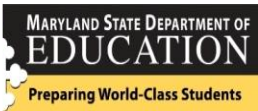


Minority Teacher Recruitment Study and Report



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Executive Summary

Education Week, a well-respected national United States newspaper that covers K-12 education, publishes an annual report card on public education in the 50 states and the District of Columbia. In 2013, Maryland's public schools were once again named as best in the nation for the 5th consecutive year. In order for Maryland to continue its reputation as the state with the best public schools in the nation, it needs well-prepared teachers who remain in the classroom beyond a few years after graduating from a teacher education program.

Teacher preparation programs, which in Maryland are offered in a variety of ways to individuals interested in becoming teachers, produce some of the brightest and best teachers in the nation. The challenge is recruiting more minority teachers both to reflect the demographics of Maryland Public Schools and to prepare students for the global economic and social environment of the future. The second challenge is to retain those teachers once they have entered the teaching work force.

Through the years, teacher education programs have undergone reform efforts that engage teacher candidates in classrooms early in their training and then in extended full-time internships as they prepare to graduate so these future teachers are fully prepared for any teaching environment into which they are hired. Currently, the Maryland State Department of Education is engaged in a third wave of reform which includes strengthening the abilities of all teachers prepared in Maryland to ensure academic growth in all children, regardless of race, ethnicity, or socio-economic circumstances. Concurrent to this initiative is an increased focus on the ability of colleges and universities to prepare teachers for the challenges of a diverse population by the Council for the Accreditation of Educator Preparation (CAEP), the nationally recognized accreditor of teacher education programs in the United States. Since most preparation programs in Maryland are required to have national accreditation, this focus serves to underscore the importance of this initiative.

When this legislation was introduced and subsequently passed by the Maryland General Assembly, Chapter 286 *Education – Minority Teacher Recruitment – Study and Report* was added to the Annotated Code of Maryland. The assembled workgroup, comprised of representatives from the Maryland State Department of Education (MSDE), the University System of Maryland (USM), Maryland Independent Colleges and Universities Association (MICUA), the Maryland Higher Education Commission (MHEC), the Maryland Association of Community Colleges (MACC), Local School Systems (LSS), and the Maryland State Educators Association (MSEA) began to examine national and state research and data on teacher recruitment, preparation, development and retention. Current practices in these areas were examined and workgroup members shared current practice in institutions of higher education, what is available for high school students, and how even middle school students can participate in focused activities introducing the teaching profession as a possible career option.

The charge to the Minority Teacher Recruitment Workgroup is to:

Study and make recommendations on certain strategies to increase and improve minority teacher recruitment, preparation, development, and retention in elementary and secondary education in the State.

The challenge is to recommend new and/or enhanced models for recruiting and retaining minority teachers. The workgroup posed many questions in focusing on this challenge. What can be done to recruit and retain minority teachers when competition is great for the best and the brightest among all possible candidates from many other professions? Are modifications or changes needed to enable teacher preparation programs to recruit candidates, and ensure that they are adequately prepared in ways that would enhance their retention in Maryland's classrooms beyond a few years? What support systems might LSSs employ in order to recruit and assist all teachers to stay in classrooms? Are there specific strategies that could enhance an LSS in retaining teachers from widely diverse cultural backgrounds? Are incentives alone enough to interest people in becoming teachers? Should there be more focus on promoting the profession in middle and high school? These and other questions were addressed during the workgroup meetings.

The four recommendations of the Minority Teacher Recruitment Workgroup are designed with implementation in mind following continued collaborative action among the stakeholders who served on this workgroup or among representatives from the same stakeholder groups. These recommendations should be further developed into action plans with measurable outcomes and results.

Background and Charge to the Work Group

Teacher recruitment, preparation, development and retention have a solid history in Maryland. Major reform took place in 1995 with the adoption of the *Redesign of Teacher Education in Maryland* designed to ensure the quality preparation of teachers. A group of stakeholders drawn from the ranks of superintendents, state agencies, local school system (LSS) central office staff, human resources specialists, faculties and staff from institutions of higher education (IHE), and classroom teachers was assembled over an extended period of time to design implementation strategies. An important and far-reaching outcome was a program approval requirement that all undergraduate teacher candidates have an extended internship in a specially designed Professional Development School (PDS). Currently, there are more than 420 such schools preparing at least 1,200 teachers a year. One study, conducted by Towson University which annually produces the largest number of teachers in Maryland, found that candidates who had a PDS experience tended to remain in teaching longer than others who did not have such an experience. A second data collection in a large urban school district tracked PDS graduates who were hired into their schools for five years, finding more than 75% on average remaining for six years or more. This percentage exceeds the national average by nearly 25%. The nature of a PDS as a supportive, nurturing environment whose strength lies in its development as a learning community has long suggested the qualitative value of those elements in the retention of teachers, even in challenging environments.

