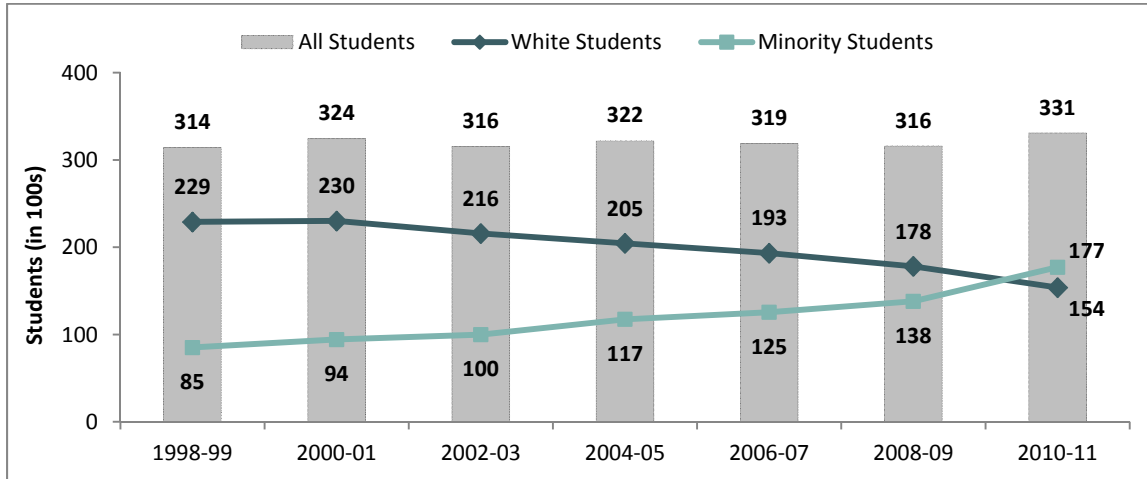
Figure 4.3: Minority Teacher Deficit in Iowa and U.S., 2007-2008

REGION	GROUP	TOTAL	PERCENT WHITE	PERCENT MINORITY	MINORITY TEACHER DEFICIT
Iowa	Teachers	39,600	98.7%	1.3%	-13.6%
	Students	485,115	85.1%	14.9%	
United States	Students	53,644,872	83.5%	16.5%	-24.1%
	Teachers	3,894,065	59.4%	40.6%	

Source: National Center for Education Statistics; 2) Ingersoll and May¹⁴⁸

Serving the state’s largest urban area, the student body’s demographic composition in Des Moines School District is considerably more diverse than the rest of the state (Figure 4.4). The evolution of DMPS’s student body is largely reflective of the national trend, with **the number white students gradually decreasing since the 2000-2001 academic year, and the number of minority students nearly doubling over the same term.** During the 2010-2011 academic year, the number of minority students enrolled in DMPS schools exceeded the number of white students for the first time.

Figure 4.4: Enrollment in Des Moines Public Schools, 1999-2011



Source: National Center for Education Statistics¹⁴⁹

¹⁴⁷ Boser, U. “Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color.” Op cit. p. 7.

¹⁴⁸ [1] “Table 2: Percentage Distribution of Public School Teachers, by Race/Ethnicity and State: 2007-2008.” National Center for Education Statistics. Op cit.

[2] “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

[3] Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 19.

¹⁴⁹ “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

RECRUITMENT

Following the exhaustion of the Teacher Quality Project's federal grant funding in 2009, DMPS administrators approached faculty at Drake University in attempts to reestablish the partnership without external grants.¹⁵⁰ A team of educators from the two institutions began to work with community activists, businesses, and local philanthropists, to secure private financial backing to continue the partnership as the 3D Coalition. Shortly thereafter, DMACC was reintroduced to the partnership and subsequently established a \$50,000 scholarship fund to support 3D Coalition students enrolled at the institution.¹⁵¹

Despite some inherent difficulty, Des Moines Public Schools Superintendent Dr. Thomas Ahart says that operating the program without grant funding has allowed the Coalition members to shape the program to the local context. "We don't have grant funding for this, which is a challenge but is also tremendously freeing," says Dr. Ahart. "It allows us to really be innovative and creative, and get people through as expeditiously as possible."¹⁵² **In particular, Dr. Ahart noted that the district was not required to place rigid restrictions on eligibility for the program.** Currently, the only criteria for participation in the 3D Coalition is that the individual identifies with a minority group, receives a recommendation from a member of the Des Moines' educational community, and expresses interest in teaching in DMPS.¹⁵³

The 3D Coalition fulfills several functions important to recruiting and retaining minority teaching personnel. First, the partners identify students and employees within the ranks of their own schools who may be interested in the teaching profession.¹⁵⁴ Individuals that join the program then receive financial support throughout their education at either of the partner institutions, are guided through the teacher licensure programs mandated by the Iowa Department of Education and the federal government. Those individuals that successfully complete the program are guaranteed employment in a DMPS school, and are obliged to remain with the district for a duration that is equal to the time for which they received financial support.¹⁵⁵