Strategies designed to recruit diverse candidates into the teaching profession are reporting requirements for IHEs and are mandated by both State Program Approval and CAEP. Despite best efforts, they have not been as successful in recruiting a diverse candidate population as PDS has been in retaining candidates once they are hired. Maryland Approved Alternative Preparation Programs (MAAPP), which are State-approved alternative programs that certify teachers for local school systems that choose to sponsor them, do show stronger rates of minority recruitment. MAAPPs, available only to individuals who already have undergraduate content degrees, are most successful in achieving diversity when recruitment is done locally.

Some recommendations of the Minority Teacher Recruitment Workgroup build on these models to expand the successful recruitment, preparation, development and retention of minority teachers in elementary and secondary education in Maryland. Other recommendations are based upon information from the workgroup meetings as discussions focused on the challenges.

The charge to the Minority Teacher Recruitment Workgroup is to:

Study and make recommendations on certain strategies to increase and improve minority teacher recruitment, preparation, development, and retention in elementary and secondary education in the State.

Description of the Workgroup Process

Co-Facilitators, Michelle Dunkle, Jeanne-Marie Holly and Darla Strouse convened the Minority Teacher Recruitment Workgroup, comprised of representatives from the Maryland State Department of Education (MSDE), the University System of Maryland (USM), Maryland Independent Colleges and Universities Association (MICUA), the Maryland Higher Education Commission (MHEC), the Maryland Association of Community Colleges (MACC), Local School Systems (LSS), and the Maryland State Educators Association (MSEA). Appointed in August, the Workgroup met once in August 2013 and again in September 2013. The remaining communication and interaction took place via a web-based survey instrument through which feedback was collected on draft documents and to make final recommendations to the report.

The first meeting provided an opportunity to share the history of the Minority Teacher Recruitment legislation as it was introduced and signed into law. Senator Catherine E. Pugh introduced the bill in the Senate because, although numerous teacher education colleges in Maryland produce large numbers of teachers, the recruitment and retention of minority teachers still remains a challenge. It was her vision that this piece of legislation would assist in providing more opportunities to recruit interested individuals into the teaching profession.

At the first meeting, national and state research and data on teacher recruitment, preparation, development and retention of teachers was provided. Several reports were shared including:

- *Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools* , September 2012
<http://www.marylandpublicschools.org/MSDE/divisions/planningresultstest/doc/20122013Student/enroll15.pdf>
- *Professional Staff by Assignment, Race/Ethnicity and Gender*, Maryland Public Schools, October 2012 <http://www.marylandpublicschools.org/NR/rdonlyres/68C794C3-C37B-4116-85CD-B00E8FD8089B/34385/prostf14.pdf>
- *Comparing Racial Demography of Professional Staff to Student Population 2011 – 2012*, Maryland State Department of Education
(This document was prepared from the above two documents in a side-by-side comparison of the two. The one-page document is available by emailing mdunkle@msde.state.md.us)
- Current Intern Demographics Data, Maryland Approved Program Current Intern Demographics Statewide Data, Maryland Approved 1st Year Resident Teachers: Demographics By Race Data, and Number of Maryland Approved 1st Year Resident Teachers: Demographics By Race – State Level July 1, 2010 and forward
Available Spring 2014 at Maryland's P12 Dashboard Portal
- *Teacher Diversity Matters, A State-by-State Analysis of Teachers of Color* , Center for American Progress, November 2011
<http://www.americanprogress.org/issues/education/report/2011/11/09/10657/teacher-diversity-matters/>

- *Closing the Talent Gap: Attracting and Retaining the Top Third Graduates to Careers in Teaching*, Education Alliance, Brown University
http://mckinseysociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf
- *Minority Teacher Recruitment, Development and Retention*, Education Alliance, Brown University.
<http://files.eric.ed.gov/fulltext/ED484676.pdf>

The workgroup members shared recruitment, preparation, professional development strategies, and retention practices currently employed throughout their various stakeholder home groups. These included:

- The Teacher Academy of Maryland (TAM) is a high school Career and Technology Education (CTE) Program of Study the goal of which is to capture the interest of high school students interested in the teaching profession. High school students complete a four course, four-credit sequence of courses culminating in an Education Academy Internship. Students prepare a portfolio guided by the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, take the Educational Testing Service (ETS) ParaPro test as the assessment to attain the industry credential which is most appropriate for high school students, are provided the opportunity to take the ETS Praxis 1 (Basic Skills) test, and, finally, to earn three college credits upon successful program completion. Students may use these credits if they matriculate to Coppin State University, Stevenson University or Towson University. Towson University offers successful TAM students a \$500 scholarship per semester for up to eight semesters if they choose to enroll at that university as declared education majors. Coppin State University also offers scholarships to TAM students who meet specific criteria and matriculate to Coppin as declared education majors.