While the program may ultimately extend to DMPS high school students, initial recruitment efforts have focused primarily on non-teaching DMPS employees.¹⁵⁶ In 2013, **3D Coalition partners identified a total of 25 prospective recruits, 24 of which were employed as classified personnel within DMPS.**¹⁵⁷ These recruits represented a wide-range of occupations within the school district, ranging from business and finance professionals to

¹⁵⁰ "Classroom Connections: 3D Coalition." Des Moines Public Schools. <http://www.dmschools.org/video/3d-coalition-classroom-connections/>

¹⁵¹ "3D Coalition Aims to Bridge Des Moines' Minority Gap." The Campus Chronicle. September 27, 2013. <http://www.campuschroniclenews.com/?p=699>

¹⁵² "Classroom Connections: 3D Coalition." Des Moines Public Schools. Op cit.

¹⁵³ "3D Coalition Aims to Bridge Des Moines' Minority Gap." The Campus Chronicle. Op cit.

¹⁵⁴ "DMPS, Drake, DMACC Forming 3D Coalition to Identify, Educate, and Hire More Minority Teachers." Des Moines Public Schools.

¹⁵⁵ "Classroom Connections: 3D Coalition." Des Moines Public Schools. Op cit.

¹⁵⁶ "3D Coalition Aims to Bridge Des Moines' Minority Gap." The Campus Chronicle. Op cit.

¹⁵⁷ "Classroom Connections: 3D Coalition." Des Moines Public Schools. Op cit.

bilingual teachers assistants. Following a succession of informational sessions, the 3D Coalition found tremendous success in securing commitments from this group. Of these 25 recruits, three were enrolled in educational programs at Drake University or DMACC in the fall of 2013, while another 21 are scheduled to begin their postsecondary education in the spring or fall of 2014.¹⁵⁸

Dr. Jane McMahon, Dean of the School of Education at Drake University and a key stakeholder in the 3D Coalition, believes that **creating adequate support structures within the program will be critical to student success.**¹⁵⁹ Both Drake University and DMACC have formed mentoring programs within their respective institutions, linking Coalition participants with faculty and other students, thus creating a network of individuals with similar backgrounds and aspirations.¹⁶⁰ Additionally, all three partners have hired dedicated personnel to work in a number of functions critical to the program's sustainability, including community engagement, identification of continued program funding, and participant support and advising.¹⁶¹

Individuals that complete the program are guaranteed employment with DMPS and are obliged to stay with the district for as long as they received financial support in their education.

While the 3D Coalition aligns with an institution-wide initiative to increase diversity in the student body at Drake University, Dr. McMahon emphasizes that the program works toward a mission common to all three partners: the improvement of education and opportunity within the Des Moines Community. "We do have a similar goal," says Dr. McMahon, "and that is to help us identify highly qualified people who already live in Des Moines, are already invested in the community, and encourage them to continue their profession here."¹⁶²

¹⁵⁸ Ibid.

¹⁵⁹ Ibid.

¹⁶⁰ "3D Coalition Aims to Bridge Des Moines' Minority Gap." The Campus Chronicle. Op cit.

¹⁶¹ "Classroom Connections: 3D Coalition." Des Moines Public Schools. Op cit.

¹⁶² Ibid.

CORVALLIS SCHOOL DISTRICT

Corvallis School District 509J (Corvallis School District; CSD) is a small, suburban school district serving the City of Corvallis in Oregon’s Willamette Valley. In 2006, CSD launched an intensive planning process involving a survey of some 1,300 community members, as well as focus groups comprising administrators, educators, and other stakeholders, culminating in the *Corvallis Community Vision for Education*.¹⁶³ Chief among this report’s findings was the need to create a district-wide culture and climate of diversity and inclusion, and to employ a teaching force reflective of the student body.¹⁶⁴

CORVALLIS SCHOOL DISTRICT Corvallis, OR	
• Total Students:	6,559
• Total Teachers:	300
• Total Schools:	13

Under the direction of the district’s superintendent, CSD formed a Diversity and Inclusion Committee in the fall of 2008 to identify “diversity-related challenges and opportunities” and address the critical issues in creating a safe and inclusive environment for teachers, staff, students, and families at all CSD buildings.¹⁶⁵ Following a comprehensive, two-year evaluation of diversity in the district and greater Corvallis community, the Diversity and Inclusion Committee released the *509J Diversity Action Plan*, outlining a clear and coherent plan for developing a more inclusive school environment, and highlighting the importance of recruitment and retention in closing the district’s minority teacher gap.¹⁶⁶

THE STATE OF DIVERSITY IN OREGON AND CORVALLIS SCHOOL DISTRICT

The evolving demographic composition of Oregon’s elementary and secondary schools is largely reflective of the overall national trend. Between the 1992-1993 and 2010-2011 academic years the total number of **minority students enrolled in Oregon schools more than tripled to 135,000, bringing the proportion of minority students from approximately 12 percent to 35 percent.**¹⁶⁷ Over this same 20-year period, the number of white students in the state’s public schools declined by nearly 75,000. Like most states, Oregon’s teaching force has not been able to keep pace with the changing student demography. As of the 2007-2008 academic year, Oregon faced a minority teacher deficit of 24 percent, the 22nd highest figure among the 50 states and District of Columbia (Figure 4.5).¹⁶⁸

¹⁶³ “Corvallis Community Vision for Education.” Corvallis School District. 2007, pp. 1-2.

<http://www.csd509j.net/Portals/1/Administration/Key%20Initiatives/CCVE/CCVE%20-%20English.pdf>

¹⁶⁴ Ibid. pp. 10-11.

¹⁶⁵ “2008 Diversity and Inclusion Study.” Corvallis School District. <http://www.csd509j.net/en-us/districtinformation/keyinitiatives/diversityactionplan/2008diversityinclusionstudy.aspx>

¹⁶⁶ “509J Diversity Action Plan.” Corvallis School District.

<http://dnn.csd509j.net/Portals/1/Administration/Key%20Initiatives/Diversity%20Action%20Plan/Diversity%20Action%20Plan%20-%202006-11%20modified.pdf>

¹⁶⁷ “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

¹⁶⁸ Boser, U. “Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color.” Op cit. p. 7.

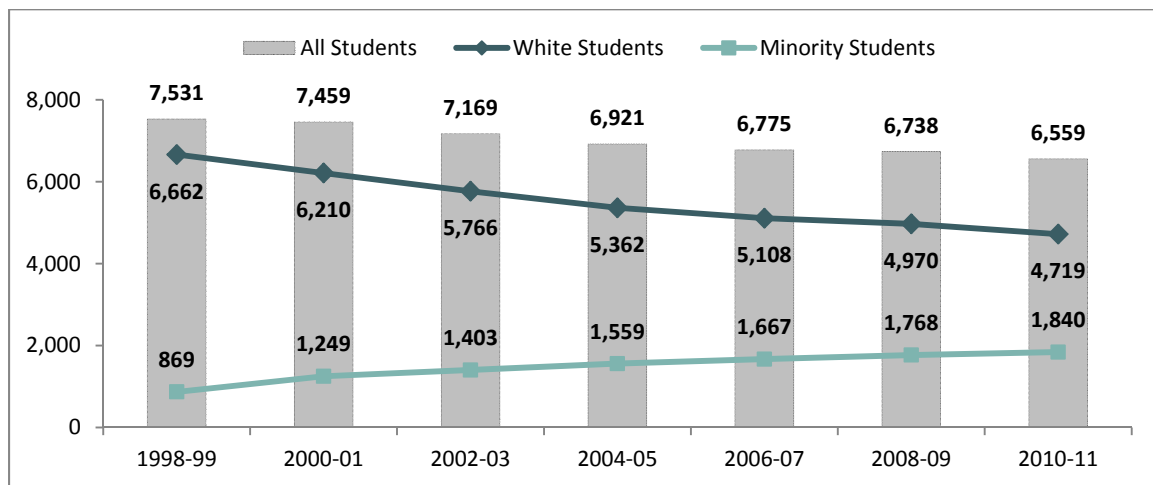
Figure 4.5: Minority Teacher Deficit in Oregon and U.S., 2007-2008

REGION	GROUP	TOTAL	PERCENT WHITE	PERCENT MINORITY	MINORITY TEACHER DEFICIT
Oregon	Teachers	31,700	93.1%	6.9%	-24.0%
	Students	562,574	69.1%	30.9%	
United States	Students	53,644,872	83.5%	16.5%	-24.1%
	Teachers	3,894,065	59.4%	40.6%	

Source: 1) National Center for Education Statistics; 2) Ingersoll and May¹⁶⁹

The student demographic trends observed in Corvallis School District are similar to those observed state-wide, namely a gradual decline in the number of white students and a corresponding increase in minority students (Figure 4.6). As of the 2010-2011 academic year, the **CSD K-12 student body comprised approximately 28 percent minority students, a roughly 17 percentage point increase since 1998-1999**. Though its percentage of minority students is slightly lower than the state-wide average, CSD has seen substantial diversification of the student body over the last 15 years, a trend district personnel expect to continue in the future.¹⁷⁰

Figure 4.6: Enrollment in Corvallis School District, 1999-2011



Source: National Center for Education Statistics¹⁷¹

RECRUITMENT

Corvallis Public Schools has implemented a range of minority recruitment teacher strategies since 2008, but according to Ms. Jennifer Duvall, the district’s Director of Human Resources, CSD has not developed a holistic strategy that has been continuously effective. “We continue to reach out,” says Ms. Duvall, “but we still have not found that magic bean.” Despite the district-wide focus, many of CPS’s minority teacher recruiting initiatives have

¹⁶⁹ [1] “Table 2: Percentage Distribution of Public School Teachers, by Race/Ethnicity and State: 2007-2008.” National Center for Education Statistics. Op cit.