Towson University further supports TAM by providing annual professional development institutes for TAM teachers. Additionally, the university supports the development of a professional learning community among TAM teachers by hosting space on its Blackboard, an electronic learning platform which is easily accessible to TAM teachers across the state.

- Future Educators Association (FEA) chapters can be found throughout the state in high schools that offer the TAM program as well as in many middle schools. FEA members in middle school learn about the teaching profession and participate in related activities. High school FEA members participate as part of the TAM instructional program, play an integral role in teacher recognition during National Education Week, and assist with classroom activities throughout the year.
- The University of Maryland Eastern Shore (UMES) includes counselors in the PDS learning community as part of their PDS program. The goal is to help local school counselors to be more knowledgeable about the teaching profession as they advise students on possible career pathways.
- The University of Maryland Baltimore County (UMBC) offers scholarship programs that yield 30 – 33% minority teachers. In addition, freshman students are required to take a

diversity course which UMBC believes helps to recruit more minorities into the teaching profession.

- Anne Arundel County Public Schools (AACPS) hosts a Diversity Weekend for newly-hired teachers in the school system. During this weekend, information is shared about the LSS and the area, along with additional resources relevant to relocation and resettlement in new environments. Through an extension of the activities begun through these weekends, newly hired teachers, including minority teachers, meet other teachers who can serve as new friends or as part of network of support.
- *Teachers of Promise* is a program that helps teacher candidates transition from their roles as students into practicing teachers as they complete their college/university careers. In this exciting program, Maryland teachers currently serving in schools assist graduating college education majors by sharing their experiences and mentoring them.
- The Maryland Higher Education Commission (MHEC) currently administers the State's Workforce Shortage Student Assistance Grant Program, a scholarship available to students enrolled in approved teacher education programs that lead to certification in a critical shortage field. Maryland teachers in select teaching fields or in select schools may also qualify for student loan repayment through the State's Janet L. Hoffman Loan Assistance Repayment Program or the Nancy S. Grasmick Teacher Awards. See Appendix.

As each of these programs was shared, a robust discussion emerged about what defines the word "minority" when examining policy and making recommendations. A consensus was reached that it is the intent of the Minority Teacher Recruitment Workgroup to include males as well as people of color and diverse ethnicities in the definition of a minority teacher.

The first meeting ended with an agreement that three themes had surfaced for the purposes of organizing recommendations.

1. A positive marketing campaign promoting the teaching profession should be a top priority and, when considering a local population, should begin early as was described through programs in middle and high school, and through a variety of approaches for the general post-high school population and/or career changers;
2. Regulations, policies and procedures, etc. among various stakeholders engaged in the recruitment and preparation of teachers should be reviewed to determine where there is evidence or research that suggest flexibility could enhance recruitment; and,
3. Incentives such as those that encourage relocation to new communities could assist recruits in acclimating to new environments, and all initiatives to this end should be thoroughly investigated.

The second meeting began with a review and discussion of the three themes that surfaced during the first workgroup meeting. The members explored each of the themes in depth discussing specific action items that could be included under each theme, thus forming the basis for the final recommendations.

Once the recommendations were developed, each workgroup member was provided a link to a web-based survey instrument with which to record their responses, reactions, and suggested changes. The results were tabulated, and incorporated into the recommendations.

A draft report was written and each workgroup member was given the opportunity to provide feedback. All feedback was considered in preparing the final report.

Recommendations

The Minority Teacher Recruitment Workgroup respectfully makes the recommendations listed below that represent the thoughtful discussion and considerations of the workgroup members. Research documents discussed and data presented at the workgroup meetings were also made a part of the deliberations.

The recommendations serve to build on the current strengths of teacher recruitment and preparation efforts as well as to suggest fresh ideas and initiatives.

Recommendations

- 1. Examine current regulations, policies and procedures (CAEP, college and university, local school system, MSDE and MHEC) to determine if any present barriers exist that might be addressed to enhance the recruitment of minorities into the teaching profession.**

Activities:

- Revisit the community college Associate of Arts in Teaching (AAT) to ensure alignment that allows possible teacher candidates to complete a program after transfer to a four-year IHE within four years;
- Include some type of paid internship, and/or allow more flexibility in the internship requirements for traditional teacher education programs or in other required courses which may increase opportunities for more candidates to participate, both minority and non-minority;
- Provide multiple opportunities for entry into programs that could encourage minority candidates to enter the teaching profession;
- Approach any changes to current regulations, policies and procedures with the same stringent requirements and standards applied to all; and,
- Determine the resources needed to implement these activities and how those resources might be leveraged.