[2] “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

[3] Ingersoll, R. and May, H. “Recruitment, Retention, and the Minority Teacher.” Op cit. p. 19.

¹⁷⁰ Duvall, J. Director of Human Resources. Corvallis School District. Telephone Interview. January 17, 2014.

¹⁷¹ “Elementary and Secondary Information System Table Generator.” National Center for Education Statistics. Op cit.

been **limited by factors intrinsic to many small suburban districts: lack of funding, a small local minority population, and a community that is not particularly attractive to many minority candidates.**¹⁷²

For several years, CPS's primary recruitment strategy for minority teaching candidates involved travelling to jobs fairs and minority-serving institutions outside of the state and region. However, after several years of marginal results and poor retention rates among extra-regional educators, the district decided that the out-of-state recruiting expenses could no longer be justified. Ms. Duvall noted that **"...when we try to recruit out of state, unless the candidate has some connection to the area, they tend not to stay very long."** The situation is especially critical for CPS, as the district recently implemented a dual language immersion program, placing increasing importance on the recruitment and retention of native bilingual teachers.¹⁷³

"[Involving minority teachers in recruitment] was a positive attempt, but also created some negative feelings amongst our staff."

As a result, the district shifted to primarily local and regional efforts, aggressively recruiting minority candidates from the colleges of education at Corvallis's Oregon State University and Western Oregon University, both located approximately 20 miles to the north. However, with a relatively small minority population in the area, Ms. Duvall says that **the minority teacher pipeline at these universities is insufficient to meet even local demand**, and has created fierce inter-district competition for minority candidates. While university and district administrators have discussed a number of strategies for increasing the number of prospective teachers enrolled in the colleges of education – including a collaborative Grow-Your-Own initiative – lingering doubts regarding funding and, ultimately, the efficacy of such programs remain.

One successful tactic CPS has regularly employed has been to involve minority members of the teaching staff in the recruitment and interview process. Though effective, this strategy is not without its problems. Ms. Duvall notes that, with a limited number of minority teachers on staff, the district began to rely on the same pool of teachers to attend recruiting events, an invitation that many ultimately grew to resent. "What we heard from these individuals was that it became a burden," says Ms. Duval. "It was a positive attempt, but it also created some negative feelings amongst our staff."

Though Corvallis Public Schools has not had tremendous success in recruiting a diverse teaching force, Ms. Duvall notes that they have made substantial headway recruiting minority and bilingual classified personnel. "I think that part of it is that the families are

¹⁷² Unless otherwise noted, information in this section is provided by: Duvall, J. Op cit.

¹⁷³ "Dual Language Immersion Update." Corvallis Public Schools.

<http://www.csd509j.net/en-us/districtinformation/keyinitiatives/duallanguageimmersioninmersiondoble.aspx>

already in the area,” says Ms. Duvall. “Many of the individuals do not have the licensure, but do have the expertise to work effectively with our students as an assistant.”

RETENTION

Corvallis Public Schools primarily approaches teacher retention through a combination of new teacher on-boarding activities and intensive professional development, though these programs are not specifically tailored to minority teachers. However, Ms. Duvall believes that existing professional development opportunities provide guidance in the areas most critical for new minority teachers, namely classroom management. Furthermore, the district is committed to providing individualized support for new teachers, and regularly accommodates requests for specific professional development workshops.

Following the implementation of the district’s minority recruiting initiative, the Department of Human Resources began conducting exit interviews with teachers leaving the district. In general, these interviews have largely pointed to factors external to the district’s practices and policies as a primary cause of teacher attrition and migration. “We haven’t heard that the reason for leaving was that the district did not offer enough support,” says Ms. Duvall. “We have heard that some teachers did not feel welcome in the community, that they may have felt targeted.” The district has since made efforts to **create linkages between minority teachers and minority groups within the community**, a solution that Ms. Duvall feels will help teachers form a connection with the city, and ultimately remain with the district.

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds partner expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties which extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every partner. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Partners requiring such services are advised to consult an appropriate professional.



1700 K Street, NW, 8th Floor
Washington, DC 20006

P 202.559.0500 F 866.808.6585
www.hanoverresearch.com