- 2. Use recruitment strategies that also include needed support systems for minority teachers.**

Activities

- Enhance the image of the teaching profession through an aggressive marketing campaign, preferably by engaging a professional marketing firm;
- Recruit current minority teachers to share their experiences with students and parents;
- Make sure interactions between guidance personnel at all levels, academic advisors, and faculty and potential teachers demonstrate a full understanding of the many rewards of being part of the teaching profession;
- Provide opportunities for newly-recruited minority teachers to meet and form support networks with other minority teachers through experiences such as

diversity weekends sponsored by specific fraternities and sororities, or in connection with other groups such as faith communities, the Maryland State Education Association and the Baltimore Teachers Union;

- Encourage job fairs sponsored by minority groups such as the Maryland Black Caucus;
- Maintain community college tuition rates through the four-year program for shortage content areas and special education certification
- Reach out to volunteers and parents who may not have considered teaching as a profession at the local school level;
- Use social networking outlets to recruit minorities;
- Explore ways to reach out to first and second-generation Americans to explore teaching as an option;
- Provide more prominent information on MSDE's website on how to become a teacher by making the website more user friendly, including human interest stories and tangible incentives provided by LSS and other entities to inform minorities, students, parents, military personnel, and business people of the advantages and rewards to becoming a teacher;
- Create an "app" for information about and connection with all aspects of recruiting and preparing for the teaching profession;
- Take full advantage of the knowledge base available through the MAAPP in the State to build on their recruitment models that are relatively successful in attracting a diverse population; and
- Determine the resources needed to implement these activities and how those resources will be leveraged.

3. Provide financial incentives that make a difference in the life of a newly recruited minority teacher.

Activities:

- Provide linkages to information at both the LSS and State level about affordable housing, loan forgiveness and tax credits on teacher's beginning years' income which could help to retain more new teachers, not just minorities;
- Utilize incentives provided by the corporate community to assist minority teachers;
- Provide adequate and targeted scholarships or grants for minorities, including males to become teachers;
- Develop a "one stop" website where all scholarships and grants are listed for those interested in becoming a teacher;
- Include a payback incentive linked to teaching for a specified number of years in Maryland, with possible consideration to featuring those considering teaching in hard to fill certification areas;
- Garner support from Maryland's congressional leaders to provide federal funding to recruit, prepare, develop and retain teachers; and,
- Determine the resources needed to implement the incentives and how those resources will be leveraged.

4. Expand current programs offered in high school such as the Teacher Academy of Maryland, increase enrollment in the Future Educators Association which exists at both middle and high schools, and enhance business partnerships through the Maryland Business Roundtable or other similar organizations which can showcase minority teachers and the teaching profession.

Activities:

- Create and enhance the "brand" of teaching through high school programs and middle school organizations;
- Provide middle and high school students with opportunities to participate in teacher education activities that model good teaching and a more thorough understanding of the teaching profession;
- Expand the Teacher Academy of Maryland to additional sites, especially comprehensive high schools;
- Investigate developing models like TAM for smaller schools that have neither the populations nor the resources to support a major initiative;
- Recruit more IHEs to provide college credit for successful high school graduates of the Teacher Academy of Maryland program of study, thus expanding the statewide articulation agreements for this program;
- Reach out to organizations with large minority populations such as fraternities (Kappa Alpha Psi, Omega Psi Phi, Alpha Phi Alpha, Phi Beta Sigma, and Iota Phi Beta) and sororities (Delta Sigma Theta, Alpha Kappa Alpha, Zeta Phi Beta and Sigma Gamma Rho) to recruit potential teachers, to serve as mentors and/or provide increased social contacts for minority teachers, and to promote a positive image of the teaching profession;
- Utilize educational experiences such as students in college who are undecided on their major, tutoring programs in local schools, and undergraduate learning assistant programs to serve as recruitment tools; and,
- Work with MSDE to identify a State contact to coordinate activities of the FEA in the State of Maryland.

Appendix

MHEC Programs

Janet L. Hoffman Loan Assistance Repayment Program

This program has a number of difference careers under which an applicant can qualify (e.g., lawyers, social workers, and teachers). Specifically for teachers, this program provides loan repayment to teachers who teach in designated Title I schools or schools identified for improvement by MSDE. Participants teaching in select areas of certification (e.g., technology education, chemistry, computer science) may be eligible to participate in the program. A complete list of eligible areas can be found on the MHEC website at http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_laraq.asp

Nancy S. Grasmick Teacher Award

This Loan Assistance Repayment Program is provided to teachers who teach in Science, Technology, Engineering and Math (STEM) areas of certification, or who teach in schools in which at least 75% of the students are enrolled in the free or reduced-priced meal programs AND have received the highest performance evaluation rating possible for the most recent year available in the LSS in which the teacher is employed.